



CACEJ

CONSEIL D'AGRÉMENT DES CONSEILLERS AUPRÈS
DE L'ENFANCE ET DE LA JEUNESSE DU CANADA

CYCEA

CHILD AND YOUTH CARE EDUCATIONAL
ACCREDITATION BOARD OF CANADA

**ANNUAL REPORT
OCTOBER 2014**

www.cycaccreditation.ca

Presidents Report

2014

BOARD OF DIRECTORS

David Connolly

Julie Jaglowitz

Doug Magnuson

Varda Mann-Feder

Dawne MacKay-
Chiddenton

Heather Modlin

Kelly Shaw

Heather Snell

Carol Stuart

Wendy Weninger

This is the end of my first year as President of the Accreditation Board, and it has been an adventure of the best kind. The most enjoyable and gratifying part of the experience has been to participate in discussion with CYC colleagues from across Canada about their programs and how we support each other in promoting ethical and quality higher education. Between 25 and 30 CYC academics are working on accreditation policy, measurement instruments, procedures, and manuals.

I mention this emergent community first because the Board has in recent months been moving toward practices that support accreditation as a means of participating in a community of practice, with at least three characteristics of interest. One is that members will be sharing data and educational practices with each other, in an effort

to promote quality. The other is that we will be asked to be accountable to each other, as a way of being accountable to the field. Third, the Board has reaffirmed the ambition that accreditation's aim is to help members focus on how (and whether) our graduates serve children, youth, and families. This will be tricky, of course, but if we cannot explain and document whether we are preparing graduates well, we will have a difficult time explaining why we should continue to exist. Some of you know that last fall there was an issue of Child and Youth Services devoted to a blistering attack on professionalization. One of the complaints is that professionalization is too often a ploy to gain power and influence, and these goals take precedence over serving children and families. It is too often true, of course. Still,

Howard Sercombe, in 2001, suggested that despite the risks of professionalization, the very real and everyday bad and unethical practice that is tolerated in the absence of professional standards is worse.

Sercombe suggested that one way to reduce the risks is to focus on "professionalism" rather than "professionalization."

And so we are making the attempt. We hope you join us --in attendance at the AGM and in membership throughout the year--in holding the Board and each other accountable for quality education.

Doug Magnuson, President,
CYCEA

Some CYCEABC History



The task force on Child and Youth Care Educational Accreditation was created in 2006 at the request of Canadian child and youth care educators who attended the International CYC conference in Montreal. The task force was co-chaired by Carol Stuart and Roy Ferguson. A flexible

model of accreditation 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 to follow-up the work of the Canadian Council of

Child and Youth Care Associations on professional regulation.

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.

The CYC Accreditation Board work has continued, culminating in the progress that is documented in this 2014 Annual Report.

Policies and Procedures Committee

This past year the Policies and Procedures Committee was formed and worked (via distance) to assemble the necessary policies and procedures that will inform and guide our members through the accreditation process. The committee worked together to determine what would be relevant, necessary and essential to include. During the process it became evident that the policies and procedures would be intertwined with other aspects being developed such as assessment tools, self-study guide, fee structures, etc...

At this point, the development of the policies

and procedures manual remains a work in progress. The committee's goal is to operationalize this accreditation document in the next few months and are seeking additional committee members in order to meet this goal.

2014 Committee Members : David Connolly (Chair), Jenny McGrath and Aurrora Demonte.

Communication Committee

Website: The Communication Committee assumed responsibility for maintaining and updating the website.

Brochure: The Committee developed an information brochure that provides the history of the CYCEAB, 2014 updates, list of board members, and the benefits of membership and education accreditation.

developed and implemented a strategy for attracting new members to the CYCEAB.

