Practicum Education in Child and Youth Care

by

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B.A., Douglas College, 2012

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Supervisory Committee

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<u>ABSTRACT</u>

Practicum education has often been recognized as a valuable component of program curricula in Child and Youth Care (CYC), as well as in some allied fields. This recognition has largely come from students and faculty reporting their perspectives in surveys and articles, and not from other forms of objective evidence. Still, practicum education continues to maintain a sizeable portion of CYC educational program curricula, as it has done for decades. In this study, the practicum practices at 31 CYC academic programs were explored using questionnaires, a web search, and email correspondence with program faculty. A significant diversity in CYC practicum practices was identified in this study. These differences occurred in the areas of practicum structure, requisites, supervision, and evaluation. There were also differences within and across all five of the credentials represented. While the vast majority of differences in these practices were mild or moderate, some of these differences were quite significant. Current research in CYC and allied fields was referenced and possible implications of the data recognized as it applied to this studies research questions. The study identified the need to continue to research many different areas of CYC practicum education.

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Chapter 1

Introduction

Fieldwork has been embedded in Canadian CYC education since the inception of formal

training programs, at Thistletown Hospital in the 1950s (OACYC, 2015, p.1). Allied fields

believe that practicums have significant value in student education (Shardlow, Scholar, Munro, &

McLaughlin, 2012; Wayne, Bogo, & Raskin, 2006), with some researchers reporting the opinion

(of themselves, fellow researchers, and/or students) that practicums are the most valuable

component of education (Garthwait, 2005; Grady, 2011; Jarman-Rohde, McFall, Kolar, & Strom,

1997; Kadushin, 1991). The importance of practicums has evolved into a systemic dependence

on them in the field of psychology, as Barnett, et. al, (1999) points out that "without…

community supports, it is impossible to provide students with the types of training experiences

they need to meet current ethical, legal, and practice standards" (p. 376).

Perhaps it is because of this perceived importance that CYC educational programs, as

well as the educational programs in allied fields, almost always include practicums in their

curricula. Even so and despite the frequently reported importance of practicums in student

education, and the recognized dependence that educational programs seem to have on

practicums, educational research is still lacking in regards to practicum practices, particularly in

the field of CYC.

Although educational programs believe that there is considerable value in practicum

education, they still seem to largely prioritize classroom education. This prioritization is one

explanation for the lack of research about practicum education. In psychology the classroom learning versus practicum debate is "arguably the biggest rift in the field" (Ebi, 2011, p. 59).

In this I project briefly report on studies that have compared fieldwork with classroom education, then I describe common practicum practices. As practicums are, at the very least, a sizable component in the majority of CYC programs' curricula, it is imperative that both current practices and relevant research be explored as the first step to discuss the quality of CYC educational programs. The National Association of School Psychologists (NASP) (1995) state that "systematic evaluation of... practica... is essential to monitoring and improving program quality" (cited in Barnett, et. al, 1999, p. 357). This study aims to develop that awareness (of CYC practicum practices) by thoroughly documenting how CYCEAB members are conducting practicum courses. The practicum practices that are reported on, as well as the content analysis of those practices, are guided by this study's research questions.

Research Questions

This project has several research questions that were formulated as a collaborative effort with members of the CYCEAB (Child and Youth Care Educational Accreditation Board) research committee. Developing the research questions was a rigorous process that involved narrowing down what CYCEAB research committee members thought to be important practicum issues/practices. The CYCEAB research committee decided to keep this project's questions broad instead of narrowly focusing on one area of practicum facilitation in order to provide a snapshot of current practice. These research interests were translated into a comprehensive list of questions, which were then grouped into themes. The following research questions were derived from those themes:

- In what ways do CYC programs deliver practicum courses?

- What are the types of practicum placements in Canadian CYC programs?

- How are CYC programs conducting student supervision?

- How are CYC students being evaluated in practicum courses?

- What similarities and differences are there across the different CYC programs' practicum curricula?

