



**RED RIVER COLLEGE**  
OF APPLIED ARTS, SCIENCE AND TECHNOLOGY

# **Child and Youth Care Program Curriculum Validation**

**Final Report  
September 2003**

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# **Child and Youth Care Diploma Program Curriculum Validation Final Report**

## **Introduction:**

The Curriculum Validation for the Child and Youth Care (CYC) Program was conducted between October 2002 and June 2003. The Child and Youth Care Program began as a full time, two year Diploma Program at Red River College in 1997 and is currently completing its sixth year of operation. The purpose of the program is to train practitioners to help children, youth and their families develop their strengths in order to identify and resolve problems that occur in their lives. Child and youth care practitioners work in a wide range of settings with children and youth experiencing behavioural and/or emotional difficulties. The need for child, youth and family support is expanding in response to the multiplicity of social and economic issues affecting communities.

As identified in the Red River College Curriculum Validation Model, curriculum validation is a structured format to identify the current status of the curriculum, a description and a vision for a desired future state and a 5-year plan for creating the desired future state. The eight deliverables are designed to synthesize into specific program goals and a time lined implementation plan that is used as the basis for program renewal.

Prior to the Curriculum Validation and at the request of the Chair of Community Services, a Gap Analysis was conducted in May 2002 as a background to discussion between the University of Manitoba and Red River College regarding articulation between the College's Child and Youth Care Diploma Program and the University's Faculty of Social Work and/or Human Ecology. The participant group for the gap analysis consisted of a selection of human services employers and educators. The curriculum validation process, as outlined below, supports the conclusions of the Gap Analysis. (Appendix A)

## **Curriculum Validation Deliverables:**

The Child and Youth Care Curriculum Validation process involved 8 interrelated deliverables:

1. Environmental Scan and overview of the key findings of similar programs across Canada.
2. Industry Occupational Analysis (DACUM)
3. Faculty Graduate Analysis Chart
4. Integrated Chart (which integrates the Industry Occupational Analysis (DACUM), the Faculty Graduate Analysis Chart, and the College Wide Learning Outcomes),
5. First Draft of Proposed Program Learning Outcomes
6. Visioning Workshop Outcomes
7. Renewal Plan: Vision Statement, Program Goals, Implementation Plans and Timelines
8. Final Report

## **Outcomes from the Deliverables:**

### **1. Environmental Scan and Key Findings (Appendix B)**

The Environmental Scan provides the faculty and chair with information about similar programs that are offered in College and University settings across Canada. The information is gathered through web sites, email and telephone contact. The scan gathered information under the following categories:

- Name of institution, location, contact person
- Size of program
- Credential Issued
- Program Features
- Curriculum Model
- Curriculum Content
- Student Assessment
- Current and Coming Challenges
- Curriculum Renewal
- Partnerships
- Additional Information (Other and Comments)

**For the Child and Youth Care Curriculum Validation 15 programs were scanned. They included:**

#### **Two Year Diploma Programs**

Red River College  
Douglas College  
Malaspina University College  
Malaspina University College – Cowichan  
University of Victoria – First Nations Partnership Program  
Lethbridge Community College  
Mount Royal College  
Grant MacEwan College

#### **Three Year Diploma Programs**

Algonquin College  
Sault College  
Confederation College  
St. Clair College  
Mohawk College  
Cambrian College

#### **Degree Programs**

University College of the Fraser Valley  
University of Victoria  
Grant MacEwan College – on site through Malaspina University College

**The Scan also includes contact information for the following programs:**

Medicine Hat College  
Lakeland College  
Centennial College  
Fanshawe College  
George Brown College  
Humber College  
New Brunswick Community College  
Nova Scotia Community College  
Ryerson Polytechnic

## **Key findings from the Environmental Scan:**

### ***Enrolment, retention and attrition:***

- Most Colleges are experiencing increased attrition due to higher needs for academic and personal supports amongst students - this problem is worsened by budgetary constraints.
- First Nations / Aboriginal students seem to have higher levels of success in programs which allow them to stay together as a cohort. Several models for this – Malaspina Cowichan; ACCESS
- Entrance Requirements / Admissions processes allow for screening at some colleges e.g. Douglas
- Faculty need training in working with Aboriginal / First Nations students

### ***Delivery:***

- Most CYC diploma and degree programs are trying to find ways to accommodate practitioners in the field with part time or workplace programs.
- Most Colleges are trying to find ways to offer easier access to degrees or applied degrees locally either through better articulation agreements with local universities; the development of an Applied Degree or, as in the case of Grant MacEwan, a Distance Degree offered on site.
- Community based delivery model for CYC Diploma in First Nations communities is a model that is working in BC through U. Vic
- Accelerated model for students with related degree or diploma available at many colleges

### ***Technology:***

- Distance delivery is being developed in about 50% of the CYC Diploma Programs.
- Many programs in the process of developing web delivery for parts of courses (hybrid) – general agreement that human services programs should not be totally web delivered.
- CYC web sites in some programs are exciting and create virtual CYC communities
- Many programs prefer “Blackboard” or “First Class” to WebCT

### ***Course Content / Curriculum:***

- Integrated curriculum for human services programs have not been successful for CYC programs. A number of colleges have developed integrated curriculums and then reversed the decision. Timetabling problems, philosophical differences, an inability to use examples from the field and relate the skills to CYC practice were some of the problems identified.
- CYC focus needs to be maintained within core curriculum
- Strong trend towards critical thinking skills especially in the area of ethical and professional behaviour
- Professional portfolios used to develop professionalism, assess skill knowledge development over the two years of the program in several colleges
- Strategies for success including study skills, writing an essay etc. included in many first year programs
- 50% of programs offer electives
- Program learning outcomes are being developed / used in most programs

### ***Practicum:***

- Combination of block and 1-2 / day per week models use throughout
- Many programs require students to apply and interview for practicum placements

***Additional Challenges:***

- Ensuring that Child and Youth Care remains distinct and unique; different and separate from other human service areas of study
- To maintain professional connections within the CYC community for faculty members – e.g. opportunities for dialogue; national/international conferences; connection with local associations
- To lobby for changes which will strengthen the profession – e.g. certification / accreditation
- To attract more males and First Nations / Aboriginal / culturally diverse students
- Budget cutbacks – “doing more with less”

**Analysis and Recommendations:**

The Environmental Scan highlighted the increasing need for student supports especially amongst Aboriginal and First Nations Students. Without the necessary supports, personal and academic struggles contribute to high attrition. Accommodating practitioners in the workplace and other alternate delivery models are recurrent needs. Additionally, Colleges strive to increase articulation with degree programs, especially programs which can be easily accessed by students. Technology is being used to deliver parts of courses but human services curriculum requires interaction between students and instructor. Integrated curriculum has not been highly successful and the need to maintain the integrity of the core child and youth care curriculum in programs was emphasized. Professional connections must be developed and maintained both locally and nationally. Curriculum development should support student success with the addition of critical thinking skills, strategies for success, cultural competence and the development of program learning outcomes. Practicum should continue to emphasize the development of the knowledge and skills necessary for highly professional “best practice”. Based on this analysis, it is recommended that these key points be integrated into the five year renewal plan for the Child and Youth Care Program.

## 2. Industry Occupational Analysis Chart (DACUM) with Emerging and Retiring Trends (Appendix C)

The DACUM was held on October 28th, 2002 and facilitated by Craig Edwards and Mike Stuhldreier. There were 10 participants representing child and youth care employers, frontline workers and graduates of the Child and Youth Care Program. Representation was included from the family services / child welfare, mental health, justice and education sectors.

Participants were asked to brainstorm and identify the sustaining, emergent, or retiring competencies necessary for effective and professional child and youth care practice. Sustaining competencies are those that form the core skill set in the industry. Emergent competencies are those that are significant to future growth and retiring competencies are those that are becoming less important and may ultimately become insignificant. The resulting DACUM Chart identifies the competencies expected by employers of an entry level graduate. These competencies are used as the basis for the development of the program outcomes and faculty are responsible to determine how the curriculum can best meet the needs identified.

### **The resulting Child and Youth Care DACUM identifies the following entry level competencies:**

- ◆ Demonstrate self-awareness
- ◆ Demonstrate knowledge of Aboriginal culture
- ◆ Advocate for children, youth, families and communities
- ◆ Communicate effectively
- ◆ Create and maintain a therapeutic healing environment
- ◆ Assess children, youth, families and communities
- ◆ Contribute to a treatment plan
- ◆ Manage Groups
- ◆ Design therapeutic activities
- ◆ Manage crisis
- ◆ Teach
- ◆ Maintain professional standard
- ◆ Identify child, youth, family and community issues
- ◆ Build relationships with children, youth, families and communities
- ◆ Follow legislative requirements

### **Emerging Industry Trends:**

- ◆ the need for a more professional approach
- ◆ Increased knowledge of mental health and medical pharmacology
- ◆ educators must understand ADHD and other challenges i.e. what kids bring to school
- ◆ increased responsibility given to the treatment team
- ◆ emphasis on individual and family strengths and cultural issues
- ◆ need to promote more independence with clients
- ◆ child and youth care workers need knowledge base to meet cultural needs of clients
- ◆ more skilled needed in working with Aboriginal people
- ◆ must give hope for change and life tools to help kids survive
- ◆ high demands on the job and many other stresses (tougher kids)

### **Retiring industry trends:**

- ◆ removing children from their home communities
- ◆ working with low risk kids
- ◆ special programming at school and alternative settings
- ◆ leadership from top down (hierarchy)
- ◆ being punitive before being supportive
- ◆ less emphasis on group treatment – more one-to one treatment
- ◆ hiring employees without formal child and youth care training
- ◆ “child only” focused thinking



### **3. Faculty Graduate Analysis Chart (Appendix D)**

The Faculty Graduate Analysis Workshop was held on November 8th, 2002 and involved faculty from the Child and Youth Care Program as well as the Metis Child, Family and Community Services Diploma Program. In addition the Community Services Chair and representatives from Continuing Education acted as observers. Craig Edwards and Mike Stuhldreier facilitated the workshop. This was a one day workshop which identified the competencies expected of entry level graduates from the program's point of view.

#### **The competencies identified were:**

- ◆ Use self in practice
- ◆ Use helping skills
- ◆ Communicate effectively
- ◆ Develop cultural competence
- ◆ Develop relationships
- ◆ Manage challenging behaviour
- ◆ Respond to trauma
- ◆ Assess and plan
- ◆ Implement therapeutic activities
- ◆ Practice personal wellness
- ◆ Be professional
- ◆ Use a family focused approach
- ◆ Use a community focused approach
- ◆ Co-create reclaiming environments

### **4. Integrated Chart (Appendix E)**

The workshop to create the Integrated Chart was held on December 6th, 2002 and involved the same participants as the Faculty Graduate Analysis Chart. The outcome of the workshop was a single, composite chart resulting from the cross-referencing of the competencies identified in the Industry Occupational Analysis (DACUM) Chart, the Faculty Graduate Analysis Chart and the College Wide Learning Outcomes. Red River College has adopted the Conference Board of Canada's Employability 2000+ as its College wide learning outcomes. These are the skills that are considered essential to enter, stay in and progress in the world of work as we enter the 21st century. Incorporation of these outcomes into programs and courses is articulated in both the College Strategic Plan and Operational Plan.

#### **Analysis and Recommendations:**

Upon completion of the Integrated Chart, it was evident that there were no major gaps between the direction that the field, the faculty and the College wish the Program to take. The Integrated Chart provided the basis for the development of the Proposed Program Learning Outcomes and it is recommended that Program Learning Outcomes be finalized as part of the 5 year renewal plan. The plan should also include the goal of integrating the Program Learning Outcomes into the curriculum.

### **5. First Draft of Proposed Program Learning Outcomes (Appendix F)**

Through the use of the Integrated Chart, a first draft of the Proposed Program Learning Outcomes was developed by the Curriculum Validation Facilitator and the Curriculum Consultants. The Proposed Program Learning Outcomes will be finalized as part of the implementation plan for the renewal of the program. Each program learning outcome will include a learning outcome statement with identified elements of performance.

## 6. Vision Workshop Outcomes (Appendix G)

The Visioning Workshop was held in March 2003 with participants from the Child and Youth Care Advisory Committee and faculty. The following are the vision statements that were generated and distilled by the participants. Based on the previous workshops' results and environmental scan summary, the resulting vision statements provide the program's faculty and Chair with a synthesis of the possible directions the program can take. Along with research data from other sources, the Chair and CVF use the vision statements to frame practical and realistic goals that will form the program's renewal plan to create the future vision for the program. The question central to the visioning process is: "In five years the Child and Youth Care Program will be a leading contributor to the field. What does the 2008 Program look like?"

### **Academic Articulation:**

There will be articulation agreements with universities for related Child and Youth Care degrees available locally or a BSW degree.

### **Faculty Support:**

The Child and Youth Care Program will support its faculty to maintain and enhance skills via professional development opportunities nationally and internationally. The CYC Program will create opportunities for faculty to network with other CYC professionals and faculties.

### **Curriculum Content**

The Child and Youth Care Curriculum will provide students with the skills necessary to work with families and communities from a supportive and preventative perspective. Courses will emphasize cultural competence and offer specialized streams that reflect the needs of the children, families and communities students will serve.

### **Delivery**

The Child and Youth Care Program will develop and deliver a model for a community based diploma program in First Nations and rural communities.

The Child and Youth Care Program will develop a workplace diploma program for practitioners.

The Child and Youth Care Program will develop and implement strategies to establish positive working relationships with critical diverse populations.

### **Professional Recognition**

Employers will be supported to hire certified Child and Youth Care Workers.

### **Student Recruitment and Support**

The Child and Youth Care Program will develop support processes based on students' needs in order to attract and maintain a culturally diverse student population.

## **7. Renewal Plan: Vision Statement, Program Goals, Implementation Plans and Timelines (Appendix H and Appendix I – Gantt Chart)**

The curriculum validation process is designed to gather data from each of its various steps in order to provide the necessary input to create the final deliverable, a vision statement and a series of program goals each with an implementation plan and timelines. This vision statement and program goals were used to create a 5 year renewal plan for the program.

The deliverables that are used to gather the data include: the Environmental Scan, the Integrated Chart (which is derived from the Industry Occupational Analysis (DACUM), Faculty Graduate Analysis, and the College Wide Learning Outcomes), and the Visioning Workshop.

In order to complete the last step of the process, the Child and Youth Care Faculty, with input from Craig Edwards and the Chair of Community Services, Joan Kunderman, met 4 times between April and June 2003 to:

- ◆ develop a Vision Statement for the Program
- ◆ develop Program Goals
- ◆ develop implementation plans
- ◆ create timelines for the implementation plans

Together these final steps have created a five year plan for renewal of the Child and Youth Care Program.

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### **FIVE YEAR PLAN FOR RENEWAL OF THE CHILD AND YOUTH CARE PROGRAM**

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#### **Child and Youth Care Program Vision Statement**

To provide high quality, integrated educational and training opportunities to meet the need for comprehensive professional child and youth care practice in the province of Manitoba.

### **Program Goals:**

#### **1. Professional Networking: Continue to be involved with the child and youth care community.**

##### **Implementation:**

- a. Build and support relationships with local child and youth care community. Ongoing - Fall 2003-June 2008
- b. Recognize practicum supervisors with certificates of recognition. June 2003 and every subsequent June.
- c. Offer training opportunities to practicum and support organizations as available.
- d. Participate in relevant, related community committees.
  - Competency Based Training - June 2003 June 2008
  - Discuss involvement on other committees with Ben Van Haute – Fall 2003
- e. Investigate opportunities to collaborate with Prairie Centre of Excellence. Initial Contact in 2004 and ongoing
- f. Remain current with all development in the areas of child and youth care standards and professional practice. Ongoing June 2003 – June 2008

**2. Academic articulation: Continue to pursue articulation agreements with universities for related child and youth care degrees.**

**Implementation:**

- a. Pursue articulation with the universities. Ongoing to June 2008
- b. Clarify relationship with B.C. Consortium. June 2004
- c. Pursue development of English courses to meet B.C. articulation requirements. Fall 2004
- d. Create a dialogue with Continuing Education and related certificate programs to investigate internal credit transfers for existing and potential programs. June 2004

**3. Student Success: Develop support processes based on students' needs in order to attract and maintain a diverse student population.**

**Implementation:**

- a. Promote the Child and Youth Care Program in the community.  
Ongoing August 2003 – June 2008
  - Use Grad testimonials in advertising and on web site June 200
  - Discuss how to promote program in Aboriginal and 1st Nations Communities with RRC Aboriginal Education June 2004
- b. Strengthen connections with Student Services.  
Ongoing Fall 2003 – June 2008
  - Invite RRC counselors to Orientation and Family Dynamics Class Fall 2003
  - Meet with RRC counselors and express appreciation for support and brainstorm ideas for strengthening our contact and involvement. March 2004
- c. Review Admission Process to ensure student success.  
Ongoing May 2003-June 2008
  - Increase % of seats for Aboriginal and First Nations Students
  - Sept. 2004
  - Contact with Jane Botting re: this year's applicants June 3, 2003
  - Strategize how Entrance Requirements could be strengthened to encourage higher levels of basic academic skills and personal recovery amongst applicants. June 2006
- d. Assess causes of high attrition amongst Aboriginal and First Nations students. June 2006
  - Faculty to brainstorm known issues that have contributed to failure
  - Contact students and interview to obtain their perspective in what contributed to success or failure
  - Review Environmental Scan re: success strategies for Aboriginal/FN students
- e. Enhance Information Session / Orientation Process.  
Ongoing Fall 2003-June 2008
  - Contact Ruth Murdoch at Urban Circle re: strategies/ partnerships to enhance orientation and increase sense of belonging

**4. Curriculum Content: Continue to pursue curriculum excellence based on research and child and youth care best practice.**

**Implementation:**

- a. First Draft of Proposed Program Learning Outcomes from Integrated Chart. June 2003
- b. Finalize development of Program Learning Outcomes. Fall 2003
- c. Assess, develop and revise curriculum to ensure that PLO's are adequately addressed in the curriculum. Sept. 2003 – June 2004
- d. Assess current curriculum to ensure that it reflects Best Practice. Ongoing June 2003 – June 2008
- e. Incorporate the tenets of critical thinking into curriculum. June 2004
- f. Expand development of professional portfolios to begin in year one and culminate in a comprehensive presentation of portfolio prior to graduation. Fall 2005
- g. Restructure practicum and courses to fit with term/semester changes and to allow for related employment in last practicum. Sept. 2004
- h. Explore the development of a Term 1 "Strategies for Success" course including computer use, studying, essays, tests and exams, time management, writing skills. June 2004

**5. Professional Development: Continue to pursue available opportunities for child and youth care specific professional development and networking.**

**Implementation:**

- a. Pursue membership in the Prairie Child and Youth Care Consortium. May 2003 – ongoing'
- b. Maintain contact with Prairie child and youth care educators (coordinators). May 2003 - ongoing
- c. Apply for professional development opportunities. Ongoing June 2003 – June 2008
- d. Submit paper for National Child and Youth Care Conference in Alberta. Fall/Winter 2004
- e. Maintain connections with CYC profession nationally. Ongoing June 2003 -June 2008

**6. Program Delivery:**

**6.1 Pursue the development of a child and youth care workplace model**

**Implementation:**

- a. Assess the need for a Child and Youth Care Workplace Model. June 2005
- b. Apply for COPSE funding as needed. June 2005 - June 2006
- c. Promote PLAR in the Child and Youth Care Community. Ongoing June 2003 – June 2008
- d. Develop web-based components to selected courses. June 2006

**6.2 Promote the ability and willingness to deliver models of the Child and Youth Care Program in partnership with Aboriginal/First Nations Communities.**

**Implementation:**

- a. Request meeting with new Authorities and First Nations / Aboriginal Communities stating willingness to meet with the Authorities/Communities. December 2003
  - send letter to new Authorities Fall 2003
  - follow up letter with phone call Dec. 2003
  - maintain dialogue with new Authorities. Ongoing
- b. Develop a prototype (model) which can be sent within three weeks to any of the Authorities / Communities. As required.

