



FOUNDING BOARD OF DI- RECTORS

Anne Black

David Connelly

Doug Magnuson

Varda Mann-Feder

Dawne MacKay-
Chiddenton

Heather Modlin

Kelly Shaw

Carol Stuart

Margaret Sullivan

Wendy Weninger

Presidents Report

It has been a privilege and an honour to work with the founding Board of Directors for this organization. As a founding Board with a mandate to actually create an association we have had a lot of work to do and few models to draw on. The mandate given to the Board was to create the organization and develop a model of accreditation that was unique to Child and Youth Care. Over the last 2 years the Board has met monthly by teleconference and had a 3 day retreat in Victoria.

We piloted the accreditation process with Cambrian College in June 2011 as they completed a program review. We learned from this process and will develop additional materials to guide programs through the process.

We created by-laws, and registered the organization. We developed a critical path toward full implementation of an educational accreditation program that will support programs to produce quality graduates. We have debated issues related to:

- Nomenclature
- Regional variation in both program reviews and regional competencies and scope of practice.
- Curriculum flexibility .
- The materials and resources that will support programs to become accredited.
- Public/Private program membership.

We have discussed and continue to work on issues related to:

- Assessment of inputs, processes, and outcomes.
- Essential and required standards for 2,3,4 year programs, graduate and post-graduate programs.
- French language translation for our name as well as French nomenclature
- Essential elements of the accreditation process.

I invite members to contribute to shaping the content and process of accreditation. Founding membership is only available for 3 years; because we hope to be able to fully accredit programs by the end of that 3 year development period. It is an ambitious agenda. please join us.

Carol Stuart-President

History of the CYCEAB

The task force on CHILD AND YOUTH CARE Educational Accreditation was created in 2006 at the request of CHILD AND YOUTH CARE educators in Canada who attended the International CYC conference in Montreal. A flexible model of accredita-

tion for post-secondary Child and Youth Care programs in Canada was suggested as a mechanism to further the work of enhancing quality of care and service for children, youth and families in need of social, educational, and health interventions. The Task Force

was initiated following on the work of the Canadian Council of Child and Youth Care Associations and regular meetings of educators, practitioners, and managers at national and international conferences in 2000, 2002, 2004, where professional regulation



was discussed. The development of a substantive proposal and accreditation model occurred in 2008, and the Task Force finalized its recommendations at National CYC Conference in May 2010.

Task force recommendations outlined the mission

and principles of child and youth care accreditation and recommended the formation of a founding board and incorporation. The principles of inclusiveness, engagement, reflective practice, and commitment to quality run throughout

the report of the task force and have been carried forward by the founding board.

The principles of inclusiveness, engagement, reflective practice, and commitment to quality form the foundation of the work of the CYCEA Board of Canada.

Financial Report

Assets	
Revenues	
Donations	4000
Memberships	750
Total Assets	4750
Liabilities and Net Assets	
Liabilities	
Accounts Payable	702.26
Net Assets	
Unrestricted	4047.74
Total Liabilities and Net Assets	4750

This is an unaudited, cumulative account of all financial activities through September 15, 2012. The next statement will be issued at the end of the next fiscal year as defined by the bylaws. Funds were donated by Douglas College and the University of Victoria to assist with founding activities. As of the summer of 2012, participating educational institutions have been encouraged to enroll as a founding member of the corporation, and this will be the primary revenue stream for the coming year. The board has approved a budget which includes expenses for website development and promotional materials. Doug Magnuson-Treasurer

Planning and Priorities

The CYCEAB of Canada has identified several decision and action items to be developed in preparation for presenting a comprehensive and responsive accreditation process for Child and Youth Care programs across Canada. All of the decision and action items revolve around one major piece of work: the development and adoption of program standards. The target date for the completion of CYC education program standards is December 2013. This will depend on the investment of time from CYC colleagues interested in assisting in this process. Other critical

path items include website development, refinement of the accreditation process itself, support for applicant programs through the accreditation pro-

cess, and the creation of a peer reviewer infrastructure. Committees are required to develop program self-assessment guides and tools that include student, graduate, and employer surveys and outcome measures; Peer review infrastructure includes recruitment and training as well as guidelines for site visitors on their role and the assessment process.



Chair- Varda Mann-Feder, Rob Bates, Wendy Weninger

Standards



The terms of reference of the CYCEAB Standards Committee is to re-define the accreditation process required for minimum standards specific to Diploma, advanced Diploma, Baccalaureate degree, Master degree and PhD programs in Canada. The CYCEAB model for accreditation is an outcome based model which aims to develop standards for assessment that will support Child and Youth Care education programs to both articulate the objectives of education, and evaluate how well those objectives are being met.

Over the past 6 months the committee has met regularly to discuss how the

standards for accreditation can be clearly articulated to support programs to meet or exceed the highest quality Child and Youth Care education at every level. This has proven to be a complex process and has required a fair amount of clarification of language, reflection and healthy debate. We have identified a number of critical elements that are required to ensure that the standards reflect what is realistic and attainable for CYC programs, yet challenging and supportive of their continued development. Substantial revisions have been made and are awaiting Board approval.

The current Standards model can be viewed on the CYCEAB Wiki at <http://cyceduaccred.pbworks.com/wiki/page/6804817/FrontPage>

Click on the link in the right sidebar to open the document.

Kelly Shaw-Chair

Members-Anne Black, Dawne MacKay-Chiddenton, Varda Mann-Feder, Carol Stuart, Wendy Weninger.