- Are there obvious gaps or uniquenesses in CYC practicum delivery across institutions?

Project Background and the CYCEAB Research Committee

In 2014 I became aware that the CYCEAB research committee was planning on conducting a study and producing their first report. This research initiative was to be on practicum practices. I expressed my own interest in this subject to Heather Snell, the CYCEAB research committee chair, who invited me to collaborate with the CYCEAB research committee on this study. After some brainstorming of research interests with the CYCEAB research committee, Heather Snell prepared a formal questionnaire that she distributed to CYCEAB members. This questionnaire was later used as the first data sample for this project.

The CYCEAB research committee intended to use this project to inform CYCEAB members about the current educational practices in CYC across Canada and what current research shows in regards to those practices. The CYCEAB research committee suggested using this study to inform conference discussions and presentations, to direct and inform subsequent research studies, and to obtain data that could be cited in future publications. Members of the CYCEAB research committee also noted that they are interested in using this study to inform projects, theses, and dissertations.

This study contains a description of CYC practicum practices for the 2014/2015 academic year. Key to inspiring change is applying research to practice. An essential pre-requisite to applying research to practice is knowing what current practice is. Bellefeuille & Ricks (2010) explain how conducting research on current practices can produce positive cyclical growth, stating that "practice informs research and research informs practice (p.1236). The practice (practicums) is already happening in CYC. By documenting the specific practices that practicums consist of, this study can inform the future research, to then inform future practice.

Anecdotally, the field of CYC is doing well at educating students, suggested by the recognition many employers have given to CYC credentials. For instance, the provincial body for helping children and families in British Columbia, the Ministry of Children and Family Development (MCFD), specifically identifies CYC as one of several credential options that are required for either social work (BA), or clinical counselling (MA). Still, there is likely room for improvement in CYC training and education. This belief is not derived from anything inherent in CYC education specifically; rather it is a generalized assumption that there is always the potential for improvement in all academic programs. This study addresses many different areas of practicum practice, including program/practicum structure, program/practicum curricula, student supervision, evaluation, and so on, which may certainly inform and possibly even influence how CYC programs might view these areas of practice (Scott, 2014). By documenting CYCEAB members' practicum practices and responding to this study's research questions the field of CYC may have better insight into what current practices are. By exploring how these practices are addressed in the literature, the field of CYC might be better informed on how to improve their already exceptional educational programming.

This study surveyed CYCEAB member programs. Twenty CYCEAB members participated in this study, representing 31 educational programs (7 diploma, 10 advanced diploma, 4 accelerated advanced diploma, 7 bachelors, and 3 masters programs). Twenty-nine programs are located in Canada and 2 are located in Scotland. CYCEAB member programs were sent a questionnaire by the CYCEAB research committee. Data from the questionnaire responses were placed onto four thematic tables (structure, requisites, supervision, and evaluation). The thematic tables were created to organize the data and address this study's research question. The data was reported on tables specific to each of the credentials represented in the study.

In addition to questionnaire responses an online search was done to explore CYCEAB members' websites for additional data. The final data collection method was email correspondence with CYCEAB members to request the remaining data, as well as for clarification on the existing data when necessary. This data was also placed onto the thematic tables.

This study found there to be a significant diversity in CYC practicum practices happening among CYCEAB member programs. These differences occurred in all four of the themes analyzed in this study, as well as within and across all five of the credentials represented. While the vast majority of differences in these practices were mild/moderate, others were quite significant. This study referenced current research that pertains to practicum practices in CYC and allied fields to address the some of the possible implications of the data reported in this study. The research cited mostly documents current practices in some allied fields, and the

respective professional opinions of those practices. The study has identified the need to continue researching many different areas of CYC practicum education.

Chapter 2

Literature Review

The themes of the literature review are related to these questions, suggested by the research committee of CYCEAB:

- How are CYC programs conducting student supervision?

- How are CYC students being evaluated in practicum courses?
- In what ways do CYC programs deliver practicum courses?