## Summary and Conclusions

This systematic and thorough curriculum validation process has allowed for the development of program goals that are intended to maintain a Child and Youth Care Diploma Program at Red River College that meets the needs of employers in the professional community and ensures that graduates will be of the highest caliber well suited to work with some of the most vulnerable children and families in our province.

It is fitting that, as the current child welfare system in Manitoba is undergoing one of the largest overhauls in its history, the Child and Youth Care Program has set goals for renewal that will enable it to move in step with the impending changes. Respect for diversity, cultural competence, community based approaches, professional best practice, cooperation and collaboration; these are some of the hallmarks of these parallel renewal processes.

The Program Chair and Faculty are committed to doing their best to ensure that the goals are met within the five-year time frame that has been established. With adequate resources and the ongoing energy and dedication that the chair, faculty, advisory committee and employers from the field have shown to date, the results should be very positive.

## **Appendix A: Gap Analysis Executive Summary (May 2002)**

*The conclusions in the Gap Analysis Summary Report indicated that the direction employers in the field wish the Child and Youth Care Program to take are consistent with its general orientation. Movement towards a community-based service delivery model, coupled with sensitivity to Aboriginal cultural issues in practice, student recruitment, and in faculty hiring could address any major gaps in the program. Further degree articulations should be undertaken in Manitoba and should probably be undertaken in a partnership that continues to address the priorities set by the employers.*

### **Child and Youth Care Diploma Program Focussed Discussion May 6, 2002**

#### **Executive Summary**

##### **Background**

The University of Manitoba requested a gap analysis be done as background to discussions between the university and Red River College (RRC) regarding articulation between the college's Child and Youth Care (CYC) Diploma Program and the university's Faculty of Human Ecology and/or Faculty of Social Work. As RRC is also exploring the option of offering applied degrees, the definition of the gap analysis was extended to include the collection of information around that option. The participant group for the gap analysis consisted of a selection of human services employers and educators. RRC undertook the organization and design of the resultant workshop.

##### **Process**

As the availability of all targeted participants was time constrained, it was decided to develop a half-day workshop scheduled for May 6, 2002. The focus of the gap analysis took the form of establishing the gap or difference between the current state of the CYC Program and an industry vision of a future, desired state. As all RRC curricula are developed to address industry needs, having input from the human services employment sector was an important consideration in the workshop design.

The workshop design featured 3 interrelated components:

1. Presentation of information related to the current state of the CYC Diploma Program. This included the industry DACUM chart which formed the foundation of the current curriculum, a list of current degree articulation arrangements, a list of CYC courses and course descriptions, and the results of the 2000 - 2001 Graduate Satisfaction and Employment Survey for the CYC Program.
2. Development of a visioning exercise focussed around a future oriented statement and question. This would form the first element of the gap or difference between the current and future state or direction of the CYC program. A storyboard technique similar to that developed by Disney Studios was selected for its proven ability to elicit a large volume of information in a short period of time. This technique was also selected for its ability to create a safe environment for brainstorming while precluding dominance by any individual or sub-group.
3. The final element of the process was a focussed discussion around the desired graduate traits for the 2007 CYC Program. This process resulted in the development of a concept map for construction of a renewed CYC Program.

The outline for the May 6<sup>th</sup> workshop was forwarded to an agreed upon list of 19 participants by the RRC Chair of Community Services. Of the 19 invited, 11 participated in the workshop; 7 employers and 4 educators.

##### **Outcomes**

The direct outcomes of the may 6<sup>th</sup> workshop include:

1. The Storyboard identifying the topic descriptors for answering the focussing question along with the summary of priority votes. The priority voting identifies the 3 items each participant selected for priority consideration.
2. A Concept Map capturing participants views of the future workplace expectations and need.

3. A composite of the 2007 CYC graduate derived from the concept map.

The storyboard provided answers to the focussing question (i.e., *What do educational institutions need to do to ensure program graduates are prepared to meet the needs of the evolving workplace?*). These items were grouped under symbols, which were later labeled by participants as: program delivery, curriculum knowledge and skills, culture and diversity, student supports, strategic relationships, and professional standards. These then became the category names for the concepts identified by participants as important for answering the focussing question. The voting process identified a number of items deemed by the participants as priorities for consideration by educational institutions. (It should be noted that each participant had only 3 votes and were prohibited from voting on a category.) This priority subset of the storyboard is as follows:

Program Delivery	<ol style="list-style-type: none"> <li>1. Ensure that diploma can be applied towards degrees in Manitoba (4)</li> <li>2. Continue connections with other programs (2)</li> <li>3. Modularize training courses with other RRC Human Services courses (1)</li> </ol>
Curriculum Knowledge and Skills	<ol style="list-style-type: none"> <li>1. Be aware of/Act on emerging needs/trends/research (5)</li> <li>2. Become familiar with the philosophical shift to Community based Models and adapt curriculum/education accordingly (3)</li> <li>3. Provide opportunities for higher-level skills (2)</li> <li>4. Focus more on community development (1)</li> </ol>
Culture and Diversity	<ol style="list-style-type: none"> <li>1. Recruit/solicit involvement from First Nations Communities (3)</li> <li>2. Expand Aboriginal Faculty (2)</li> <li>3. Attract more Aboriginal students (2)</li> <li>4. Develop curricula to enhance Aboriginal content (1)</li> </ol>
Student Support	<ol style="list-style-type: none"> <li>1. Help students to stay healthy - prevent burnout (1).</li> </ol>
Strategic Relationships	<ol style="list-style-type: none"> <li>1. Create stronger links with employers (3)</li> </ol>
Professional Standards	<ol style="list-style-type: none"> <li>1. Pursue certification, licensure actively with provincial/national Child and Youth Care associations (2)</li> <li>2. Advocate for enhanced wages and reasonable working conditions (1)</li> </ol>

These categories and priorities represent the charge from the workshop participants to educational institutions to meet the needs of the evolving workplace. Many of these priorities are repeated again in the Concept Map. The Concept Map grouped participants' responses during the focussed discussion (part 3 of the workshop) around three categories: graduate skill sets, graduate employment, and graduate credentials. This was done to create a link with the information provided on the current state of the CYC Diploma Program (part 1 of the workshop). Salient features of the Concept Map are the focus on community-based service delivery, the need for individual and organizational adaptability, and the range of skill sets required of graduates. Although residential care was not discounted, it was not emphasized and was mentioned directly by only one participant. The needs for diversity, connectedness, personal health, and professional growth infused all dimensions of the Concept Map. The composite picture of the 2007 CYC Graduate derived from the Concept Map reflects these dimensions.

### Gap Analysis

As the purpose of the May 6<sup>th</sup> workshop was to conduct a gap analysis, the question that still needs an answer is: *What are the gaps between the existing CYC Diploma Program and the desired 2007 CYC Program?* The Storyboard results provide a starting point for an analysis of gaps. Using the results and creating a ranking based on the percentage of priority votes received, the priority ranking of the subset of the Storyboard on page 4 is as follows:



Category	Items and Votes Received	Percentage of Total Votes	Priority Ranking
Program Delivery	<ol style="list-style-type: none"> <li>1. Ensure that diploma can be applied towards degrees in Manitoba (4)</li> <li>2. Continue connections with other programs (2)</li> <li>3. Modularize training courses with other RRC Human Services courses (1)</li> </ol>	21%	3
Curriculum Knowledge and Skills	<ol style="list-style-type: none"> <li>1. Be aware of/Act on emerging needs/trends/research (5)</li> <li>2. Become familiar with the philosophical shift to Community based Models and adapt curriculum/education accordingly (3)</li> <li>3. Provide opportunities for higher-level skills (2)</li> <li>4. Focus more on community development (1)</li> </ol>	33%	1
Culture and Diversity	<ol style="list-style-type: none"> <li>1. Recruit/solicit involvement from First Nations Communities (3)</li> <li>2. Expand Aboriginal Faculty (2)</li> <li>3. Attract more Aboriginal students (2)</li> <li>4. Develop curricula to enhance Aboriginal content (1)</li> </ol>	24%	2
Student Support	<ol style="list-style-type: none"> <li>1. Help students to stay healthy - prevent burnout (1)</li> </ol>	3%	5
Strategic Relationships	<ol style="list-style-type: none"> <li>1. Create stronger links with employers (3)</li> </ol>	9%	4
Professional Standards	<ol style="list-style-type: none"> <li>1. Pursue certification, licensure actively with provincial/national Child and Youth Care associations (2)</li> <li>2. Advocate for enhanced wages and reasonable working conditions (1)</li> </ol>	9%	4

Based on this analysis, the a summary of the priorities set by employers for educational institutions are:

1. Apply research on trends and issues to the creation of a CYC Program which focuses on community-based service delivery (33%)
2. Provide a focus on Aboriginal issues through content, student recruitment, and hiring of Aboriginal instructors (24%).
3. Continue to further connections for movement towards degree status for graduates (21%).
4. Create stronger links with employers and provincial and national CYC associations (9% each).
5. Help students stay healthy (3%).

Although the CYC Diploma Program does teach one course in community-based service delivery (H06-B216 Community-Based Programming), any renewal of the program would need to ascertain whether this is enough to address priority #1, above. Additional courses on community research and development may need to be added to better ensure graduates have the skill sets needed to help communities grow.

The CYC Diploma Program has a strong focus on Aboriginal issues: competencies P (Interact with Aboriginal Children in Care) and T (Provide Culturally Appropriate Services) and course H06-B137 (A Context for Practice with Aboriginal Peoples). Further review with First Nations' communities and agencies may have to be undertaken to determine if the existing approach is sufficient, or if it needs expansion, to address priority #2. As the CYC Diploma Program is currently being delivered in-community in association with the Manitoba Metis Federation, avenues exist for making these determinations as well as for initiating processes to determine how to better recruit Aboriginal students and faculty.

Because RRC already has articulation agreements with 3 universities (University of Victoria, University of Calgary, and Athabasca University), priority #3 is addressed outside of Manitoba, but not within the province. Any further articulations should be pursued with universities offering related programming with a strong in-community service focus. This will help to overcome this gap as well as link this activity with priority #1. Emphasis on degree articulations should be within Manitoba.

Connectedness is a key feature of priority #4 - connection to the field through employers and through professional associations. This item is of particular importance for RRC. First because all college programs are created to serve workplace needs and second because it is related to priority #1, community-based service delivery. The current CYC Diploma Program has a strong emphasis on contextually relevant skill development. The program has 5 Practicum courses (H06-B141, H06-B142, H06-B205, H06-B214, and H06-B214) and 5 Integration Seminars (H06-B139, H06-B140, H06-B203, H06-B206, and H06-B213) as well as 2 courses in Professional Practice (H06-B215 and H06-B221). In addition, the CYC DACUM has a competency (Y - Demonstrate Professionalism) on the topic. Based on this, it would appear that priority #4 is not a gap between the existing and the future CYC Program. However, it is an area that should continue to be nurtured with the growth of the profession. It is also an area that would readily enable any move to, or articulation with, an applied degree program.

The CYC Diploma Program has 3 courses in Year 1 focussing on health and wellness (F01-B009, F01-B020, and F01-B021). This would suggest that priority #5 is not a gap between the existing and the future CYC Program. However, as practitioners, graduates may need to revisit this topic periodically to ensure their continued personal and professional well-being. Creating a link between priorities #4 and #5 may open doors to establishing continual professional development and continual health as elements of the same body of knowledge.

## **Conclusion**

Based on the results of the May 6<sup>th</sup> workshop, it would appear that the direction employers wish the CYC Diploma Program to take is consistent with its general orientation. Movement towards a community-based service delivery model, coupled with sensitivity to Aboriginal cultural issues in practice, in student recruitment, and in faculty hiring can address any major gaps in the program. Further degree articulations should be undertaken in Manitoba and should probably be undertaken in a partnership that continues to address priorities 1, 2, 4, and 5.

## Appendix B: Environmental Scan and Key Findings

<p><b>Douglas College</b> PO Box 2503 New Westminster, BC V3L 5B2 <a href="http://www.douglas.bc.ca">www.douglas.bc.ca</a></p> <p><b>Child and Youth Care Counsellor</b> Faculty of Child, Family and Community Services</p> <p>Coordinator(s)</p> <p>Gary Tennant 604-527-5137 <a href="mailto:tennantg@douglas.bc.ca">tennantg@douglas.bc.ca</a> Doug Estergaard <a href="mailto:estergaard@douglas.bc.ca">estergaard@douglas.bc.ca</a></p>	<p><b>SIZE OF PROGRAM</b> Number of faculty- 3 full time – 3.5 part time - contracts to supervise field placement (listing on web-site)</p> <p>Number of students 30 full time in each year May be taken full time or part time (unlimited part-time)</p> <p>Have often had a waiting list</p> <p>High rate of student retention – may be attributed to Entrance Requirements</p>	<p><b>PROGRAM FEATURES</b> 2 years/ four semesters Entrance requirements: BC Secondary School graduation or equiv. e</p> <p>Integrated Curriculum Programs also require the following : 100 hours of supervised work (paid or volunteer) in the CYC field within the last two years. - English assessment - Minimum age 19 - Successful participation in formal Orientation Process (see description under Student Assessment ) to determine suitability / readiness for training. Suitability is determined on the basis of an overview of the applicant’s emotional stability, physical health, formal education, ability to work in a team setting and life experience. After acceptance: Criminal Record Search, medical assessment incl. a satisfactory level of physical and emotional health.</p> <p>The workload of programs and the close contact with individuals in practice settings require students to be in good mental and physical health. Medical assessments are valid for one year</p> <p>Full time students are advised to plan ahead financially and not be dependent on employment while enrolled. Courses in the full time program offered between 8am and 7pm. Shift work may be required in some practicums.</p> <p>Basic word processing skills are an asset</p>		<p><b>CURRICULUM MODEL</b> Use Program Learning Outcomes and individual course learning outcomes.</p> <p>Practicum Component: Three block practicums – 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> semester. 5 weeks each – 150 hours in field, 10 hours in seminar. May decrease to two blocks.</p> <p>Mostly classroom based but beginning to move use some web-based delivery. (Use Web CT as learning environment.</p> <p>No Distance Delivery.</p> <p>PLAR available but no too much demand right now.</p>	<p><b>CURRICULUM CONTENT</b> Course titles/hours and descriptions available on web-site.</p> <p>2 electives in 4<sup>th</sup> semester English and Psychology offered as elective to meet BC Block transfer requirements.</p> <p>One of five human services programs that are part of “integrated program”. Approximately ¼-1/3 of program has shared courses with other 4 programs in 1<sup>st</sup> semester of diploma program. Advantages.- shared perspectives, opportunity for students to meet others and look at global perspective of human services. Disadvantages.- lots of problems, hard to focus on core areas, philosophical approaches different in different programs. Suggestions: start philosophical discussions early; may be better in 2<sup>nd</sup> year others. Works well for community courses</p>
<p><b>STUDENT ASSESSMENT</b> Traditional classroom delivery and assessment.</p> <p>PLAR available</p> <p><b>Orientation Process cont’d:</b> Orientation weekend takes place on a Fri. night, sat. Faculty and community volunteers from worksite practicums run group sessions / exercises with 8-12 students. Applicants assessed for readiness / suitability to enter program. Some of the criteria include: flexibility, listening skills, attendance timeliness etc</p>	<p><b>CURRENT AND COMING CHALLENGES</b> Content changes: discussion re: taking out one practicum block and including a 2<sup>nd</sup> year policies/standards/legislation course as well as making the addictions course a requirement (it is currently an elective).</p> <p>Child and Youth Care Association of British Columbia <a href="http://www.cycabc.org/">www.cycabc.org/</a> Provincial CYC Association not as active as in the past – beginning to become more active.</p>	<p><b>CURRICULUM RENEWAL</b> Ongoing – every year faculty does a review. College wide every 5 years.</p>	<p><b>PARTNERSHIPS</b> Articulation agreements: Block transfer to BC Child and Youth Care Education Consortium <a href="http://www.cycec.bc.ca">www.cycec.bc.ca</a></p>	<p><b>OTHER</b></p>	<p><b>COMMENTS</b> Entrance Requirements notable. As well of cautions re; employment , health etc.</p> <p>Note comments on use of Integrated courses</p> <p>High employment of grads.</p>