“The CYCEAB model for accreditation is an outcome based model which aims to develop standards for assessment that will support Child and Youth Care education programs in their work”



Communication & Membership

The first order of business for the committee was to develop a logo for the CYCEAB. We needed a visual image that would capture the mandate and identity of the board. At our retreat in April, 2012, we brainstormed key words that would help us to achieve this goal. These were: Quality of Care, Advocacy, Education, Canadian National, and Professionalism. A graphic designer in Nova Scotia created a logo that is proudly displayed on the cover page of this report.

The Communication Committee is now working on the development of a website for the CYCEAB. We are currently reviewing a proposal submitted from a website design company in Ontario. It is our intention that we will have a functional website by the end of the calendar

year. This will provide us with a location to publically communicate information and updates from the CYCEAB which is more functional than our current wiki site. We have undertaken a significant membership drive in conjunction with the first AGM by offering discounted founding memberships up to December 2012.

The Board continues to consult with Francophone professionals and educators in order to decide on the most appropriate French language translation of the Child and Youth Care Education Accreditation Board of Canada.

Current Suggestions for a French Title:

Conseil d'Agrément de l'éducation spécialisée en intervention enfance jeunesse

Conseil d'agrément des conseillères et des conseillers auprès de l'enfance, la jeunesse et leurs familles du Canada.

Conseil d'agrément des intervenantes et des intervenants spécialisés auprès de l'enfance, la jeunesse et leurs familles du Canada.

Chair-David Connelly,
Heather Modlin, Kelly Shaw, Varda Mann-Feder



Founded in 2012, the CYCEA aims to ensure quality education for child and youth care practitioners through the assessment and review of post-secondary educational programs and the development of standards which support quality improvement.

290 North Queen St., Suite 111
Toronto, ON. M9C 5L2
E-mail: cyceab@gmail.com

A Review of Purposes to Accreditation by Rob Bates

Canadian university programs in the health and human services arena have well-established histories with accreditation. Social work, nursing and counselling programs, for example, have used accreditation to establish quality and rigour in their respective programs. High quality education is a result of sound evaluation and continuous improvement. Accreditation contributes to high quality education and consistently high standards of professional practice in a variety of manners through the potential functions it may perform.

A vehicle for organizational change

Organizational change is more likely to be successful when 1) internal and external forces are at work that initiate the change, 2) the change is planned for, 3) the change calls for employee engagement, and 4) formal policies, programs and procedures are modified. Accreditation encompasses all four of these characteristics in order to successfully complete the process.

A strategy to advance a professionalization agenda

For those who are invested in a professionalization agenda for the field of child and youth care, accreditation represents an opportunity to achieve the 'requirements' for becoming a profession. The field of CYC has already established formal education systems, possesses some ability to be autonomous and self-regulatory, and has several professional associations that support a unique professional culture complete with codes of ethics. However, one highly contested claim with respect to whether CYC has achieved the status of a profession is whether it has an organized body of knowledge. Comparable program accreditation in allied fields such as social work, nursing and counselling require the explicit involvement of faculty in research and teaching in their chosen areas of interest related to their respective programs of study. With this requirement embedded in the program accreditation process the field of child and youth care could very

well see a significant contribution to CYC's development as a profession.

A method to achieve sound quality assurance practices

Every post-secondary program in Canada has some form of quality assurance. However, with variance between provincial and territorial processes (as well as between public and private institutions) the issue of quality assurance becomes an important consideration for quality programming. Accreditation is often thought to be synonymous with quality assurance however accreditation is a larger process within which a quality assurance mechanism is nested. A sound quality assurance mechanism will enable programs to evaluate what they wish to achieve. Moreover, the collection of accreditation data could contribute to our collective understanding of CYC academic and professional landscapes and to a collective identity of CYC itself.

A tactic to ensure transferability of professional credentials amongst different jurisdictions

There are numerous CYC educational programs in Canada. The vast majority of programs exist as 2 and 3 year diplomas with a handful of degree programs, and even fewer graduate programs. Further, the Canadian CYC education arena also has to contend with regional variations in program delivery and length as well as the disparity of public and private institutions that offer CYC programs. Essentially, an employer in any given province can review two job applications, both applicants with a CYC education, but what those programs offered to their students can be vastly different. Accreditation provides a set of standards and the requirement for regionally defined competencies.

A method that seeks to have curriculum inform and be informed by a professional body of knowledge

The issue of standardization of curriculum is related to the issue of transferability of professional credentials. A standardization of core items within a CYC program's curriculum can serve to standardize knowledge and skills in graduates regardless of what geographic (or virtual) area they draw their studies from. Accreditation is a process whereby a program will need to demonstrate understanding and adherence to particular standards. Moreover, the requirement of faculty involvement in professional associations, as well as the explicit stipulation of stakeholder involvement in program development and evaluation highlights the exchange between academic and professional realms of CYC.

An instrument of social and professional control

Lastly, accreditation can be viewed as an instrument of control. For example, some academics might view the stipulation of standards and the inclusion of tertiary program stakeholders in program development as impinging upon academic freedom. The very requirement of 'meeting' and 'demonstrating adherence' sounds like a program is being told what to do. Also, there is some uneasiness in who the reviewers are in this process. What are their qualifications? How can we trust that the reviewer can interpret our submitted evidence objectively and apply it in a regional context? On the other hand, professional and social control is not necessarily a negative path. Accreditation, certification, professional registration, and legislation are all mechanisms of social and professional control that seek to protect our most vulnerable and ensure they receive quality care and service.



Residential Care