2014 Communication Committee Chair:
Heather Modlin;
Committee Members: David Connolly, Kelly Shaw

Recruitment Plan: The Committee

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

Development and Implementation Committee

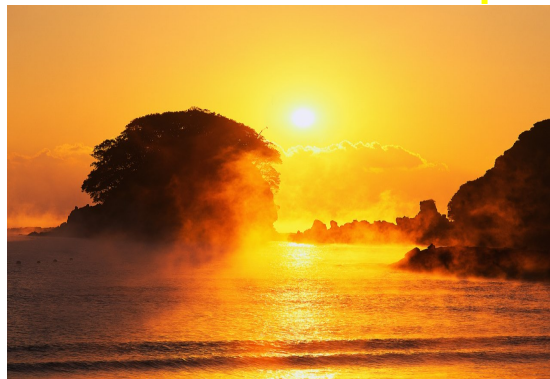


Since the AGM of 2013, the Implementation and Development committee has met regularly focusing primarily was to create three survey tools (an alumni survey, a student survey, and an

employer survey) that may be used by programs to support gathering the data needed to support their accreditation process. As well this committee (led specifically by committee member Carol Stuart) has been supporting Jennifer Cawley-Caruso in preparing a self-study guide to support programs preparing to enter into the accreditation process to understand how they can link their regular program review with the accreditation process. These documents and the survey tools are nearing completion.

2014 Committee Chair: Kelly Shaw;

Committee Members: Anne Black, Brenda Webb, Carol Stuart, Dawne MacKay-Chiddenton, Dean Milne, Wendy Weninger, and Heather Sago.



“The CYCEA 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 and demonstrate program outcomes”

Planning and Priorities

Annual Report from the Planning and Priorities Committee 2013-2014

This was a busy year for the Planning and Priorities Committee. We spent the first 6 months of the year preparing a Timeline for Accreditation: a chart that outlines the deadlines and response times for different phases of the accreditation process.

In the spring, we undertook to create a business plan for accreditation, which includes procedures for site visits and

reviewer costs, promotional materials and costs, costs for maintenance of the accreditation process and board meetings, and staffing. To work on this task, we temporarily merged with the finance committee and were able to estimate the number of institutions that might apply over the next five years. Thank you to all member programs that participated in our survey. Our work with the business plan is still ongoing, and we had an opportunity to present some central ele-

ments of the plan in Moncton. The committee also lost an important founding member this year, Nicole Lefebvre of College Boreal, who has gone on leave. We would like to thank Nicole for her many contributions.

Chair- Varda Mann-Feder. Members— Wendy Weninger, Nicole Lefebvre

Research Committee 2014

Chair: Heather Snell

Committee Members: Mike Keough , Doug Magnuson, Jenny McGrath, Graham McPheat, Diane Parris.

The tasks of the CYCEAB Research Committee during 2014 were largely those of reflection, critical review, and organization, as we determined what research inquiries might best support the development of the CYCEAB and member institutions. Understanding that the 2014 priorities for the CYCEAB were the development of the tools required for the Accreditation process itself, members of the Research Committee considered the stage of our organization when discussing potential research endeavors. We determined that our initial research priority should reflect the most immediate and applied needs of member institutions, and serve to support the infrastructure of the accreditation process itself. As a result we agreed that our first research inquiry would be to investigate questions related to Field Practicums in Child and Youth Care Education. Committee members contributed to the creation of a substantial collection of questions about CYC Practicum education – questions that ranged from specific inquiries about variations in Field Practicum structure, the placement process or matching of student learning with the needs of young people, the formulation of learning outcomes and the structure of evaluation rubrics through to philosophical questions about ethical practice and human rights as related to CYC Field Practice. Supported by the efforts of Michael Keough, (University of Victoria) over 35 questions were considered, and grouped topically. This exercise suggested that while there were a variety of models used in CYC Field Practicum education, information specifically describing these models, systems and outcomes was lacking. The Committee again collaborated with Mike Keough, along with Dr. Doug Magnuson in order to review and consider literature related to Field Practicum assessment and evaluation. This work substantiated our initial observation about the diversity of Field Work practice models and the scarcity of data and resources descriptive of those models. This conclusion established the direction for our work through the final months of 2014 and will frame our work for the 2015 year ahead.