<p>Malaspina University College Nanaimo, B.C. <a href="http://www.mala.bc.ca">www.mala.bc.ca</a></p> <p><b>Child and Youth Care</b></p> <p>Coordinator- John Rogerson <a href="mailto:Rogerson@mala.bc.ca">Rogerson@mala.bc.ca</a></p>	<p><b>SIZE OF PROGRAM</b></p> <p>Number of faculty: 7 instructors Number of students: Limited enrollment</p>	<p><b>CREDENTIAL ISSUED</b></p> <p>Diploma – 2 year Completion of diploma meets the eligibility requirements to apply to the 3<sup>rd</sup> year of the Malaspina B.A.in Child and Youth Care Program</p> <p>Degree – BA in Child and Youth Care</p>	<p><b>PROGRAM FEATURES</b></p> <p>Diploma: 2 year / 4 semester Full time – 60 credits Sept. entry</p> <p>Part time available to accommodate practitioners working in the field.</p> <p>Degree: Full time or part time</p> <p>Admission requirements: (Diploma) Gr. 12 with minimum C in English To be eligible to the 2<sup>nd</sup> year of the program students must have completed 30 1st year university credits which includes 6 credits of Eng. And 6 credits of Intro Psych. Or have completed a Human Services Certificate with a GPA or C+. Candidates must submit: transcripts; education work resume which documents approx. 150 hours of supervised paid or volunteer work with children, youth and/or families;300 word statement which focuses on what is important to the applicant about working with children youth and families; two completed reference forms</p> <p>Interview may be scheduled. Criminal Record Check required before Field Work Graduation requirements: Min. C+ in all courses Information Session in Feb.</p>	<p><b>CURRICULUM MODEL</b></p> <p>Program Learning Outcomes used.</p> <p>Student centered, accessible and community based</p> <p>Practicum experience: 300 hours</p> <p>Practicum is supervised and</p>	<p><b>CURRICULUM CONTENT</b></p> <p>Course descriptions available online</p> <p>CYC Program Webster gives detail <a href="http://www.mala.ca/humanservices/links.htm">www.mala.ca/humanservices/links.htm</a></p> <p>4 electives</p> <p>Degree contains possibility of Child Protection Specialization for a limited number of students</p>
<p><b>STUDENT ASSESSMENT</b></p>	<p><b>CURRENT AND COMING CHALLENGES</b></p>	<p><b>CURRICULUM RENEWAL</b></p>	<p><b>PARTNERSHIPS</b></p> <p>Articulation agreements: Block transfer to BC Child and Youth Care Education Consortium <a href="http://www.cycec.bc.ca">www.cycec.bc.ca</a></p> <p>See Grant MacEwan Community College section for description of Malaspina degree program offered at Grant MacEwan</p> <p>Malaspina is the home of the Journal of Child and Youth Care</p>	<p><b>OTHER</b></p>	

<p><b>Malaspina University College Cowichan</b> Duncan, B.C. <a href="http://www.mala.bc.ca">www.mala.bc.ca</a></p> <p><b><i>Child and Youth Care First Nations</i></b></p> <p>Coordinaotr: Bruce Cooke Dallin <a href="mailto:Dallinb@mala.bc.ca">Dallinb@mala.bc.ca</a></p>	<p><b>SIZE OF PROGRAM</b></p> <p>Number of faculty: 3 + an Elder-in –Residence</p> <p>Number of students: 2001 - 10</p>	<p><b>CREDENTIAL ISSUED</b></p> <p>Diploma – 2 year Completion of diploma meets the eligibility requirements to apply to the 3<sup>rd</sup> year of the Malaspina B.A.in Child and Youth Care Program</p> <p>Degree – BA in Child and Youth Care</p>	<p><b>PROGRAM FEATURES</b></p> <p>Full time and part time</p> <p>Designed to provide students with the knowledge and skills to work with individuals and their families and small groups across a variety of practice settings which provide support to First Nations Children, Youth and Families</p> <p>Program reflects the needs of First Nations peoples and is continually developing with involvement from First Nations Communities the Cowichan area as well as from the Fist Nations student's who bring the teachings of their communities into the program.</p> <p>Admission Requirements: General Admission requirements apply English 12 min. C+ or equiv. Resume describing applicants education and employment background Two letters of reference from people who can attest to the applicant" suitability for a career in Human Services</p> <p>150 hours volunteer or paid experience in a child / youth oriented setting</p>	<p><b>CURRICULUM MODEL</b></p> <p>Learning Outcomes used</p> <p>1 practicum each semester</p>	<p><b>CURRICULUM CONTENT</b></p> <p>Course descriptions available online</p> <p>Note: Elder Teachings as part of the curriculum</p> <p>Child and Youth Care First Nations Home Page <a href="http://web..mala.bc/cycfncon/Con2003/index.htm">web..mala.bc/cycfncon/Con2003/index.htm</a></p>
<p><b>STUDENT ASSESSMENT</b></p>	<p><b>CURRENT AND COMING CHALLENGES</b></p>	<p><b>CURRICULUM RENEWAL</b></p>	<p><b>PARTNERSHIPS</b></p> <p>Articulation agreements: Block transfer to BC Child and Youth Care Education Consortium <a href="http://www.cycec.bc.ca">www.cycec.bc.ca</a></p>	<p><b>OTHER</b></p>	<p><b>COMMENTS</b></p> <p>Heart of the Matter Conference : Working with First Nations Children, Youth and Families sponsored by the CYC First Nations Program (Feb. 20-21, 2003)</p>

<p><b>University College of the Fraser Valley</b> 33844 King Rd. Abbotsford, B.C. V2S 7M8 <a href="http://www.ucfv.bc.ca">www.ucfv.bc.ca</a></p> <p><b>Child and Youth Care</b></p> <p>Coordinator: D'Anne Epp 604-557-4047 <a href="mailto:Eppd.@ucfv.bc.ca">Eppd.@ucfv.bc.ca</a></p>	<p><b>SIZE OF PROGRAM</b></p> <p>Number of Faculty: 9</p> <p>Number of Students : 36</p>	<p><b>CREDENTIAL ISSUED</b></p> <p>B.A. in Child and Youth Care</p>	<p><b>PROGRAM FEATURES</b></p> <p>30 credits Fall entry 15 week semesters</p> <p>Offers degree completion opportunities for direct line or supervisors of Child and Youth Care Programs</p> <p>Entrance requirements: 30 credits of University level work with a GPA of at least 2.33 C+ including 6 credits of 1<sup>st</sup> year English and/or Communications OR A certificate in Early Childhood Education or other Humans Services Certificate Programs with a GPA Of at least 2.84 (B) incl. 6 credits in in Eng. And /or Comm.</p> <p>Orientation and Interview normally required prior to admission to program.</p> <p><b>Strongly recommended that applicants have 1<sup>st</sup> Aid and updated Rubella and TB clearances.</b></p>	<p><b>CURRICULUM MODEL</b></p> <p>Learning Outcomes used</p> <p>Tailored for part time students and those already in the work force . Core courses offered evenings and weekends 4-7 PM OR 7-10</p> <p>Practicum: students able to use workplace as Practicum Flexible as possible with Practicum</p> <p>Integration Seminar every 2 weeks for 2 hours</p> <p>Delivery: Using Web CT as an option – 2 core courses online</p>	<p><b>CURRICULUM CONTENT</b></p> <p>Course Descriptions online</p> <p>Curriculum has recently been redone.</p>
<p><b>STUDENT ASSESSMENT</b></p> <p>PLAR allowed and all courses can be challenged – only 400 level can be challenged – criteria based on GPA and whether or not in a supervisory position Portfolios used</p> <p>Students interviewed before graduation and asked about strengths and weaknesses of program.</p>	<p><b>CURRENT AND COMING CHALLENGES</b></p> <p>This is a part time program and it is difficult to accommodate all 36 students who come in at different levels students choose different course and this poses problems for delivery</p> <p>Retention level is high</p>	<p><b>CURRICULUM RENEWAL</b></p>	<p><b>PARTNERSHIPS</b></p> <p>New partnership with Gov't. re: Contract to develop some courses for online delivery which will be offered in CYC and ECE</p> <p>Initially partner with University of Victoria - now independent</p> <p>Child Protection Specialization run with Social Work</p>	<p><b>OTHER</b></p>	<p><b>COMMENTS</b></p> <p>All grads able to find employment</p>

<p>University of Victoria Victoria, B.C.</p> <p><a href="http://www.uvic.ca">www.uvic.ca</a></p> <p><b>Child and Youth Care</b></p> <p>Director: Sybille Artz 250-721-6472 <a href="mailto:Sartz@uvic.ca">Sartz@uvic.ca</a></p>	<p><b>PROGRAM FEATURES</b></p> <p><b>Degree Program</b> 4 year program</p> <p>60 credits needed to graduate</p> <p>Offered both onsite and through distance</p> <p>Admissions: Students selected on the basis of personal and professional suitability as well as academic standing,</p> <p>In interview is required as part of the application process.</p> <p>Paid or volunteer experience with children or youth is considered in the admission decision.</p> <p>Block credit transfers available – see BC Child and Youth Care Educator’s website <a href="http://www.cyec.bc.ca">www.cyec.bc.ca</a></p> <p>Students must maintain a GPA of 3.0 and receive a C+ in all core CYC courses to stay in the program.</p> <p><b>Diploma Program described in next column</b></p>	<p><b>CURRICULUM MODEL</b></p> <p>Learning Outcomes used</p> <p><b>Diploma Program:</b> 10 –22 students for each <b>training program</b></p> <p>includes 20 courses including practica</p> <p>Five terms of full time study</p> <p>Laddered program – students can step off the program of study after one or two years with the credentials needed to pursue employment. If they choose they can “step on” again at a later date to continue 3<sup>rd</sup> and 4<sup>th</sup> year studies leading to a degree in Child and Youth Care</p> <p>Admissions: Special admissions procedure using flexible prior learning criteria was arranged at the University to enable students to be registered as a cohort</p> <p>First Nations Communities conduct their own recruiting, screening and preparatory programs. Common student selection criteria included: -Academic readiness-likelihood of success -Personal wellness -Known to have supportive relationships with children thru work and/or family <b>80% of the costs remain within the community –</b></p>	<p><b>CURRICULUM CONTENT</b></p> <p>Degree Course descriptions available online</p> <p>School of Child and Youth Care website <a href="http://www.uvic.ca/cyc/">www.uvic.ca/cyc/</a></p> <p>Diploma Program Course Descriptions online</p>	<p><b>STUDENT ASSESSMENT</b></p> <p>PLAR – 10.5 units of academic credit may be obtained through PLA</p> <p>Diploma Program: Program outcomes expanded to include a range of personal and community transformations (FN partners emphasized that certificates and diplomas are not the ultimate criteria for measuring the “success” of training programs) Success measured by positive overall development seen in students</p> <p>95% of graduates remained in their communities</p>	
<p><b>SIZE OF PROGRAM:</b></p>					
<p><b>CREDENTIAL ISSUED</b></p> <p>B.A. in Child and Youth Care</p> <p>Through the First Nations Partnership Program U.Vic. also offers a Community Based Child and Youth Care Diploma Program (currently 8 existing partnerships) Communities deliver the programs in their own facilities, provided admin and support services, contracted with Instructors <a href="mailto:fnpp@uvic.ca">fnpp@uvic.ca</a></p>					
<p><b>CURRENT AND COMING CHALLENGES</b></p> <p>U.Vic is hosting the 7<sup>th</sup> International Child and Youth Care Conference, “Promise into Practice” this summer- Aug. 20 -23 <a href="http://www.promiseintopractice.ca">www.promiseintopractice.ca</a></p>	<p><b>CURRICULUM RENEWAL</b></p> <p>First Nations Partnership Program (FNPP) was evaluated 1998-2000 – results available online – generative curriculum model including capacity building initiatives - full report available online</p>	<p><b>PARTNERSHIPS</b></p> <p>First Nations Partnership Programs with 8 First Nations Communities (web link under “Credential Issued section”)</p>	<p>OTHER</p>	<p><b>COMMENTS</b></p> <p>Note: First Nations Partnerships Programs – Diploma</p> <p>Web links to research done by Faculty include “Guide for Needs Assessment for Youth”</p> <p>Articles related to the development of partnerships with First Nations Communities</p> <p>APA Primer available online</p>	

<p><b>Lethbridge Community College</b> Lethbridge, Alberta 3000 College Dr. S. Lethbridge, Alta. T1K 1L6 Toll Free: 1-800-571-0103 <a href="http://www.lethbridgecollege.ab.ca">www.lethbridgecollege.ab.ca</a></p> <p>Centre for Health and Human Services <b>Child and Youth Care Diploma</b> Coordinator: Wendy Weninger 1-403-329-7254 <a href="mailto:wendy.weninger@lethbridgecollege.ab.ca">wendy.weninger@lethbridgecollege.ab.ca</a></p>	<p><b>SIZE OF PROGRAM</b></p> <p>Number of faculty – 3 FT; 1 adjunct; 1 PT – some instructors hired on hourly basis to supervise practicum</p> <p>Number of students – 64 students to come into the program this year – two intakes Sept. and January. January intake is a fast track. Students often come from Saskatchewan. Waiting list can go as high as 150.</p>	<p><b>CREDENTIAL ISSUED</b></p> <p>Diploma (2 year- four terms- 90 credits</p> <p>No certificate program</p> <p>Sept. and Jan. entry</p>	<p><b>PROGRAM FEATURES</b></p> <p>Entrance requirements: Academic Requirements – Alberta High School Diploma or equivalent with a minimum of 60% in social Studies 30 (70% Social Studies 33) , 60% English 30 (70% English 33) and one other 30 level subject. Must achieve minimum of 60<sup>th</sup> percentile on Reading and Sentence Skills sections of the Computerized Placement Test (or equiv.) as well as a writing sample.</p> <p>Mature Students entry process available.</p> <p>Non-Academic Requirements: Essay as part of the Computerized Placement Test outlining their motivation for being a Child and Youth Care Worker as well as personal like experiences and qualities that show applicant's suitability to the field. Prior to an interview a personal resume must be submitted. Applicants complete personal and group interview process with the Child and Youth Care Admissions Committee. <b>Entrance requirements cont'd. under Student Assessment</b></p>	<p><b>CURRICULUM MODEL</b></p> <p>May move to some core / foundation course in Health and Human Services. Cannot do too much core curriculum due to problems with practicum and planning</p> <p>Program and Learning Outcomes based on the North American Certification Model</p> <p>Practicum Component: 3 block placements- 6 weeks/ 6 weeks and 12 weeks in terms 2,3,4. The 12 week block is out of town and at the student's expense. Students can choose location. This is outlined in calendar and course description. Students sign agreeing to the out of town placement. Block placements are 5 days a week – full time. No Integration Seminar.</p> <p>Classroom based deliver – some web based CT delivery but not for whole courses</p> <p>Labs used for helping skills, advanced counselling etc. – considered integral to the program</p>	<p><b>CURRICULUM CONTENT</b></p> <p>Course descriptions and hours available online through web site and online calendar.</p> <p>Two electives - Students choose from: Youth, Law and Young Offenders; Supervision and Administration; Treatment Foster Care; Advanced Child and Youth Care Residential Practice; Survey of Canadian Literature; International Study Tour; Native Cross Cultural Awareness; Addiction Treatment; Multicultural Issues; Sexuality.</p>
<p><b>STUDENT ASSESSMENT</b></p> <p>Labs essential for assessment in technique courses.</p> <p>PLAR available – not too much demand – students have found it to be a lot of work.</p> <p><b>Entrance Requirements Cont'</b> Criminal Record Check and Child Welfare Information System (CWIS) Check before entering practicum . Applicants may be required to have St.John's Ambulance Basic First Aid and CPR Basic Rescuer certificates prior to their practicum. Medical Requirement: Applicants must present evidence of a recent medical examination including a TB test and evidence of current immunization against communicable diseases in Alta. Strongly recommended that applicants accepted into the program receive a HepB inoculation prior to practicum.</p> <p>Graduation requirements: Successful completions of all program requirements</p>	<p><b>CURRENT AND COMING CHALLENGES</b></p> <p>Content Change: Multicultural course has become compulsory – not yet reflected in calendar Need for more content on managing change, organizational culture change, professionalism and critical thinking/judgement Special Issues course changing to Advanced Child and Youth Care Practice – professional issues introduced in year one will be revisited and further developed/explored.</p> <p>Other: -Articulation with University of Lethbridge -How much core curriculum to have -Budget concerns / staff development -Increase number of males in the program -Increased ability to support 1<sup>st</sup> nations and Aboriginal Students – U. of A. model – charges more and provides extra supports, tutoring, counselling</p>	<p><b>CURRICULUM RENEWAL</b></p> <p>Standardized throughout College – every five years Faculty do informal review yearly</p>	<p><b>PARTNERSHIPS</b></p> <p>Articulation: Year One – direct credit to Grant MacEwan year one Mt. Royal – course by course basis</p> <p>Block transfer to BC Programs (See web link under Douglas College)</p> <p>University of Athabaska – 2 years of credit towards Bachelor of Professional Arts in Human Services</p> <p>University of Calgary – Diploma grads awarded 5 full course credits</p> <p>Alberta trying to set up consortium similar to BC. RRC could be included in this.</p> <p>Hope to set up articulation with University of Lethbridge</p>	<p><b>OTHER</b></p>	<p><b>COMMENTS</b></p> <p>High employment rate of grads</p> <p>Note Elective choices and entrance requirements</p> <p>Carol Ing has invited us to further discuss plans for future degree programs.</p> <p>Carol Ing has developed a CD ROM for teaching cultural diversity.</p>



<p><b>Mount Royal College</b> 4825 Richard Rd. S.W. Calgary, Alberta, T3E 6K6 <a href="http://www.mtroyal.ab.ca">www.mtroyal.ab.ca</a></p> <p><b>Child and Youth Care Counsellor</b> Department of Child and Youth Studies</p> <p>Coordinator-Marlene Kingsmith Phone: (403) 240-6214 <a href="mailto:Mkingsmith@mt.royal.ab.ca">Mkingsmith@mt.royal.ab.ca</a></p>	<p><b>SIZE OF PROGRAM</b></p> <p>Number of faculty – 2 Full Time</p> <p>Number of students – 50 each year</p> <p>Waiting list – no trouble with enrollment</p>	<p><b>CREDENTIAL ISSUED</b></p> <p>Diploma Program (4 semesters)</p> <p>Also offer Bachelor of Applied Child Studies: Considerable credit given towards this degree.</p>	<p><b>PROGRAM FEATURES</b></p> <p>Two years – four semesters – September start - 15 week terms</p> <p>Full time program</p> <p>Entrance requirements: -19 yrs. by May 1 - preference to those with High School diploma or equivalent - applicants expected to have volunteer or work experience in the field - expected to have clear understanding of the demands of the profession - Criminal reference check; Child Welfare Record Check; CPR and 1<sup>st</sup> Aid required before Practicum</p>	<p><b>CURRICULUM MODEL</b></p> <p>Use College Learning Outcomes; Program Learning Outcomes and Course Learning Outcomes – trying to reduce Program Learning Outcomes to 8.</p> <p>Practicum Component: No block placements due to conflicts with Arts and Science Credits Year One Practicum is observational – done in two locations for 22.5 hours each . After 1<sup>st</sup> practicum each student presents about site to the class. After the 2<sup>nd</sup>, the presentation focuses on conflict resolution. At the end of 1<sup>st</sup> year students apply to the agency for choice for 2<sup>nd</sup> year practicum. Agency interviews – max. 3 students sent to any agency for interview. 2<sup>nd</sup> Year Practicum is 2 days /wk.Sept.-Apr. 7.5 hours perday for a total of 220 hours. Seminar is held once a week.</p> <p>- Delivery: Use technology called Blackboard to post assignments, grades, host discussion forums. Students download material from course web-sites. No course is done fully on the net.</p> <p>No Distance Delivery</p>	<p><b>CURRICULUM CONTENT</b></p> <p>Course titles/descriptions available on web-site</p> <p>1<sup>st</sup> year English offered; meets BC block transfer requirement. 2 psychology credits; 3 additional Arts and Science credits required</p> <p>No common human services courses.</p> <p>Second year begins with an overnight retreat with students and faculty. Students and faculty go to a camp that is close by – this year the focus was on Program Learning Outcomes. Process facilitated the students connecting outcomes to learning. Binds group together and 90% attend (it is voluntary). In addition they may focus on a skill such as conflict resolution.</p> <p>- 1<sup>st</sup> year Reading Package has been developed which includes all the articles and handouts for the entire year divided up into courses.</p>
<p><b>STUDENT ASSESSMENT</b></p> <p>Assessment varies depends on course.</p> <p>Program Learning Outcomes used to evaluate practicum.</p>	<p><b>CURRENT AND COMING CHALLENGES</b></p> <p>The CYC Diploma Programs in are trying to develop an Alberta (Prairie) Consortium similar to the one in BC. The purpose would be to promote the profession and work towards transfer processes for students who graduate from these programs. RRC has been invited to join this group.</p> <p>Content changes: - Developing a Portfolio Process - Professional Presentation of Self. Introduced in CYC Professional . Culminates a presentation of themselves as a professional at end.</p> <p>Many varied placements have strengthened the program and helped with practicum diversity. Increasingly the students are being placed in school placements, home support, with young moms and pregnant teens. Mount Royal ran a Native CYC Program a couple of years ago. Believe the ACCESS model works well. I.e. 1<sup>st</sup> year cohort and 2<sup>nd</sup> year integrated.</p>	<p><b>CURRICULUM RENEWAL</b></p> <p>Not on a specific schedule.</p> <p><b>Program evaluation done on an informal basis by the faculty yearly.</b></p> <p><b>PARTNERSHIPS</b></p> <p><b>Alberta Child and Youth Care Association.</b> <a href="http://www.cycaa.com">www.cycaa.com</a></p> <p>Connection with the local CYC Association is strong. Have struck a new agreement with the Association which gives students a 2 year student membership for \$15. Of this \$5. will be sent to support CYC Net. This resulted from info from Thom Garfat at the last National Conference re: the possibility of not being able to continue the net without increased financial support. Student membership in the Association at Mount Royal is voluntary. The Association also provides a scholarship for CYC students but you have to be a member to be eligible.</p> <p><b>Articulation:</b>University of Victoria Transfer into 3<sup>rd</sup> year of 4 year degree – BA in Child and Youth Care. Some credits needed.</p> <p>Fully transferable into 3<sup>rd</sup> year of BA in Child and Youth Care at Malaspina University College and University College of the Fraser Valley.</p>	<p>Graduation Requirements: Students required to achieve a minimum of C in all CYC Courses and a C overall GPA.</p>	<p><b>OTHER</b></p>	<p><b>COMMENTS</b></p> <p>High employment rate of grads.</p> <p>Note: - Year two retreat and process of students connecting outcomes to learning.</p> <p>-Association membership and CYC Net support</p> <p>-Practicum Model</p> <p>-Consortium</p>

<p><b>Grant MacEwan College</b> 10700-104 Avenue Edmonton, Alberta, T5J 4S2 <a href="http://www.gncc.ab.ca">www.gncc.ab.ca</a></p> <p><b>Child and Youth Care</b> Health &amp; Community Studies Division</p> <p>Coordinator: Jack Phelan <a href="mailto:Phelan@MacEwan.ca">Phelan@MacEwan.ca</a></p>	<p><b>SIZE OF PROGRAM</b></p> <p>Number of Faculty — 4 fulltime - 6 part time (2 Practicum, 4 who teach one course each)</p> <p>Number Students: Diploma: 40-50 in each of two years no problem with enrollment (over 100 in day program) September entry</p> <p>Degree: 1<sup>st</sup> cohort 18 students – hope to increase to 25 with subsequent cohorts.</p>	<p><b>CREDENTIAL ISSUED</b></p> <p>Diploma</p> <p>Degree: Diploma Grads can move into the 3<sup>rd</sup> year of the BA in Child and Youth Care through Malaspina University College and offered onsite at MacEwan South. This is a part time degree completion stream – students can work full time /attend classes 1 day per week. Three years to complete.</p> <p>Degree Option: Intended as way for those in the field to complete a degree. Can use regular job as 1<sup>st</sup> field placement. The 2<sup>nd</sup> FP is somewhere different. Total FP hours: 286</p>	<p><b>PROGRAM FEATURES</b></p> <p>Diploma : 2 years. 4 terms / 60 dredit Degree: 3 years part time.</p> <p>Entrance Requirements:Dip. +19 years of age at the beginning of Sept. and out of High School 1 year; high school diploma and 60 hours of volunteer work or work experience with children, adolescents or their families; a stable lifestyle; a record of good health; an acceptable security clearance check.. Skills appraisal if do not have final Eng. 30 grade of 65% or higher or successful completion of a post secondary English course. If skills appraisal indicates that developmental courses such as English or Reading are necessary they must be completed with a minimum grade of C- before program begins. A standard first aid certificate will be required upon acceptance. Candidates must attend info. session, and submit written professional profile &amp; reference letter from a related work supervisor. – <b>Entrance Requirements cont'd in next column</b></p> <p>Graduation: No grade in courses under C in courses that are pre-requisite courses (core CYC courses). 1.7 GPAT o graduate.</p>	<p><b>CURRICULUM MODEL</b></p> <p>Program Learning Outcomes and Instructional objectives used., Competency based for field placement.</p> <p>Courses offered part-time. Self-study and telestudy also available.</p> <p>Some distance courses web-supported. Use WebCT.</p> <p>Students have access to computers in classrooms.</p> <p>Students who complete 2 courses part-time must apply for admission.</p> <p>Limited number or courses offered on-line. Outreach program provides workshops/non-credit courses to community</p> <p><b>Entrance Requirements Cont'd.</b> Selections are based on assessment of professional suitability, incl. Motivation to become CYC worker, relevant volunteer/work experience, physical health, planning skills and academic ability. Personal values, the ability to cope with stress, flexibility and interest in personal growth are also important. Aboriginal Canadians are especially encouraged to apply.</p> <p>requirements:</p>	<p><b>CURRICULUM CONTENT</b></p> <p>Course titles/descriptions/ hours available on web-site</p> <p>English offered as an elective.</p> <p>Courses offered day, evening and through distance. Goal is to get all distance online. Two or three course have been developed for online.</p> <p>Students use WebCT. Goal is to have all students using this.</p> <p>Health and Community Studies offers an annual interdisciplinary conference. All students expected to attend.</p>
<p><b>STUDENT ASSESSMENT</b></p> <p>Traditional classroom delivery and assessment.</p> <p>PLA not offered formally. Work closely with other programs around transferability. e.g. teaching certificate</p> <p>Field Placement Manual assesses 50 competencies</p>	<p><b>CURRENT AND COMING CHALLENGES</b></p> <p>To work with the other Colleges in Alberta to develop an Alberta (Prairie)Consortium similar to the BC Consortium. (See note under Mount Royal)</p> <p>Content: Expand therapeutic use of recreation/activities – use more wholistic approaches e.g. brain gym; adventure based - - move away from psychology - ,more CYC framework. - more emphasis on experiential – less therapeutic counselling – look at Malaspina -has created a more CYC focus.</p> <p>- Develop Recruitment Strategies</p> <p>- Web page development</p> <p>- Continue development of web-supported and delivered courses. Currently use WebCT technology.</p> <p>- Grant MacEwan sent two people to the 1st Nations conference at Malaspina. GM may reinvest in a degree program up North.</p>	<p>18-21 credits each year for a total of 60 credits</p> <p>Runs Sept. – June with three semesters per year.</p> <p>Final degree is provided by Malaspina but the instructors / are from Grant MacEwan with supervision / learning outcomes &amp; course objectives from Malaspina.</p> <p>Arrangement allows for minimum \$ to go to Malaspina – costs include consultation and admin. Fees.</p> <p>Cost to students about 2x a diploma. Run as cost recovery but hope to have it funded in future.</p>	<p><b>CURRICULUM RENEWAL PROCESS</b></p> <p>Faculty holds a 4 day curriculum review every year - quite a rigorous process.</p> <p>Departmental Program Review every 5 years.</p>	<p><b>PARTNERSHIPS</b></p> <p>Child and Youth Care Association of Alberta: (See web site link under Mount Royal)</p> <ul style="list-style-type: none"> <li>- Assoc. member on advisory Committee,</li> <li>- Will be requiring students to become members of Assoc. and cost will be included as part of tuition. \$10. - \$5. Membership and \$5. To go to support CYC Net.(See note under Mount Royal)</li> <li>- Goal to connect more with Association around certification.</li> </ul> <p>No annual conference this year - <b>National Child and Youth Care Conference is in Calgary in 2004 – Oct. 13<sup>th</sup>-15<sup>th</sup></b></p>	<p>OTHER</p> <p><b>COMMENTS</b></p> <p>High employment rate for grads.</p> <p>Note:</p> <ul style="list-style-type: none"> <li>- Degree Program</li> <li>- Consortium</li> <li>- National Conference</li> <li>- Support for CYC Net and Association</li> <li>- ideas for curriculum content changes</li> </ul>

<p><b>Algonquin College</b> 1385 Woodroffe Ave. Nepean, Ont. K2G 1V8 <a href="http://www.algonquincollege.com/hcs/">www.algonquincollege.com/hcs/</a></p> <p><b>Child and Youth Worker</b> School of Health and Community Studies</p> <p>Coordinator: Jean Suave 613-727-4723 Ext. 537 <a href="mailto:sauvej@algonquincollege.com">sauvej@algonquincollege.com</a></p>	<p><b>CREDENTIAL ISSUED</b></p> <p>Diploma - 3 years (oldest CYC Program in Canada)</p> <p>In addition students graduate with certificates in Suicide Intervention and Therapeutic Crisis Intervention.</p>	<p><b>PROGRAM FEATURES</b></p> <p>Full-time program,</p> <p>Eligibility:</p> <p>College Eligibility – Ontario Secondary School Diploma (at or above the general level). Applicants with Eng. And/or math at the Basic, Workplace or Open Courses will be tested to determine eligibility for admission. Mature students +19 Eligibility may be determined by academic achievement test.</p> <p>Program Eligibility: Eng. 12 /Successful Completion of an Eng. test - \$30. Fee Proof of Standard 1<sup>st</sup> Aid and CPR must be shown at Orientation and valid upon graduation. Urged to do 80 hours volunteer time – not mandatory.</p> <p>Rank ordered by Eng. Test results. for acceptance.</p> <p>Students advised that if have been convicted of unpardoned criminal offence may be denied field practicums. Once accepted and registered Police Records Check must be submitted.</p>	<p><b>PARTNERSHIPS</b></p> <p>Maintains connection with Ontario Association of Child and Youth Counsellors though Ottawa chapter has closed. <a href="http://www.oacyc.org">www.oacyc.org</a></p> <p>Students are not required to become members.</p> <p>CYW's can be certified through the Assoc. but it is not mandatory for employment.</p> <p>Articulation Agreements: University of Victoria –</p> <p>Ryerson –</p> <p>University of Western Sydney – can obtain a degree in Child and Youth Care in 1 year</p> <p>Most Ontario Universities will give 1-1.5 years credit depending on the program.</p> <p>Jean Sauve – Program coordinator has been successful in writing letters for some students to obtain transfer credits towards degrees at American universities.</p>	<p><b>CURRICULUM MODEL</b></p> <p>Program follows Ontario's Ministry of Education CYW Program Standards <a href="http://www.edu.gov.on.ca/eng/general/college/progstan/humserv/echildyt.html">www.edu.gov.on.ca/eng/general/college/progstan/humserv/echildyt.html</a></p> <p>Learning outcomes used in some, but not all courses.</p> <p>Courses delivered using a variety of instructional models. Classroom, lab, or hybrid ( courses ½ online and ½ classroom )– face to face contact seen as important in CYW education - Blackboard software used..</p> <p>Experiential Component: 50% of program is Field Placement No Block placements – believe in need to establish relationships – concurrent with classes – starts 2<sup>nd</sup> year / 3 days in field – 2 days in classroom (1700-1800 hours) Field Prep. Seminar in 1<sup>st</sup> year</p> <p>Award winning CYC web page is excellent <a href="http://elearning.algonquincollege.com/coursemat/sauvej/index.htm">http://elearning.algonquincollege.com/coursemat/sauvej/index.htm</a> Web site valuable tool for students – they check it daily – virtual community – diversity of resources. Used to post job ads, used by community. Each Instructor has a link and post assignments, review questions notices to class etc.</p>	<p><b>CURRICULUM CONTENT</b></p> <p>Course titles, hours, and descriptions on web-site.</p> <p>Intro to computers course offered.</p> <p>Heavy emphasis on critical thinking- Strong emphasis on essay writing, debating in first year; major dissertation in third year.</p> <p>Virtual chats used as tool for critical thinking</p>
<p><b>SIZE OF PROGRAM</b></p> <p>Number of faculty-4 full time &amp; several part-time. Number of students-100 accepted each fall.(recently increased from 65 due to demand – often have over 500 applicants)</p>	<p><b>CURRENT AND COMING CHALLENGES</b></p> <p>Accreditation / certification for the profession – supporting the work of Carol Stuart at Ryerson in spearheading accreditation movement in Canada</p> <p>“Doing more with less” – cutbacks</p> <p>Continued develop of online delivery</p> <p>Development of Distance Delivery – consulting with Athabaska University</p>				
<p><b>STUDENT ASSESSMENT</b></p> <p>Course assessments: Some outcomes based, some online assessment, (have found this to be very labour intensive)</p> <p>8 learning outcomes form basis for Field Placement Assessment Field Placement supervised and assessed by others – fulltime faculty only in classroom.</p> <p>PLAR available</p>	<p>Numbers of students wanting to get into program is high – double cohort this year could increase demand further</p>	<p><b>CURRICULUM RENEWAL</b></p> <p>Mechanism in place for curriculum renewal at the college level – approx. every 5 years</p>	<p><b>OTHER.</b></p>	<p><b>COMMENTS</b></p> <p>100% of last years grads found employment within 6 mos. Avge. salary \$28,500. Requests for employers for qualified CYW's are at an all time high.</p> <p>Note: Refer to web page for ideas for RRC web page development.</p> <p>- on Web Page Advisory Committee Initiatives outlined e.g. supported program's efforts to screen applicants with Language Tests, pre-program volunteer placement and situational questions.; yearly mandate to seek out a minimum of 8-10 new field placements; lobbying by faculty for new CYW classifications in school boards and the push to bring ongoing professional identity to the field to Child and Youth work.</p> <p>Note: articulation with Univ. of Western Sydney</p>	