The CYCEAB Research Committee is committed to the completion of an initial data gathering exercise as Phase One of a larger research inquiry into CYC Field Practicum structures and methods. Over the next few months the Committee will endeavor to collect data description of Field Practicum models from all member institutions, and nonmember CYC educational programs. It is our intention to create a source of data rich in information that could be shared with member organizations, and rich with potential for deeper inquiry. We believe this data base could be of immediate use to member organizations, support quality enhancement activities and further the larger CYCEAB accreditation process.

Our goals for the coming year then are:

Locate and gather documentation description of Field Practicum models, methods and resources used in CYC education from amongst existing or potential CYCEAB member institutions; Archive CYC Field Practicum Resources – such as Field Practicum Student or Supervisor Manuals, Course Outlines and/ or Practicum learning outcomes and make ; available on request to CYCEAB member institutions.; Complete comparative secondary analysis of data collected searching for comparatives descriptions of CYC Field Practicum structures, learning outcomes and Field Practicum models; Develop CYCEAB systems to facilitate sharing of comparative findings and collected Field Practicum resources.; Generate discussion and momentum igniting interest and action in CYC Educational Research in general and Field Practicum investigations in particular. As a new member of the CYCEAB I would like to thank fellow Board members and particularly Doug Magnuson for their support and encouragement over the past year.

Respectfully submitted on behalf of the CYCEAB Research Committee

Heather Snell, CYCEAB Research Committee Chair

Over the next few months, the Research Committee will collect data description of Field Practicum models from all member institutions, and nonmember CYC educational programs.



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 and implementation of standards which support quality improvement.

E-mail: cyceab@gmail.com

Financial Report (Unaudited) Heather Modlin-Treasurer

CYCEAB Income Statement

10/01/2013 to 10/31/2014

REVENUE

Memberships (29)	\$8722.35
Interest	\$1.36

Total Revenue 8723.71

EXPENSE

Bank Fees	\$108.04
Contracted Services	\$4000

Total Expenses \$4108.04

NET INCOME \$4615.67

CYCEABC Statement of Financial Situation

ASSETS

Net Income	\$4515.67
Carry Forward	
Cash	\$6082.31
Total Assets	\$10,597.98

LIABILITIES

Liabilities and Net Assets	
Accounts Payable	
Moncton	\$229.55
Net Assets	\$10,368.43
Unrestricted	
Total Liabilities and Net Assets	\$10,597.98

Founding Members 2014

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|---------------------------------------|--|--------------------------------------|
| * Algonquin College | Care Counsellor Diploma Program, | * Vancouver Island University |
| * Cambrian College | Dept. of Child & Youth Studies | * Association for CYC Practice, |
| * Centre for Excellence for Looked | * New Brunswick Community College-- | U.S.A. |
| After Children, Scotland | Miramichi | * Child and Youth Care Certification |
| * Collège Boréal, School of Community | * Nova Scotia Community College | Board, U.S.A. |
| and Social Services, Child and Youth | * Red River College | * Council of Canadian CYC Associa- |
| Worker Program | * Saskatchewan Institute of Applied Sci- | tions |
| * Concordia University | ence & Technology, Human Services | * CYC Association of Newfound- |
| * Confederation College, Community | * Seneca College | land/Labrador |
| Services | * Sheridan Institute of Technology & | * Ontario Association of Child and |
| * Douglas College | Advanced Learning, School of Com- | Youth Counselors |
| * George Brown College | munity and Liberal Studies, Child and | * Eastern College |
| * Grant MacEwan University | Youth Worker Program | * Nova Scotia Child and Youth Care |
| * Humber College | * Sir Sandford Fleming College, Child | Workers Association |
| * Lethbridge College | and Youth Work | |
| * Medicine Hat College | * St. Clair College | |
| * Mohawk College | * University of the Fraser Valley | |
| * Mt Royal University, Child & Youth | * University of Victoria | |