<p><b>Sault College</b> 443 Northern Ave. P.O. Box 60 Sault Ste.Marie, Ontario P6A9Z9 <a href="http://www.saultc.on.ca">www.saultc.on.ca</a></p> <p><b>Child and Youth Worker</b></p> <p>Coordinator: Michael McFarling <a href="mailto:Mikemcfarling@saultc.on.ca">Mikemcfarling@saultc.on.ca</a></p>	<p><b>PROGRAM FEATURES</b></p> <p>3 year – 6 semester Fall intake Full time and part time. Part time encouraged for students who are parents or who need to work full time hours while in College</p> <p>Accelerated Program offered to University Graduates – Can get a diploma with an additional 2 semesters and 1 six week field placement. (35 hours per week). There is a high demand for this</p> <p>Admissions: Ont. Secondary School Diploma with Gr. 12 College English (C) +2xGr.12 Social Sciences or Humanities</p> <p>Clinical Lab and Field Placement requirements: Current Police records check with finger prints Immunization and Health Record Form Incl. Immunizations for TB, Immunity against measles, mumps, rubella, current tetanus diphtheria, current influenza. Student must sign a statement of confidentiality form</p> <p>Graduation Requirement: Min.2.00 GPA</p>	<p><b>CURRICULUM MODEL</b></p> <p>Program follows Ontario's Ministry of Education CYW Program Standards <a href="http://www.edu.gov.on.ca/eng/general/college/progstan/humserv/echildyt.html">www.edu.gov.on.ca/eng/general/college/progstan/humserv/echildyt.html</a></p> <p>Courses use Learning Outcomes</p> <p>Experiential Component: Year One (1) – Preparation for Field Placement – 8 days observation in a classroom (2)- 2 full days /week often in same setting as Sem. Integration Seminar is held. Year Two – students out for a whole semester Year Three – 16 hours per week in the same placement. One week long field placement skills intensive in classroom. Web delivery only done in a couple of courses Excellent CYW Web site: <a href="http://www.saultc.on.ca/cyw/">www.saultc.on.ca/cyw/</a></p>	<p><b>CURRICULUM CONTENT</b></p> <p>Calendar available online – course descriptions included.</p> <p>Some electives but not listed on web – some program revisions have been made that are not shown on web site yet –</p> <p>Some courses have been removed from the curriculum due to financial pressures i.e native issues, family dynamics</p> <p>Two faculty have developed and deliver Confrontation Skills Training</p> <p>Common courses in first three semesters with other human services programs - has presented some challenges for the CYW program. Common courses include: Intro Psych., Computers, English (basic skills), English (Human Services Communication), Sociology. All students are evaluated in English to determine which English course they must take.</p>	<p><b>STUDENT ASSESSMENT</b></p> <p>Faculty use a variety of assessment techniques and focus on student success.</p> <p>Strategies for success: Potluck supper for students and families as part of Orientation in order to emphasize the kind of supports which will help ensure student success.</p> <p>A camping trip at start of second year where a study team is built as well as outdoor recreational skills.</p> <p>Individual meetings held with students and faculty advisors throughout the semester.</p> <p>Informal mentoring for 1<sup>st</sup> year students with 3<sup>rd</sup> year students.</p> <p>First year seminar course where students learn skills for successful college experience.</p> <p>Learner centered -open door policy by faculty</p>
<p><b>SIZE OF PROGRAM</b></p> <p>Number of faculty: 4 FT</p> <p>Number of students : <b>53</b></p> <p>Fall intake</p>				
<p><b>CREDENTIAL ISSUED</b></p> <p>Diploma</p>				
<p><b>CURRENT AND COMING CHALLENGES</b></p> <p>Maintaining enrolment numbers – new Social Services Worker Diploma may have affected CYW numbers</p> <p>Students who are under a lot of pressure due to financial concerns, family and work commitments</p> <p>Professional development for faculty is limited due to budget constraints</p> <p>Changes in the organizational structure of the College.</p> <p>Develop more courses for web delivery.</p>	<p><b>PARTNERSHIPS</b></p> <p>Articulation: Algoma University College in Sault Ste. Marie - University – offers a Psych degree with an additional two semesters and a Statistics course. Students must have a 3.2 GPA to be eligible.</p> <p>Try to have graduates in Practicum sites supervise students.</p> <p>Maintains connection with Ontario Association of Child and Youth Counsellors though Ottawa chapter has closed. <a href="http://www.oacyc.org">www.oacyc.org</a> First year students become members and the newsletter is part of the required reading. All faculty are members of the Association. Move to have all faculty certified. Ontario Assoc. has had a huge increase in membership since they hired an Executive director. Faculty was very involved in the Assoc. in the early years of the program.</p>	<p><b>CURRICULUM RENEWAL</b></p>	<p><b>COMMENTS</b></p> <p>Note: Confrontation Skills Training (more info on CYW web site)</p> <p>Accelerated Program</p> <p>Articulation with Sault University</p> <p>Excellent CYW Program web site - note activities run by faculty and students “Empathy Belly”, Youth Span, Sexual Assault prevention Awareness Campaign</p> <p>Website also says grads have many employment opportunities and salaries range from \$18,000. - \$38,000. Per year.</p>	
<p><b>OTHER</b></p>				

<p><b>Confederation College</b> 1430 Nakina Dr. P.O. Box 398 Thunder Bay, Ont. P7C 4W1 <a href="http://www.confederationc.on.ca">http://www.confederationc.on.ca</a></p> <p><b>Child and Youth Worker</b> Health Sciences &amp; Human Services</p> <p>Coordinator-Sheila Arges1-807-475-6206 <a href="mailto:Arges@confederation.on.ca">Arges@confederation.on.ca</a></p> <p>Fax: (807)623-9165CYC?</p>	<p><b>SIZE OF PROGRAM</b></p> <p>- Number of faculty- 2 FT and numerous part time (usually three full time) Number of students: intake 45-50 every year. There is often a waiting list.</p>	<p><b>CREDENTIAL ISSUED</b></p> <p>Diploma.</p>	<p><b>PROGRAM FEATURES</b></p> <p>3 years / 6 semester Fall entry Entrance Requirements: Ontario Secondary School Diploma at or above General Level / Mature Students 19+ complete Mature Student Test Applications submitted to Ontario College Application Service (OCAS) – Apps. To Feb. 1 all treated equally / after Feb. 1<sup>st</sup> first come first served based on availability of space. Application accepted in order of scoring obtained - Selection based on academic ranking using High School Yr.3 and 4 marks In addition CYW Program requires: Student Medical Form &amp; prior to commencement of field placement: up to date immuniz. incl. TB Skin test; Standard 1<sup>st</sup> aid and CPR; current Criminal Reference Check; valid driver's license</p>	<p><b>CURRICULUM MODEL</b></p> <p>Program follows Ontario's Ministry of Education CYW Program Standards <a href="http://www.edu.gov.on.ca/eng/general/college/progstan/humserv/echildyt.html">www.edu.gov.on.ca/eng/general/college/progstan/humserv/echildyt.html</a> - At Confederation there is a strong move to incorporate the provincial standards as the core program learning outcomes. This will affect PLA as students will be able to address just the learning outcomes. on the Internet. Program used to share a common first year with other Human Services Programs. This has been changed after a review found that it was not advantageous to the program. A new first year for CYW was developed - Some electives / may be increased - Field Placement –one semester per year / 4 days /wk (32 hours) –6 hr. classes one day / week incl. seminar class and skill development - Not offered through Distance Education – there is some interest in adding Distance Delivery - Not currently using web delivery</p>	<p><b>CURRICULUM CONTENT</b></p> <p>Course titles and hours on web-site. Will be adding content on Cognitive Therapy to meet demand for this due to new Youth Criminal Justice Act; Program used to share a common first year with other Human Services Programs. This has been changed after a review found that it was not as positive as hoped. A new first year for CYW was developed Program tries to avoid trends and focus on functional skills; emphasis on relationships with young people "when it comes down to it, it's just you and the kid" Use "Prevention Management of Aggressive Behaviour" rather than "Non-Violent Crisis Intervention"</p>
<p><b>STUDENT ASSESSMENT</b></p> <p>Traditional classroom and practicum evaluation methods used. Field Placement offers students intensive feedback; Some group (peer) assessment in 2<sup>nd</sup> and 3<sup>rd</sup> year; video taping used to assess skills in interpersonal communication, counselling, suicide intervention</p>	<p><b>CURRENT AND COMING CHALLENGES</b></p> <p>Selection and screening of students; inadequate resources to support special needs of CW students both academically and personally</p>	<p><b>CURRICULUM RENEWAL</b></p> <p>New model for program review and curriculum renewal being developed – will include criteria and time frames</p>	<p><b>PARTNERSHIPS</b></p> <p>Graduates can transfer credits to Lakehead University - all of 1<sup>st</sup> year and part of 2<sup>nd</sup> towards Honours BSW</p> <p>- New liaison between College and Provincial Association – Assoc. newsletter used as text for a 2<sup>nd</sup> year class – Assoc. helping to sponsor a Regional Conference in Oct. 03</p>	<p><b>OTHER</b></p>	<p><b>COMMENTS</b></p> <p>Program has high employment statistics, with jobs available across Canada.</p>

<p><b>St. Clair College</b> Windsor, Ontario <a href="http://www.stclaircollege.ca">www.stclaircollege.ca</a></p> <p><b>Child and Youth Worker</b> Coordinator: Lynne Sibley 519-972-2727 Ext. 4209 <a href="mailto:lsibley@stclaircollege.ca">lsibley@stclaircollege.ca</a></p>	<p><b>SIZE OF PROGRAM</b></p> <p>Number of Faculty:</p> <p>Number of Students: 65</p> <p>Waiting list every year – over 600 for next year – students must reapply.</p>	<p><b>CREDENTIAL ISSUED</b></p> <p>Diploma</p>	<p><b>PROGRAM FEATURES</b></p> <p>Three year - Sept. entry – 9 semesters (program runs Sept. – June) Full time – no model for part time – student could take a part time load and extend program.</p> <p>Accelerated Model for students who have a degree or human services diploma. Entrance requirements: Gr. 12 English; Grade 10 Math</p> <p>Prior to field placement students must obtain a current Criminal Reference Check.</p> <p>Students must supply proof of satisfactory medical examination and immunization prior to program entry.</p> <p>Graduation requirements: 2.0 overall GPA</p>	<p><b>CURRICULUM MODEL</b></p> <p>Program follows Ontario's Ministry of Education CYW Program Standards <a href="http://www.edu.gov.on.ca/eng/general/college/progstan/humserv/echildyt.html">www.edu.gov.on.ca/eng/general/college/progstan/humserv/echildyt.html</a></p> <p>Field Placement: Students interview for placement – if they fail interview they fail the placement. Program chooses where students interview. Each year is 24 weeks theory and 12 weeks placement ( 3x12 week semesters ) Year One placements are in a Behavioural Classroom. Students work under a CYW in the classroom. Students get a package with terminal performance objectives – specific things expected to accomplish are laid out. Year Two: New TPO's – placement in a Child Welfare/Young Offenders/Residential setting. Year Three: Placement n a treatment centre e.g. Psych., regional Children's Cr., CSU</p> <p>No Integration Seminar – program feels that Seminar violates confidentiality – students expected to use field supervisor and staff tea m for support.</p> <p>2 courses use Web CT</p>	<p><b>CURRICULUM CONTENT</b></p> <p>Series of prescribed electives: Strategies for success 1<sup>st</sup> semester - how to study, do a paper etc. 2<sup>nd</sup> year -Entrepreneurship - Helps students prepare to be employed as contract / free lance workers for a number of different agencies. This is common in Ontario - course looks at how to manage your own business / run a private practice, management and investment of \$, insurance coverage, medical coverage etc.</p> <p>Students certified in Non-Violent Crisis Intervention.</p> <p>In third year there is a Health and Wellness Course that focuses on Physical Fitness, nutrition and preventing burn out.</p> <p>Other electives that are not compulsory: Sociology, Native Studies, Cultural Diversity, Language, Stress Management. Students have</p>
	<p><b>CURRENT AND COMING CHALLENGES</b></p> <p>Building Curriculum to meet the needs of the diverse groups in the Windsor area</p> <p>Changes in the field such as the move to home based care away from day treatment</p> <p>Have had to develop curriculum to focus on the CYW intervention within the family setting – family based</p> <p>All courses need to look at this dynamic – e.g. family dynamics now looks at interfamilial conflict / resistance to change in the family setting</p>	<p><b>CURRICULUM RENEWAL</b></p> <p>Done every five years Faculty does there own review annually</p> <p>Program tries to use leaders in program areas as part time instructors – i.e. mental health, justice, child welfare, education</p> <p>Focus on needs of industry - Keep current with field by asking for current client profiles – “What’s changing out there?”</p>	<p><b>PARTNERSHIPS</b></p> <p>Transfer Agreements: Credit towards a Bachelor of Arts Degree at various universities.</p> <p>Can also participate in transfer agreement between CYW Program and the Early Childhood Education and Developmental Services Worker Program at St. Clair College</p>	<p><b>OTHER</b></p>	<p><b>COMMENTS</b></p> <p>100% employment of grads</p> <p>Note: Integration Seminar</p> <p>Entrepreneurship Course</p>
<p><b>STUDENT ASSESSMENT</b></p> <p>Heavy focus on transfer of theory to practice – case study application in classroom through role play, case scenarios</p> <p>PLAR – available Not used too much by CYW program</p> <p>Standard PLA granted to those in field who do not have a diploma – given equivalent of 1 field placement – use TPO's to assess if this given. No credit given for course work.</p>					

<p><b>Mohawk College Hamilton. Ont.</b></p> <p><a href="http://www.mohawkcollege.ca">www.mohawkcollege.ca</a></p> <p><b>Child and Youth Worker</b> Coordinator Pat Anderchuk 905-575-2215 <a href="mailto:Pat.Anderchuk@MohawkCollege.ca">Pat.Anderchuk@MohawkCollege.ca</a></p>	<p><b>SIZE OF PROGRAM</b></p> <p>Number of Faculty:</p> <p>Number of Students: 130 every year</p> <p>Waiting List</p>	<p><b>CREDENTIAL ISSUED</b></p>	<p><b>PROGRAM FEATURES</b></p> <p>3 year – 6 semester Fall intake – 85 January intake – 45</p> <p>Full time and part time Continuing Education and Distance Delivery</p> <p>Graduation Requirements: students must pass all components of the program</p>	<p><b>CURRICULUM MODEL</b></p> <p>Learning outcomes approach used – follows Ontario Program Standards – see other Ont. Programs for web link</p> <p>Fast track allows students to do an extra field place in the Spring Semester and finish the program 1 semester early.</p> <p>Field Placement: Manual available online. Students interview for field placement. Interview feedback forms in manual and copy in Environmental Scan binder. Outcomes and elements of performance used for assessment.</p> <p>All courses have combination of web and classroom delivery Use “First Class” software which they prefer to WebCT or Blackboard – user friendly for CYW students</p> <p>Have tried to create a CYW virtual community – includes a job board, Q&amp;A and all course materials.</p> <p>Excellent Program website <a href="http://spin.mohawkc.on.ca/cyw/">http://spin.mohawkc.on.ca/cyw/</a> includes all details relating to the program</p>	<p><b>CURRICULUM CONTENT</b></p> <p>Course Outlines available on website.</p> <p>Moving to Learning Outcomes and Competencies –now all objectives based</p> <p>All course outlines link to the provincial standards. Course outlines include all topics covered in course as well as links to readings, assignments etc.</p> <p>One elective in Year One - Multiculturalism</p>
<p><b>STUDENT ASSESSMENT</b></p> <p>Using more rubrics for marking</p> <p>Peer assessments for presentations</p> <p>Portfolio is begun in 1<sup>st</sup> year Professional Course – and then presented in last semester before graduation – includes professional development “points” – must achieve 50 over the three years to graduate – points accumulated by various methods: volunteering, Association membership, Non-Violent Crisis Intervention, professional development</p> <p>Final Portfolio presented to a panel which includes faculty, community reps from the filed, peers (15 people).</p> <p>PLAR available</p>	<p><b>CURRENT AND COMING CHALLENGES</b></p> <p>To move more into distance delivery</p> <p>No real new trends in program content – double Gr. 12 graduating cohort (Ont.) this year may pose some significant challenges due to numbers and younger age of students – are considering moving 1<sup>st</sup> Practicum placement to a school based program</p> <p>Attracting and retaining CYW students from diverse backgrounds – considering a stream focusing on ethnic diversity</p> <p>Supporting students with personal issues and financial pressures</p> <p>Continued development of technology and support for students to develop skill necessary to use it</p>	<p><b>CURRICULUM REVIEW</b></p> <p>Provincial Coordinators of Ontario CYW Programs get together to discuss content, concerns, trends etc.</p> <p>Faculty does a curriculum review every Spring – role of technology reviewed</p>	<p><b>PARTNERSHIPS</b></p> <p>Strong ties with the Ontario Association of Child and Youth Counsellors (OACYC) See web link under Sault College Local president is on Advisory Board – ½ of the faculty are members</p>	<p><b>OTHER</b></p>	<p><b>COMMENTS</b></p> <p>Note:</p> <p>Use of Portfolio as an assessment tool</p> <p>Web site</p> <p>Course Outlines, Reading etc. on website</p>

<p><b>Cambrian College</b> 1400 Barry down Rd. Sudbury, Ont. R3A 3V8 <a href="http://www.cambrianc.on.ca">www.cambrianc.on.ca</a></p> <p><b>Child and Youth Worker</b> Social Sciences and Human Development</p> <p>Coordinator: Larry Holmes 705-566-8101 Ext. 7411 <a href="mailto:ldholmes@cambrian.on.ca">ldholmes@cambrian.on.ca</a></p>	<p><b>SIZE OF PROGRAM</b></p>	<p><b>CREDENTIAL ISSUED</b></p> <p>Diploma of Applied Arts</p>	<p><b>PROGRAM FEATURES</b></p> <p>3 year – 6 semester</p> <p>Entrance Requirements: Gr. 12 Ont. Secondary school diploma Gr. 12 English Gr. 10 Phys Ed. 1 computer course recommended Prior to Field Placement – 1<sup>st</sup> Aid and Criminal Reference</p> <p>Accelerated Program for University Grads May be eligible to complete in 3 semesters / College grads in 4. Space limited to 10 students</p>	<p><b>CURRICULUM MODEL</b></p> <p>Field Placement: 3<sup>rd</sup> and 6<sup>th</sup> Semesters – 16 weeks each Integration Seminar</p>	<p><b>CURRICULUM CONTENT</b></p> <p>First Aid and CPIC taught in 1<sup>st</sup> year</p> <p>Two Writing skills courses in 1<sup>st</sup> Semester: Writing Fundamentals – Independent Study Writing Skills for Human Services</p>
<p><b>STUDENT ASSESSMENT</b></p>	<p><b>CURRENT AND COMING CHALLENGES</b></p>	<p><b>CURRICULUM RENEWAL</b></p>	<p><b>PARTNERSHIPS</b></p> <p>Graduates may pursue the Honours Bachelor's of Applied Arts Degree in Child and Youth Care from Ryerson or University of Victoria.</p> <p>Laurentian University may receive up to two years of study towards degree.</p>	<p><b>OTHER</b></p>	<p><b>COMMENTS</b></p>



<p><b>Red River College</b> 2055 Notre Dame Ave. Winnipeg, MB. <a href="http://www.rrc.mb.ca">www.rrc.mb.ca</a></p> <p><b>Child and Youth Care</b> Community Services</p> <p>Contact person: Jean Robson <a href="mailto:jrobson@rrc.mb.ca">jrobson@rrc.mb.ca</a> 204-632-2343</p>	<p><b>SIZE OF PROGRAM</b></p> <p>Number of faculty-4 (3 full-time &amp; 1 part-time) / 2 related instructors.</p> <p>Number of students 28 accepted each September. Waiting list</p>	<p><b>CREDENTIAL ISSUED</b></p> <p>Diploma</p> <p>Certificate (1<sup>st</sup> year of program) offered through Continuing Education.</p>	<p><b>PROGRAM FEATURES</b></p> <p>2 years 6 semesters – 12 weeks each Fall entry September to June Selection Requirements: Based on date of application and completion of entrance requirements Entrance requirements: Successful completion Gr. 12 English and Math or Equiv. One year past Gr. 12 100 hours of related volunteer or work experience Completion of additional information sheets Criminal record check After acceptance - Standard First Aid, Heartsaver CPR, and Child abuse registry check required.</p> <p>Orientation session w/ program faculty.</p>	<p><b>CURRICULUM MODEL</b></p> <p>Instructional objectives for each course. Program and Learning outcomes currently under development.</p> <p>Practicum: Combination of 1 day per week and block. 5 practicums of 144 hours each – three settings Integration Seminar held weekly.</p> <p>No Web CT delivery. Some courses available through Distance.</p>	<p><b>CURRICULUM CONTENT</b></p> <p>Course title, hours, descriptions available on-line.</p> <p>Students certified in Non-Violent Crisis Intervention with Refresher in Year 2</p>
<p><b>STUDENT ASSESSMENT</b></p> <p>Evaluation of courses combination of exams, tests, group projects and presentations.</p> <p>Students complete a professional portfolio and participate in a large community needs focused project in 2<sup>nd</sup> year</p> <p>Practicum evaluation based on skill assessment, evaluation by agency/faculty supervisor.</p>	<p><b>CURRENT AND COMING CHALLENGES</b></p> <p>Development of CYC Applied degree / Continued further articulation with CYC degree programs</p> <p>Articulation with local universities</p> <p>Continued development &amp; delivery of distributed learning methods.</p> <p>Further development of CYC web site</p> <p>Recruitment and retention of Aboriginal and First Nations students – development of current program to meet needs of culturally diverse students</p> <p>Review of current curriculum and revisions</p>	<p><b>CURRICULUM RENEWAL</b></p> <p>Occurs every five years. Involves DACUM process, environmental scan, program outcomes workshop and visioning workshop .with faculty, advisory committee and representatives from the field.</p> <p>Faculty meet at end of each year to review program informally</p>	<p><b>PARTNERSHIPS</b></p> <p>Articulation agreements with: University of Victoria: Graduates can apply for admission into 3<sup>rd</sup> year of BA in Child and Youth Care – other block transfers through the BC Child and Youth Care Education Consortium <a href="http://www.cycec.bc.ca">www.cycec.bc.ca</a></p> <p>Graduates can apply for admission into 3<sup>rd</sup> year of Community Rehabilitation Degree Program</p> <p>Partnerships with Manitoba Metis Federation to develop and deliver a Child, Family and Community Services diploma based 89% on CYC Program.</p> <p><b>Partnerships cont'd in next column</b></p>	<p><b>OTHER</b></p> <p><b>Partnerships cont'd:</b> Strong relationship with the Child and Youth Care Workers Association of Manitoba <a href="http://www.geocities.com~beardy/CYCWAM.html">www.geocities.com~beardy/CYCWAM.html</a></p> <p>Faculty are members and students required to become student members.</p> <p>Association working collaboratively with the CYC Program re: certification</p> <p>CYC Program and CYCWAM jointly sponsor a Graduates Luncheon each year.</p>	<p><b>COMMENTS</b></p> <p>High employment of graduates</p> <p>Graduates increasingly being hired in school system and community based programs</p>

**Additional Child and Youth Care Diploma Programs**

**Medicine Hat College**  
Medicine Hat, Alta.  
[www.mhc.ab.ca](http://www.mhc.ab.ca)  
**Child and Youth Care**

Program Coordinator:  
Varley Weisman  
[Weisman@mhc.ab.ca](mailto:Weisman@mhc.ab.ca)

**Centennial College**  
Scarborough, Ont.  
[www.centennialc.on.ca](http://www.centennialc.on.ca)  
**Child and Youth Worker**

Program Coordinator-  
Paul Iacovoni  
416-289-5000 Ext. 3333  
[piacovoni@centennialcollege.ca](mailto:piacovoni@centennialcollege.ca)

**Fanshawe College**  
London, Ontario  
  
[www.fanshawe.on.ca](http://www.fanshawe.on.ca)  
**Child and Youth Worker**

Program Coordinator-  
Franceen Bodner

**George Brown College**  
Toronto, Ont.  
  
[www.georgebrownc.on.ca](http://www.georgebrownc.on.ca)  
**Child and Youth Worker**

Program Coordinator:  
Anne Black  
416-415-5000 Ext. 2309  
Team Leader:  
Brenda Pippitonne

**Humber College**  
Toronto, Ontario,  
Lakeshore Campus  
[www.humberc.on.ca](http://www.humberc.on.ca)  
**Child and Youth Worker**

Program Coordinator-  
Gail Christopher  
[Christog@admin.humberc.on.ca](mailto:Christog@admin.humberc.on.ca)

**Additional Child and Youth Care Degree Programs**

**Ryerson Polytechnic**  
Toronto, Ontario  
B.A. in Child and Youth Care  
Coordinator:  
Carol Stuart  
[cstuart@ryerson.ca](mailto:cstuart@ryerson.ca)

# Appendix C: Industry Occupational Analysis Chart (DACUM) with Emerging and Retiring Trends

CHILD AND YOUTH CARE DACUM WORKSHOP

October 28th, 2002

Facilitated by Craig Edwards and Mike Stuhldreier

The entry-level graduate will be able to:

**DEMONSTRATE SELF-AWARENESS**  
A

Articulate personal and cultural biases A1	Manage personal and cultural biases A2	Recognize his/her personal limitations and strengths A3	Self-disclose in relation to context A4	Maintain personal health A5	Open to be challenged A6	Take constructive criticism A7
Maintain composure A8	Be responsive rather than reactive A9	Use support systems (team, external, etc.) A10	Articulate personal motivation A11	Articulate philosophy A12	Adapt to new situations A13	

**DEMONSTRATE KNOWLEDGE OF ABORIGINAL CULTURE**  
B E

Recognize diversity within cultures B1	Show empathy for effects of colonization B2	Respect significance of spiritual ceremony B3	Demonstrate a basic knowledge of Aboriginal spiritual ceremonies B4	Identify and respect community beliefs and attitudes and values B5	Integrate community beliefs, attitudes and values B6	Maintain a cultural sensitivity B7
Incorporate Aboriginal healing practices appropriately B8						

**ADVOCATE FOR CHILDREN AND YOUTH, FAMILIES AND COMMUNITIES**  
C E

Represent client needs C1	Direct client to alternative resources C2	Inform client of his/her rights C3	Act in client's best interests C 4	Attend meetings with client C5	Access a variety of avenues for advocating C6	Know legal limitations C7
Use appropriate strategies C8						

**COMMUNICATE EFFECTIVELY**  
D

Interpret and respond to cultural differences D1	Listen D2	Ask questions D3	Write D4	Communicate orally (formal and informally) D5	Identify and interpret non-verbal cues D6	Ask for feedback D7
Interview others D8	Write a variety of reports D9	Take initiative D10				

**CREATE AND MAINTAIN A THERAPEUTIC HEALING ENVIRONMENT**  
E

Maintain a physically safe environment E1	Maintain an emotionally safe environment E2	Be nurturing E3	Provide structure, routine and consistency E4	Model family living (cooking, sharing, cleaning) E5	Develop a sense of client ownership of environment E6
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**ASSESS CHILDREN AND YOUTH AND FAMILIES, AND COMMUNITIES**  
F

Apply knowledge of developmental stages (children, youth and families) F1	Identify areas of risk F2	Observe behaviour F3	Document evidence F4	Investigate community/environment background F5	Assess child/family F6	Assess tolerance of level of treatment F7
Modify treatment plan F8	Identify clients' needs F9	Identify strengths F10	Identify affects of a variety of medications F11	Identify the behaviours associated with abuse and neglect F12		

**CONTRIBUTE TO TREATMENT PLAN DEVELOPMENT**  
G

Identify community resources G1	Respond to clients' needs appropriately G2	Practice a variety of interventions (behavioural, medical, family, cultural, consultative) G3	Implement therapeutic activities G4	Assess process/plan G5	Monitor treatment plan G6	Set and evaluate goals G7
Build on strengths G8	Promote/develop self-reliance of clients G9	Strategize around a treatment plan G10	Involve client and family in process G11	Involve client in process (where appropriate) G12	Respect client's sensitivities G13	Use a holistic approach G14
Monitor the effects of medications G15	Respond to behaviours associated with abuse and neglect G16	Access community resources G17				

**MANAGE GROUPS**  
H

Lead groups H1	Identify stages of group development H2	Identify roles within group H3	Model appropriate behaviour H4	Affect/modify behaviours within a group H5	Recognize and build on individual strengths H6	Establish and implement a crisis plan H7
Challenge behaviour and apply intervention skills H8	Facilitate mediation H9					

**DESIGN THERAPEUTIC ACTIVITIES**  
I

Be creative I1	Have fun I2	Be physically motivated I3	Select appropriate activities I4	Be an active participant I5	Incorporate safety in activities I6	Support spiritual programs I7
Incorporate diverse cultural activities I8	Be spontaneous I9	Have a "games toolkit" I10				

MANAGE CRISES  
J E

Practice a variety of interventions J1	Practice non-violent intervention skills J2	Assess situations J3	Identify potential crisis situations J4	Prioritize and de-escalate crisis J5	Identify and use additional resources J6	De-brief with children and staff team J7
Develop safety plan J8	Multi-task J9	Prioritize J10				

TEACH  
K

Teach conflict resolution K1	Teach budgeting skills K2	Teach self-care K3	Teach how to identify and access community resources K4	Teach employment skills K5	Teach sex education K6	Teach coping skills K7
Identify educational resources K8	Utilize appropriate educational resources K9	Teach problem-solving skills K10				

MAINTAIN PROFESSIONAL STANDARDS  
L E

Comply with legislation L1	Belong to a professional organization L2	Uphold professional ethics L3	Uphold Child & Youth care ethical standards L4	Learn continuously L5	Dress appropriately L6	Use professional judgment L7
Demonstrate a commitment to Child & Youth Care L8	Work as part of a team L9					

IDENTIFY CHILD & YOUTH AND FAMILY AND COMMUNITIES ISSUES  
M

Teach/inform clients about drug related issues M1	Identify common disorders of children and youth (mental health) M2	Recognize and identify gang involvement of clients M3	Apply appropriate strategies M4	Identify issues around youth gangs M5	Maintain/develop currency regarding issues surrounding children and youth M6	Identify behaviours related to sexual exploitation M7
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**BUILD RELATION SHIPS  
WITH CHILDREN, YOUTH,  
FAMILIES AND COMMUNITY**  
N

Take healthy risks N1	Re-build relationships N2	Develop trust N3	Be consistent N4	Be flexible N5	Demonstrate trust N6	Develop and maintain boundaries N7
Set limits on behaviour N8	Relate to clients at their own level N9	Be non-judgmental N10	Demonstrate accountability N11	Model healthy relationships N12	Respect self and others N13	Demonstrate empathy for survivors of abuse and neglect N14

**FOLLOW LEGISLATIVE  
REQUIREMENTS**  
O E

Articulate standards O1	Maintain currency re: legislation O2	Interpret appropriate legislation O3	Apply legislative requirements O4	Research pertinent legislation O5	Define and use terminology O6	Document information (maintain files) O7
Work inter-dependently with other agencies O8						

## Appendix D: Faculty Graduate Analysis Chart

Faculty Graduate Analysis  
 Facilitated by Craig Edwards and Mike Stuhldreier  
 Friday, November 8th, 2002

The Child and Youth Care entry-level worker will be able to:

<b>USE SELF IN PRACTICE</b> A	Be Self-Aware A1	Identify feelings A2	Identify past personal issues A3	Address past personal issues A4	Manage personal feelings during client crises A5	Display coping skills A6	Adapt A7	Monitor impact of personal behaviour to others A8
	Modify behaviour to meet client needs A9	Take positive action on feedback A10	Solicit feedback A11	Identify personal strengths A12	Take initiative A13	Practice humility A14		
<b>USE HELPING SKILLS</b> B	Respond to a variety of extreme emotions B1	Be there in the moment B2	Paraphrase B3	Facilitate self-discovery B4	Identify attachment needs B5	Facilitate attachment process B6	Respond to issues of loss and grief B7	Co-create problem solving B8
	Be authentic B9	Adapt to different personalities B10	Adapt to new situations B11	Use an individual focused approach B12	Promote resilience B13	Work with resistance B14		
<b>COMMUNICATE EFFECTIVELY</b> C	Speak publicly C1	Adapt language to audience C2	Express feelings C3	Write concisely C4	Verbalize clearly C5	Give and receive feedback C6	Listen actively C7	Interpret non-verbal communication C8
	Use non-verbal communication C9	Be empathetic C10	Use non-judgmental language C11	Use communication technology C12	Check for understanding C13	User professional terminology C14	Interact assertively C15	



DEVELOP CULTURAL COMPETENCE D	Respond to diversity D1	Identify and assess personal biases D2	Use culturally appropriate language D3	Overcome personal biases D4	Be culturally aware D5	Identify cultural values D6	Respect differences D7	Display a willingness to change D8
	Engage respectfully D9	Develop competence in Aboriginal cultures and values D10						

DEVELOP RELATIONSHIPS E	Build rapport E1	Identify strengths E2	Build on strengths E3	Give encouragement and praise E4	Use humour E5	Be non-judgmental E6	Be respectful E7	Demonstrate unconditional positive regard E8
	Promote empowerment E9	Care and nurture others E10	Maintain boundaries E11	Network E12	Support development of self-esteem E13	Develop trust E14		

MANAGE CHALLENGING BEHAVIOUR F	Manage crisis F1	Teach problem-solving skills F2	Respond proactively F3	Teach anger management F4	Problem solve F5	Manage group dynamics F6	Teach social skills F7	Teach communication skills F8
	Assess causes of behaviour and respond appropriately F9	Set limits F10	Use strategies designed to teach F11					

RESPOND TO TRAUMA G	Promote healing G1	Identify indicators of abuse and neglect G2	Respond to disclosures G3	Assess impact of trauma G4	Co-creating support systems G5	Link behaviour to trauma and respond appropriately G6	
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<b>ASSESS AND PLAN</b> <b>H</b>	Use an integrated//Ecological framework H1	Identify and assess needs H2	Set goals H3	Evaluate H4	Monitor progress H5	Document H6	Observe H7	Describe behaviour objectively H8
	Think holistically H9	Access resources H10	Identify and assess developmental stage H11	Use strengths to meet needs H12				

<b>IMPLEMENT THERAPEUTIC ACTIVITIES</b> <b>I</b>	Develop developmentally appropriate activities I1	Implement developmentally appropriate activities I2	Participate (Have fun) I3	Co-create activities I4	Promote healthy lifestyle I5	Promote safety I6	Lead I7	Provide structure I8
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<b>PRACTICE PERSONAL WELLNESS</b> <b>J</b>	Manage stress J1	Maintain work-life balance J2	Manage time J3	Resolve conflict J4	Self-manage J5	Identify and use support systems J6	Adopt healthy lifestyle j7
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<b>BE PROFESSIONAL</b> <b>K</b>	Work as part of a team K1	Work independently K2	Demonstrate and expect professional ethics K3	Advocate for change K4	Teach K5	Be accountable K6	Be a positive role model K7	Maintain standards of practice K8
	Represent profession K9	Comply with legislative standards K10	Represent organization/agency K11	Maintain integrity K12	Learn continuously K13	Participate in professional associations K14	Keep current K15	See the "Big Picture" K16
	Act as an agent of change K17	Apply appropriate methodologies K18						

USE A FAMILY FOCUSED APPROACH L	Identify and assess client/family/community strengths	Assess risks	Facilitate family connectedness	Access historical information	Assess strengths	Define family broadly	Identify child's personal connections	Embrace the child's right to family
	L1	L2	L3	L4	L5	L6	L7	L8

USE A COMMUNITY FOCUSED APPROACH M	Build community capacity	Use community development skills	Assess community capacity	Acknowledge common humanity	Promote equality
	M1	M2	M3	M5	M5

CO-CREATE RECLAIMING ENVIRONMENTS N	Identify the needs of children and youth at risk	Respond to the needs of children and youth at risk	Assess therapeutic environment	Create and modify therapeutic environment	Manage the reclaiming (therapeutic) environment	Use a holistic approach	Create an emotionally safe environment	Create a physically safe environment
	N1	N2	N3	N4	N5	N6	N7	N8

# Appendix E: Integrated Chart

DACUM, Program Learning Outcomes, College-Wide Learning Outcomes  
 Integration Workshop  
 Facilitated by Craig Edwards and Mike Stuhldreier  
 Friday, December 6, 2002

Industry DACUM	Faculty Graduate Analysis			College-wide Learning Outcomes
DEMONSTRATE SELF-AWARENESS A	USE SELF IN PRACTICE A	Be Self-Aware A1	Self-manage J5	
Articulate personal and cultural biases A1	Overcome personal biases D4			
Manage personal and cultural biases A2	Identify and assess personal biases D2			
Recognize his/her personal limitations and strengths A3	Identify personal strengths A12			<b>F Be Responsible</b> H2 • assess personal strengths and areas for development
Self-disclose in relation to context A4	Be authentic B9			
Maintain personal health A5	PRACTICE PERSONAL WELLNESS J	Address past personal issues A4	Manage stress J1	<b>E1</b> • feel good about yourself and be confident <b>E4</b> • take care of your personal health <b>F1</b> • Set goals and priorities balancing work and personal life <b>F2</b> • plan and manage time, money and other resources to achieve goals
	Maintain work-life balance J2	Manage time J3	Adopt healthy lifestyle J7	
Open to be challenged A6	Take positive action on feedback A10			
Take constructive criticism A7	Solicit feedback A11			<b>G5</b> • learn from your mistakes and accept feedback <b>J5</b> • accept and provide feedback in a constructive and considerate manner
Maintain composure A8	Modify behaviour to meet client needs A9	Manage personal feelings during client crises A5	Monitor impact of personal behaviour to others A8	
Be responsive rather than reactive A9	Respond proactively F3			
Use support systems (team, external, etc.) A10	Identify and use support systems J6	Co-creating support systems G5		
Articulate personal motivation A11	Identify past personal issues A3			
Articulate philosophy A12				

Adapt to new situations A13	Adapt to new situations B11				<b>G Be Adaptable</b> G3 • be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done G6 • cope with uncertainty G4 • be open and respond constructively to change K5 • adapt to changing requirements and information
<b>DEMONSTRATE KNOWLEDGE OF ABORIGINAL CULTURE</b> B	Develop competence in Aboriginal cultures and values D10				
Recognize diversity within cultures B1	Respect differences D7	Respond to diversity D1			J4 • recognize and respect people's diversity, individual differences and perspectives
Show empathy for effects of colonization B2					
Respect significance of spiritual ceremony B3					
Demonstrate a basic knowledge of Aboriginal spiritual ceremonies B4					
Identify and respect community beliefs and attitudes and values B5	Be culturally aware D5	Identify cultural values D6			
Integrate community beliefs, attitudes and values B6					
Maintain a cultural sensitivity B7	Display a willingness to change D8	Use culturally appropriate language D3	Engage respectfully D9		
	Acknowledge common humanity M5				
Incorporate Aboriginal healing practices appropriately B8					
<b>ADVOCATE FOR CHILDREN AND YOUTH, FAMILIES AND COMMUNITIES</b> C					
Represent client needs C1	Recognize and identify the needs of children and youth at risk N1				
Direct client to alternative resources C2					
Inform client of his/her rights C3	Embrace the child's right to family L8				
Act in client's best interests C 4					

Attend meetings with client C5				
Access a variety of avenues for advocating C6	Advocate for change K4	Act as an agent of change K17		
Know legal limitations C7				
Use appropriate strategies C8				
<b>COMMUNICATE EFFECTIVELY</b> D	<b>COMMUNICATE EFFECTIVELY</b> C			<b>A Communicate</b>
Interpret and respond to cultural differences D1	Use non-judgmental language C11	Adapt language to audience C2		
Listen D2	Listen actively C7			<b>A3</b> • listen and ask questions to understand and appreciate the points of view of others
Ask questions D3	Check for understanding C13			
Write D4	Write concisely C4			<b>A2</b> • write and speak so others pay attention and understand
Communicate orally (formal and informally) D5	Verbalize clearly C5			<b>A4</b> • share information using a range of information and communications technologies (e.g. voice, e-mail, computers) <b>A5</b> • use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas
Identify and interpret non-verbal cues D6	Use non-verbal communication C9	Interpret non-verbal communication C8		
Ask for feedback D7	Give and receive feedback C6			
Interview others D8				
Write a variety of reports D9	Use professional terminology C14			
Take initiative D10	Take initiative A13			<b>E5</b> • show interest, initiative and effort
<b>CREATE AND MAINTAIN A THERAPEUTIC HEALING ENVIRONMENT</b> E	<b>CO-CREATE RECLAIMING ENVIRONMENTS</b> N	Assess therapeutic environment N3	Create and modify therapeutic environment N4	

	Manage the reclaiming (therapeutic) environment N5			
Maintain a physically safe environment E1	Create a physically safe environment N8			<b>I Work Safely</b>
Maintain an emotionally safe environment E2	Create an emotionally safe environment N7			
Be nurturing E3	Care and nurture others E10			
Provide structure, routine and consistency E4	Provide structure I8			
Model family living (cooking, sharing, cleaning) E5	Teach social skills F7			
Develop a sense of client ownership of environment E6				
<b>ASSESS CHILDREN AND YOUTH AND FAMILIES, AND COMMUNITIES F</b>				
Apply knowledge of developmental stages (children, youth and families) F1	Identify and assess developmental stage H11			
Identify areas of risk F2	Assess risks L2			
Observe behaviour F3	Observe H7			<b>C2 • observe and record data using appropriate methods, tools and technology</b>
Document evidence F4	Document H6	Describe behaviour objectively H8		
Investigate community/environment background F5				
Assess child/family F6	Identify child's personal connections L7	Access historical information L4		
Assess tolerance of level of treatment F7				
Modify treatment plan F8	Build community capacity M1			
Identify clients' needs F9				

Identify strengths F10	Identify strengths E2	Assess strengths L5	Use strengths to meet needs H12	
Identify affects of a variety of medications F11				
Identify the behaviours associated with abuse and neglect F12				

<b>CONTRIBUTE TO TREATMENT PLAN DEVELOPMENT G</b>				<b>D4</b> • identify the root cause of a problem <b>D5</b> • be creative and innovative in exploring possible solutions
Identify community resources G1				
Respond to clients' needs appropriately G2	Identify and assess needs H2			<b>D8</b> • implement solutions
Practice a variety of interventions (behavioural, medical, family, cultural, consultative) G3	Apply appropriate methodologies K18	Use strategies to meet needs N2		<b>B2</b> • access, analyze and apply knowledge and skills from various disciplines (e.g. the arts, languages, science, technology, mathematics, social sciences, and the humanities)
Implement therapeutic activities G4				
Assess process/plan G5	Identify indicators of abuse and neglect G2			<b>A1</b> • read and understand information presented in a variety of forms (e.g. words, graphs, charts, diagrams)
				<b>B Manage Information</b>
Monitor treatment plan G6	Monitor progress H5			<b>C1</b> • decide what needs to be measured or calculated
Set and evaluate goals G7	Evaluate H4	Set goals H3		<b>B1</b> • locate, gather and organize information using appropriate technology and information systems <b>C3</b> • make estimates and verify calculations <b>D1</b> • assess situations and identify problems <b>D7</b> • evaluate solutions to make recommendations or decisions <b>D9</b> • check to see if a solution works, and act on opportunities for improvement
Build on strengths G8	<b>USE A COMMUNITY FOCUSED APPROACH M</b>	Build on strengths E3	Identify and assess client/family/community strengths L1	
	Use community development skills M2	Assess community capacity M3		
Promote/develop self-reliance of clients G9	Promote healing G1	Give encouragement and praise E4	Support development of self-esteem E13	



Strategize around a treatment plan G10	ASSESS AND PLAN H			
Involve client and family in process G11	USE A FAMILY FOCUSED APPROACH L	Facilitate family connectedness L3	Define family broadly L6	
Involve client in process (where appropriate) G12				
Respect client's sensitivities G13				
Use a holistic approach G14	Use a holistic approach N6	Think holistically H9	Use an integrated//Ecological framework H1	
	See the "Big Picture" K16			
Monitor the effects of medications G15				
Respond to behaviours associated with abuse and neglect G16	RESPOND TO TRAUMA G	Respond to a variety of extreme emotions B1	Respond to disclosures G3	
	Assess impact of trauma G4	Link behaviour to trauma and respond appropriately G6		
Access community resources G17				
MANAGE GROUPS H	Manage group dynamics F6			
Lead groups H1				
Lead groups H1				
Identify stages of group development H2				
Identify roles within group H3				
Model appropriate behaviour H4	Be a positive role model K7			
Affect/modify behaviours within a group H5	Assess causes of behaviour and respond appropriately F9			

Recognize and build on individual strengths H6				
Establish and implement a crisis plan H7				
Challenge behaviour and apply intervention skills H8				
Facilitate mediation H9				
<b>DESIGN THERAPEUTIC ACTIVITIES</b> I	<b>IMPLEMENT THERAPEUTIC ACTIVITIES</b> I			
Be creative I1	Co-create activities I4			
Have fun I2	Use humour E5	Participate (Have fun) I3		
Be physically motivated I3				
Select appropriate activities I4	Develop developmentally appropriate activities I1	Implement developmentally appropriate activities I2		
Be an active participant I5	Lead I7			
Incorporate safety in activities I6	Promote safety I6			
Support spiritual programs I7				
Incorporate diverse cultural activities I8				
Be spontaneous I9				
Have a "games toolkit" I10				

<b>MANAGE CRISES</b> J E	Manage crisis F1			
Practice a variety of interventions J1	Work with resistance B14	Respond to issues of loss and grief B7		

Practice non-violent intervention skills J2				
Assess situations J3				
Identify potential crisis situations J4				
Prioritize and de-escalate crisis J5	Resolve conflict J4			
Identify and use additional resources J6	Access resources H10			
De-brief with children and staff team J7				
Develop safety plan J8				
Multi-task J9				<b>G2 •</b> carry out multiple tasks or projects
Prioritize J10				
<b>TEACH</b> <b>K</b>	Use strategies designed to teach F11	Teach K5		
Teach conflict resolution K1	Teach anger management F4	Teach problem-solving skills F2		
Teach budgeting skills K2				<b>C Use Numbers</b>
Teach self-care K3				
Teach how to identify and access community resources K4				
Teach employment skills K5				
Teach sex education K6	Promote healthy lifestyle I5			

Teach coping skills K7	Display coping skills A6			
Identify educational resources K8				
Utilize appropriate educational resources K9				
Teach problem-solving skills K10	Co-create problem solving B8	Problem solve F5		<b>D Think &amp; Solve Problems</b>
				<b>D3 •</b> recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
<b>MAINTAIN PROFESSIONAL STANDARDS</b> L E	<b>BE PROFESSIONAL</b> K	Maintain standards of practice K8		<b>I1 •</b> be aware of personal and group health and safety practices and procedures, and act in accordance with these <b>K3 •</b> work to agreed quality standards and specifications
Comply with legislation L1	Comply with legislative standards K10			
Belong to a professional organization L2	Participate in professional associations K14	Network E12		
Uphold professional ethics L3	Maintain integrity K12	Demonstrate and expect professional ethics K3		<b>E2 •</b> deal with people, problems and situations with honesty, integrity and personal ethics
Uphold Child & Youth care ethical standards L4				
Learn continuously L5	Learn continuously K13	Keep current K15		<b>D6 •</b> readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions <b>H Learn Continuously</b> <b>H1 •</b> be willing to continuously learn and grow <b>H5 •</b> plan for and achieve your learning goals <b>H4 •</b> identify and access learning sources and opportunities <b>H3 •</b> set your own learning goals
Dress appropriately L6				
Use professional judgment L7				<b>K4 •</b> select and use appropriate tools and technology for a task or project

Demonstrate a commitment to Child & Youth Care L8	Represent profession K9			<b>E Demonstrate Positive Attitudes &amp; Behaviours</b> F5 • be socially responsible and contribute to your community
Work as part of a team L9	Work as part of a team K1	Represent organization/agency K11		<b>D2</b> • seek different points of view and evaluate them based on facts <b>E3</b> • recognize your own and other people's good efforts <b>G1</b> • work independently or as a part of a team <b>J Work with Others</b> <b>J1</b> • understand and work within the dynamics of a group <b>J2</b> • ensure that a team's purpose and objectives are clear <b>J3</b> • be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group <b>J6</b> • contribute to a team by sharing information and expertise <b>J7</b> • lead or support when appropriate, motivating a group for high performance <b>J8</b> • understand the role of conflict in a group to reach solution <b>J9</b> • manage and resolve conflict when appropriate <b>K Participate in Projects &amp; Tasks</b> <b>K1</b> • plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes <b>K2</b> • develop a plan, seek feedback, test, revise and implement <b>K6</b> • continuously monitor the success of a project or task and identify ways to improve
<b>IDENTIFY CHILD &amp; YOUTH AND FAMILY AND COMMUNITIES ISSUES</b> M				
Teach/inform clients about drug related issues M1				
Identify common disorders of children and youth (mental health) M2				
Recognize and identify gang involvement of clients M3				
Apply appropriate strategies M4				
Identify issues around youth gangs M5				
Maintain/develop currency regarding issues surrounding children and youth M6				
Identify behaviours related to sexual exploitation M7				

BUILD RELATIONSHIPS WITH CHILDREN, YOUTH, FAMILIES AND COMMUNITY N	DEVELOP RELATIONSHIPS E			
Take healthy risks N1				<b>F3 •</b> assess, weigh and manage risk
Re-build relationships N2				
Develop trust N3	Build rapport E1	Develop trust E14		
Be consistent N4				
Be flexible N5	Adapt A7			
Demonstrate trust N6	Demonstrate unconditional positive regard E8			
Develop and maintain boundaries N7	Maintain boundaries E11			
Set limits on behaviour N8	Set limits F10			
Relate to clients at their own level N9				
Be non-judgmental N10	Be non-judgmental E6			
Demonstrate accountability N11	Be accountable K6			<b>F4 •</b> be accountable for your actions and the actions of your group
Model healthy relationships N12				
Respect self and others N13	Be respectful E7			
Demonstrate empathy for survivors of abuse and neglect N14				
FOLLOW LEGISLATIVE REQUIREMENTS O				
Articulate standards O1				

Maintain currency re: legislation O2				
Interpret appropriate legislation O3				
Apply legislative requirements O4				
Research pertinent legislation O5				
Define and use terminology O6				
Document information (maintain files) O7				
Work inter-dependently with other agencies O8				

# Appendix F: First Draft of Proposed Program Learning Outcomes

## Child & Youth Care Proposed Program Learning Outcomes (from the comparison of DACUM, Faculty Graduate Analysis and College-wide Learning Outcomes)

### **A. Demonstrate self-awareness in both personal and professional life**

#### **Elements of performance:**

- A.1. Articulate personal motivation
  - A.1.1. Identify personal strengths
  - A.1.2. Assess personal strengths and areas for development
  - A.1.3. Address past personal issues
- A.2. Articulate personal philosophy of child & youth care
  - A.2.1. Identify and assess personal biases
  - A.2.2. Articulate personal and cultural biases
  - A.2.3. Overcome personal biases
  - A.2.4. Manage personal and cultural biases
- A.3. Adapt to new situations
  - A.3.1. Identify and suggest alternative ways to achieve goals and get the job done
  - A.3.2. Cope with uncertainty
  - A.3.3. Solicit feedback
  - A.3.4. Be open and respond constructively to change
  - A.3.5. Adapt to changing requirements and information
  - A.3.6. Be innovative and resourceful
- A.4. Maintain work-life balance
  - A.4.1. Identify and use support systems
  - A.4.2. Set goals and priorities balancing work and personal life
  - A.4.3. Manage stress and time
  - A.4.4. Maintain personal health
  - A.4.5. Practice personal wellness
- A.5. Demonstrate responsible behaviour
  - A.5.1. Monitor impact of personal behaviour to others
  - A.5.2. Accept and provide feedback in a constructive and considerate manner
  - A.5.3. Take positive action on feedback
  - A.5.4. Respond proactively
  - A.5.5. Modify behavior

### **B. Develop competence in Aboriginal cultures and values**

#### **Elements of performance:**

- B.1. Respect diversity within Aboriginal culture
  - B.1.1. Respect diversity, individual differences, and perspectives
  - B.1.2. Respond positively to diversity
  - B.1.3. Show empathy for effects of colonization
- B.2. Integrate community beliefs, attitudes and values
  - B.2.1. Identify and respect community beliefs and attitudes and values
  - B.2.2. Identify cultural values
  - B.2.3. Overcome personal biases
  - B.2.4. Manage personal and cultural biases
- B.3. Maintain a cultural sensitivity
  - B.3.1. Use culturally appropriate language
  - B.3.2. Engage respectfully
  - B.3.3. Solicit feedback
  - B.3.4. Display a willingness to change



- B.4. Incorporate Aboriginal healing practices appropriately
  - B.4.1. Demonstrate a basic knowledge of Aboriginal spiritual ceremonies
  - B.4.2. Respect significance of spiritual ceremony

## **C. Advocate for children and youth, families and communities**

### **Elements of Performance**

- C.1. Represent client needs
  - C.1.1. Recognize and identify the needs of children and youth at risk
  - C.1.2. Direct client to alternative resources
  - C.1.3. Inform client of his/her rights
  - C.1.4. Act in client's best interests
  - C.1.5. Attend meetings with client
- C.2. Embrace the child's right to family
- C.3. Advocate for change
  - C.3.1. Act as an agent of change
  - C.3.2. Access a variety of avenues for advocating
  - C.3.3. Work within legal limitations
  - C.3.4. Use appropriate strategies

## **D. Communicate Effectively**

### **Elements of Performance**

- D.1. Use listening and verbal skills
  - D.1.1. Listen and ask questions to understand and appreciate the points of view of others
  - D.1.2. Use interview skills and check for understanding
  - D.1.3. Speak clearly
  - D.1.4. Interpret and respond to cultural differences
  - D.1.5. Adapt language to audience
  - D.1.6. Show interest, initiative and effort
- D.2. Use non-verbal communication
  - D.2.1. Use appropriate non-verbal communication
  - D.2.2. Interpret the non-verbal communication of others
- D.3. Use feedback professionally
  - D.3.1. Ask for and apply feedback to strengthen personal practice
  - D.3.2. Give constructive feedback to others
- D.4. Share information accurately and objectively in a variety of ways
  - D.4.1. Write and speak so that others pay attention and understand
  - D.4.2. Use relevant knowledge and skills to explain or clarify ideas
  - D.4.3. Use non-judgmental language
  - D.4.4. Write concisely and accurately
  - D.4.5. Write a variety of reports using professional terminology
  - D.4.6. Share information using a variety of information and communication technologies (voice mail, email, computers)

## **E. Create and Maintain a Therapeutic, Reclaiming Environment**

### **Elements of Performance**

- E.1. Establish, maintain and manage a safe life space
  - E.1.1. Establish therapeutic relationships
  - E.1.2. Provide care and nurturing
  - E.1.3. Assess therapeutic milieu
  - E.1.4. Meet physical, emotional, spiritual and intellectual needs
  - E.1.5. Provide structure, routine and consistency
  - E.1.6. Involve young people in the development of their environment
  - E.1.7. Teach life skills and social skills
  - E.1.8. Model positive, healthy family or group interaction

## **F. Assess Children, Youth and Families**

### **Elements of Performance**

- F.1. Use a variety of assessment tools and techniques designed to provide information to facilitate positive growth.
  - F.1.1. Assess developmental stages
  - F.1.2. Identify strengths and needs and modify treatment plans accordingly
  - F.1.3. Identify areas of risk
  - F.1.4. Assess the psychological and behavioural effects of abuse and trauma
  - F.1.5. Identify the effects of medications
  - F.1.6. Find the young person's background information and identify personal connections
  - F.1.7. Assess the tolerance of level of intervention
- F.2. Make objective observations of behaviour and describe accurately
- F.3. Build community capacity (should be in next category G)

## **G. Contribute to Treatment Plan Development**

### **Elements of Performance**

- G.1. Identify and Assess Needs
  - G.1.1. Assess situation and identify needs (problems); assess strengths
  - G.1.2. Use an integrated / ecological framework (use a holistic approach; see the big picture)
    - Identify indicators / behaviours associated with abuse and neglect
    - Identify the root cause of the problem
    - Assess community capacity
    - Identify the effects of a variety of medications
  - G.1.3. Locate gather and organize information using appropriate technology and information systems
  - G.1.4. Access, analyze and apply knowledge and skills from various disciplines
  - G.1.5. Read and understand information presented in a variety of forms
  - G.1.6. Involve child, youth, family in the process
- G.2. Set Goals
  - G.2.1. Be creative and innovative in exploring possible solutions
  - G.2.2. Decide what needs to be measured or calculated
  - G.2.3. Manage information; make estimates and verify calculations identify community resources
  - G.2.4. Build on strengths; build community capacity

### G.3. Use Strategies to Meet Needs

- G.3.1. Apply appropriate methodologies to meet needs / implement solutions
- G.3.2. Practice a variety of interventions (behavioural, medical, family, cultural, consultative)
- G.3.3. Use a family focused approach
  - facilitate family connectedness
  - define family broadly
- G.3.4. Promote healing
- G.3.5. Support the development of self esteem; give encouragement and praise
- G.3.6. Promote self-reliance

### G.4. Monitor Progress and Evaluate

- G.4.1. Evaluate solutions to make recommendations or decisions
- G.4.2. Check to see if the solution works and act on opportunities for improvement
- G.4.3. Modify treatment plans

## **H. Facilitate (Manage) Groups**

### **Elements of Performance**

#### H.1. Plan and lead groups

- H.1.1. Be a positive role model
- H.1.2. Recognize and build on individual strengths

#### H.2. Manage group dynamics

- H.2.1. Identify stages of group development
- H.2.2. Identify roles within the group
- H.2.3. Assess causes of behaviour
- H.2.4. Respond to behaviour and apply interventions skills
- H.2.5. Establish and implement crisis plans
- H.2.6. Facilitate mediation

## **I. Design and Implement Therapeutic Activities**

### **Elements of Performance**

#### I.1. Design developmentally appropriate activities

- I.1.1. Select and implement activities designed to meet needs and promote growth
- I.1.2. Select activities to foster development in all domains including spirituality
- I.1.3. Incorporate diverse cultural activities
- I.1.4. Have a games tool kit
- I.1.5. Encourage young people to participate in creation of activities
- I.1.6. Plan for safety

#### I.2. Be an active participant

- I.2.1. Have fun and be spontaneous
- I.2.2. Use humour
- I.2.3. Be physically motivated
- I.2.4. Act as a leader and develop leadership style

## **J. Manage Crisis**

### **Elements of Performance**

- J.1. Assess Situations
  - J.1.1. Identify potential crisis situations
  - J.1.2. Prioritize
- J.2. Practice a Variety of Interventions
  - J.2.1. Practice non-violent crisis intervention skills
  - J.2.2. De-escalate crisis
  - J.2.3. Resolve conflict
  - J.2.4. Debrief with children and staff team
  - J.2.5. Develop a safety plan
  - J.2.6. Identify, use and access resources
  - J.2.7. Work with resistance
  - J.2.8. Respond to issues of grief and loss
  - J.2.9. Multi task

## **K. Use Strategies Designed to Teach**

### **Elements of Performance**

- K.1. Teach social skills
  - K.1.1. Teach conflict resolution
  - K.1.2. Teach anger management
  - K.1.3. Teach critical thinking and problem solving skills including the human, interpersonal technical scientific or mathematical dimensions of the problem
  - K.1.4. Teach coping skills
- K.2. Teach life skills
  - K.2.1. Teach budgeting skills and the use of numbers
  - K.2.2. Teach self care and promote healthy lifestyle
  - K.2.3. Teach employment skills
  - K.2.4. Teach how to identify, access and use community/educational resources

## **L. Be Professional**

### **Elements of Performance**

- L.1. Deal with people, problems, and situations with honesty and personal ethics
  - L.1.1. Demonstrate positive attitudes and behaviours
  - L.1.2. Network
  - L.1.3. Be socially responsible and contribute to your community
  - L.1.4. Work independently
- L.2. Uphold child and youth care ethical standards
  - L.2.1. Demonstrate and expect professional ethics
  - L.2.2. Belong to and participate in professional association
  - L.2.3. Demonstrate a commitment to child and youth care
  - L.2.4. Represent the profession
- L.3. Maintain standards of practice
  - L.3.1. Comply with legislative standards
    - maintain currency re: legislation
    - interpret appropriate legislation
    - apply legislative requirements
    - research pertinent legislation
    - define and use terminology
    - document information
  - L.3.2. Work to agreed quality standards and specifications
    - articulate standards
  - L.3.3. Be aware of personal and group health and safety practices and procedures and act in accordance with these

#### L.4. Learn Continuously

- L.4.1. Be willing to continually learn and grow / keep current
- L.4.2. Set, plan for and achieve your learning goals
- L.4.3. Identify and access your learning sources and opportunities
- L.4.4. Select and use appropriate technology for a task or project
- L.4.5. Readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions

#### L.5. Work as Part of a Team

- L.5.1. Understand and work within the dynamics of a group
- L.5.2. Ensure that the team's purpose and objectives are clear
- L.5.3. Be flexible; respect, be open to and supportive to the thoughts, opinions and contributions of others in the group
- L.5.4. Contribute to the team by sharing information and expertise
- L.5.5. Seek different points of view and evaluate them based on facts
- L.5.6. Recognize your own and others people's good efforts
- L.5.7. Lead or support when appropriate, motivating a group for high performance
- L.5.8. Understand the role of conflict in a group to reach solution
- L.5.9. Manage and resolve conflict when appropriate
- L.5.10. Work inter-dependently with other agencies

#### L.6. Participate in projects and tasks

- L.6.1. Plan, design or carry out a project or task from start to finish with well defined objectives and outcomes
- L.6.2. Develop a plan, seek feedback, test, revise and implement
- L.6.3. Continuously monitor the success of a project or task and identify ways to improve

### **M. Identify Child, Youth, Family and Community Issues**

#### **Elements of Performance**

##### M.1. Identify Issues and apply appropriate strategies

- M.1.1. Teach / inform about drug related issues
- M.1.2. Identify common mental health disorders of children and youth
- M.1.3. Recognize and identify gang involvement and other gang related issues
- M.1.4. Identify behaviours related to sexual exploitation
- M.1.5. Maintain currency regarding issues surrounding children and youth

### **N. Build Relationships with Children, Youth and Families**

#### **Elements of Performance**

##### N.1. Develop Trust

- N.1.1. Take healthy risks; assess weigh and manage risks
- N.1.2. Build rapport; relate to others at their own level
- N.1.3. Be non-judgmental; demonstrate unconditional positive regard
- N.1.4. Be consistent
- N.1.5. Be flexible
- N.1.6. Adapt

##### N.2. Develop and Maintain boundaries

- N.2.1. Set limits on behaviour
- N.2.2. Demonstrate accountability for your actions and the actions of your group
- N.2.3. Model healthy relationships
- N.2.4. Respect self and others
- N.2.5. Demonstrate empathy for survivors of abuse and neglect

## Appendix G: Vision Workshop Outcomes

CHILD AND YOUTH CARE VISIONING WORKSHOP  
 Friday, March 21, 2003  
 Facilitated by Craig Edwards and Mike Stuhldreier

Academic Articulation	Faculty Support	Curriculum Content	Delivery	Professional Recognition	Student Recruitment and Support
<p><b>Goals:</b>            There will be articulation agreements with universities for related CYC degrees available locally or a BSW degree by 2006.</p>	<p>The CYC program will support its Faculty to maintain and enhance skills via professional development opportunities nationally and internationally. The CYC program will create opportunities for Faculty to network with other CYC professionals and faculties.</p>	<p>The CYC curriculum will provide students with the skills necessary to work with families and communities from a supportive and preventative perspective. Courses will emphasize cultural competence and offer specialized streams that reflect the needs of the children, families and communities students will serve.</p>	<p><b>Delivery #1</b>            The CYC Program will develop and deliver a model for a community based diploma program in 1<sup>st</sup> Nations and rural community by 2006.  <b>Delivery #2</b>            The C&amp;YC Program will develop a workplace diploma program for practioners in the field by 2006.  <b>Delivery #3</b>            By 2006 RRC's C&amp;YC Program will have developed and implemented strategies to establish positive working relationships with critical diverse populations</p>	<p><b>By 2008</b>            Employers will be supported to hire certified C&amp;YC workers.</p>	<p>The CYC Program will develop support processes based on students' needs in order to attract and maintain a culturally diverse student population by 2005.</p>

Program Characteristics and Features:					
Academic Articulation	Faculty Support	Curriculum Content	Delivery	Professional Recognition	Student Recruitment and Support
Easier access to a degree locally – articulation with University (8)	Support for faculty re: conferences, workshops internationally and nationally (3)	Work with families in the home (prevention) (4)	Community-based delivery for First Nations and rural communities (2)	Continued lobbying for professional certification with CYC association (3)	Create cultural diversity (1)
Articulation with BSW program (2)	More adult ed training for part-time contracted instructors	Community-based preventative focus to curriculum and application (4)	Support for part-time/workplace programs (2)	C&YC recognition of profession (1)	Suitability process to determine (1) basic skills level of personal recovery (1)
Articulation with university degree Applied degree	Professional development for faculty Integration of faculty with community instructors/experts	Preventative services	Established cultural partnerships (Metis, Inuit, First Nation, Jewish, Asian, Arabic) (2)	Better networks with government funders/programs Education and Human Services	Personal support services (1)
PLA enhanced and supported	Strong connections to CYC programs elsewhere	Distinct and unique focus - CYC known to all (2)	Course development and delivery with all newly mandated Child Welfare authorities (1)	Strong link with CYC AM association/leadership	Better retention of students, esp. First Nations and other Aboriginal students (1)
	Full time CYC coordinator	Community development skills (2)	More distance and web delivery (1)	Strong linkage to association or certification in Manitoba and Canada	Strategies for success mandatory in first year
		Core courses and specialized streams i.e. school health care, justice, community, child welfare (1)	Paid co-op programs	Better promotion of CYC as a specialized program to government/employers	CYC cohort for First Nations/Aboriginal students
		Ethical development (1)	Partnerships in community		Support component: specific to CYC program: counselling educational support
		Cultural competence (1)	Online course development – hybrid model		More males
		Basic admin skills (and supervision) (1)	Accelerated model for students with related degree or diploma		
		1 <sup>st</sup> term course (semester) re: success as a student e.g. time management how to study writing an essay	Extended Block Placements (more than 4 weeks)		
		Core course to include culture and diversity with emphasis on Aboriginal colonization	CYC web site		
		More emphasis on Early Childhood development Alternative learning experiences encouraged and validated as part of program			
		Greater (more) training in assessment of needs			
		Critical thinking in curriculum			
		Networking skills			
		Knowledge of skill to work with political processes			
		Grads are <u>leaders</u> in the field			
		Strong emphasis on core CYC values			
		Advocacy skill development			

## Appendix H: Renewal Plan - Vision Statement, Program Goals, Implementation Plans and Timelines

### Child and Youth Care Vision Statement:

To provide high quality, integrated educational and training opportunities to meet the need for comprehensive, professional child and youth care (professional) practice in the province of Manitoba.

Professional Networking	Academic Articulation	Student Success
<p><b>Goal:</b></p> <p>Continue to be involved with the child and youth care community.</p>	<p><b>Goal:</b></p> <p>Continue to pursue articulation agreements with Universities for related CYC degrees.</p>	<p><b>Goal:</b></p> <p>Develop support process based on student's needs in order to attract and maintain a diverse student population.</p>
<p><b>Implementation:</b></p> <ol style="list-style-type: none"> <li>(Build &amp; Support) - develop relationships with local child and youth care community. <b>Timeline:</b> Fall 2003-June 2008 -ongoing</li> <li>Recognize practicum supervisors with certificates of recognition. <b>Timeline:</b> June 2003 and every subsequent June.</li> <li>Offer training opportunities to practicum and support organizations. <b>Timeline:</b> As available</li> <li>Participate in relevant, related community committees. <b>Timeline:</b> Competency Based Training - June 2003-June 2008 (JR, DMC) Discuss involvement on other committees with Ben Van Haute June 2003 (DMC)</li> <li>Investigate opportunities to collaborate with Prairie Centre of Excellence. <b>Timeline:</b> Discuss with Joan</li> <li>Remain current with all developments in the areas of CYC standards and professional practice. <b>Timeline:</b> Ongoing June 2003-2008 (DMC)</li> <li>Communicate concerns to Con Ed re: practicum sites - over subscription, supervision, lack of identify. <b>Timeline:</b> Fall 2003 - Curriculum Committee</li> </ol>	<p><b>Implementation:</b></p> <ol style="list-style-type: none"> <li>Pursue articulation with Manitoba universities. <b>Timeline:</b> June 2008</li> <li>Clarify relation with BC Consortium. <b>Timeline:</b> Discuss with Joan</li> <li>Pursue development of English courses to meet BC Articulation Agreements. <b>Timeline:</b> Fall 2004 (SM)</li> <li>Create a dialog with Continuing Education and related certificate programs to investigate internal credit transfers and potential programs. <b>Timeline:</b> Fall 2003 (Curriculum Committee)</li> </ol>	<p><b>Implementation:</b></p> <ol style="list-style-type: none"> <li>Promote the Child and Youth Care Program in the community. <b>Timeline:</b> Ongoing August 2003-June 2008 <ul style="list-style-type: none"> <li>use graduate testimonials in advertising and on web site (SCJ) - August 2</li> <li>discuss how to promote program in Aboriginal and First Nations Communities with RRC Aboriginal Education (DMC) - Spring 2004</li> </ul> </li> <li>Strengthen connections with Student Services. <b>Timeline:</b> Ongoing Fall 2003 - June 2008 <ul style="list-style-type: none"> <li>invite RRC counselors to orientation and to Family Dynamics class (SCJ) Fall 2003</li> <li>meet with counselors and express appreciation for their support and brainstorm ideas for strengthening our contact and involvement (All Faculty) August 2003</li> </ul> </li> <li>Review admissions process to ensure student success. <b>Timeline:</b> Ongoing May 2003-2008 <ul style="list-style-type: none"> <li>increase % of seats for Aboriginal / First Nations students</li> <li>contact with Jane Botting re: this year's applicants – May 2003</li> <li>formalize the increase in % of seats prioritized for Aboriginal /FN students</li> <li>strategize how entrance requirements could be strengthened to encourage higher levels of basic academic skills and personal recovery amongst applicants</li> </ul> </li> <li>Assess causes of high attrition amongst Aboriginal and First Nations students. <b>Timeline:</b> June 2004 <ul style="list-style-type: none"> <li>Faculty to brainstorm known issues for Aboriginal/FN students that have contributed to success or failure</li> <li>Contact students and interview to obtain their perspective on what contributed to success of failure</li> <li>Review environmental scan re: success strategies for 1st Nations/Aboriginal students</li> </ul> </li> <li>Enhance information Session/Orientation Process. <b>Timeline:</b> - ongoing Fall 2003 - June 2008 <ul style="list-style-type: none"> <li>Contact Ruth Murdoch at Urban Circle re: strategies to enhance orientation to create greater sense of belonging</li> <li>Meet with Urban Circle and foster partnership</li> </ul> </li> </ol>



Curriculum Content	Professional Development	Program Delivery
<p><b>Goal:</b> Continue to pursue curriculum excellence based on research and best CYC practice.</p> <p><b>Implementation:</b></p> <ol style="list-style-type: none"> <li>1. Develop PLO's <b>Timeline:</b> Fall 2003 - Draft PLO's complete - June 2003 - Final PLO's complete - Nov. 2003</li> <li>2. Assess, develop and revise curriculum to ensure PLO's are adequately addressed in the curriculum. <b>Timeline:</b> Sept. 2003 - June 20</li> <li>3. Assess current curriculum to ensure that it reflects Best Practice. <b>Timeline:</b> Ongoing</li> <li>4. Incorporate the tenets of critical thinking to all curriculum. <b>Timeline:</b> June 2004</li> <li>5. Expand development of professional portfolios to begin in year 1 and culminate in comprehensive presentation of portfolio prior to graduation . <b>Timeline:</b> 2004</li> <li>6. Restructure practicum and courses to fit with term/semester changes and to allow for employment in last practicum. <b>Timeline:</b> June 2004</li> <li>7. Explore the development of Term 1 "Strategies for Success" course - computers, studying, essays, texts exams, time management and writing skills. <b>Timeline:</b> June 2004</li> </ol>	<p><b>Goal:</b> Continue to pursue available opportunities for Child and Youth Care specific professional development and networking.</p> <p><b>Implementation:</b></p> <ol style="list-style-type: none"> <li>1. Pursue membership in the Alberta (Prairie) CYC Consortium. <b>Timeline:</b> May 2003 - ongoing</li> <li>2. Maintain contact with prairie CYC Educators (Coordinators). <b>Timeline:</b> May 2003 - ongoing</li> <li>3. Apply for professional development opportunities. <b>Timeline:</b> ongoing June 2003 - June 2008</li> <li>4. Submit paper for National CYC Conference in Alberta. <b>Timeline:</b> Fall 2004</li> <li>5. Maintain connections with CYC profession nationally. <b>Timeline:</b> Ongoing June 2003 - June 2008</li> <li>6. Apply for P.D. funding for International CYC Conference in Victoria, August 2003. <b>Timeline:</b> June - July 2003</li> </ol>	<p><b>Delivery #1</b> Pursue the development of a CYC Diploma Workplace Model.</p> <p><b>Implementation:</b></p> <ol style="list-style-type: none"> <li>1. Assess the need for a CYC Workplace Model. <b>Timeline:</b> June 2005</li> <li>2. Apply for COPSE funding as needed. <b>Timeline:</b> June 2005 - June 2006</li> <li>3. Promote PLAR in the CYC community. <b>Timeline:</b> Ongoing June 2003 - June 2008</li> <li>4. Develop web based components to selected courses. <b>Timeline:</b> June 2006</li> </ol> <p><b>Delivery #2</b> Promote the ability and willingness to deliver models of the CYC Program developed in partnership with aboriginal communities.</p> <p><b>Implementation:</b></p> <ol style="list-style-type: none"> <li>1. Request meeting with new Authorities and First Nations / Aboriginal communities stating willingness to meet with these authorities and communities. <b>Timeline:</b> December 2003 <ul style="list-style-type: none"> <li>• send letter to new authorities June 2003 (DMC)</li> <li>• follow up letter with phone call August 2003 (Joan)</li> <li>• maintain dialogue with new authorities – ongoing</li> </ul> </li> <li>2. Develop a prototype (model) which can be sent within two weeks to any of the Authorities/ Communities that express interest. <b>Timeline:</b> Talk to Joan</li> </ol>

**Appendix I: Renewal Plan Gantt Chart**

CHILD AND YOUTH CARE Program  
 Curriculum Renewal Project  
 Goals Implementation Plan  
 June 2003 - June 2008