Prior to addressing these questions, I will briefly discuss the educational values that are attributed to practicums in CYC. The research committee of the CYCEAB discussed our collective assumptions that practicums are important to undergraduate education. These assumptions may or may not be true, and I review some of the theory and research about the educational value of practicums. Then I review some research about the themes of curricula, student supervision, and student assessment and evaluation. That is, this literature review aims to report on what some research has found to be important components/considerations in practicum curricula, practicum supervision, and student assessment and evaluation in practicum courses. Ryan, Toohey, and Hughes (1996) said that these issues needed to be further studied, and I will review research since then.

The question "How are CYC programs conducting student supervision?" is explored as the theme "Practicum Supervision". The second question "How are CYC students being evaluated in practicum courses?" is addressed in the section "Assessment and Evaluation". The

third question "In what ways do CYC programs deliver practicum courses?" is addressed in "Practicum Curricula." Because there is minimal research in CYC, I summarize research in allied fields including social work, education (early childhood through to post-secondary), and psychology.

Literature Search Sources

The literature search was conducted using the UVIC libraries main search engine, as well as online databases including Psycinfo, Academic Search Complete, and EBSCOhost. Specifications were made to search only peer reviewed books, ebooks, and journal articles. A small number of non-peer reviewed sources were included, when they utilized peer reviewed sources in establishing an argument. Keywords in the online search included: Child and Youth Care, Child & Youth Care, fieldwork, practicum, practica, accreditation, practicum supervision, student assessment, evaluation, and curricula. Due to a lack of hits in CYC the inclusion criteria was expanded in two ways. First, the search was expanded to include information from the allied fields of social work, education (early childhood through to post-secondary), and psychology. These fields were added as keywords as well. Not everyone agrees with this approach. Phelan (2005) might discourage the inclusion of other fields, as he suggests that CYC should be more independent and less inclusive of other fields in determining what knowledge can be applied to CYC; however, with the lack of existing research currently available in practicum practices in CYC, there was a need to branch out and include what allied professions have found. To address Phelan's concerns and distinguish CYC as a separate field among allied fields, uniqueness' in CYC will be discussed in the following subsection. The second way that this literature review's inclusion criteria were expanded, is through the use of several older

studies. As well as providing a greater breadth of research, these studies have positive attributes, including notable information from well-published researchers.

I began my reading of the literature with a bibliography collected by Jenny Mcgrath, a CYCEAB research committee member and a fellow graduate student. I cited a few of the articles from that bibliography in this literature review. A number of journal articles were found after being cited in other relevant studies. A couple of sources were found when searching through the bookshelves at the UVIC Library, while obtained hard copies of sources that were found online.

Larger and more thorough studies may have been given more attention. Due to a lack in empirical research, especially in CYC, I also include theory from non-empirical essays by academics and professionals in the field of CYC and allied fields.

Theory and Research about the Importance of Practicums

Krueger (2000) says that, "Child and youth care is about caring and acting — about being there, thinking on your feet, interacting, and growing with children." (Introduction, para. 2). Krueger is depicting the need for students to be present, intentional, and engaging while working in the field of CYC. These skills may be learned and coached in the classroom; however, they are intended to be indicative of real life, person-to-person, experience. Guttman (1991) suggests that, "child and youth care operates in the context of the `flow of immediacies' — a stream of ever occurring events which pass so quickly that each tends to flow and overlap with the previous and following events" (cited in Garfat, n.d.). If these descriptions are accurate, practicums may give students experience and familiarity in similar situations that may reduce

student and professional anxiety that can come from social situations involving the expectation of intervention or performance (Behnke & Sawyer, 2002; Garner, 2012).

In an analysis of continuous improvement (CI) in higher education, Temponi (2005) argued that the traditional methods of teaching may not prepare students for the working environments that they will be in after completing school. In social work, Grady (2011) conducted a study of 64 MSW students. She found that 74.6% of students agreed or strongly agreed that fieldwork helped prepare them for work after they graduate, while 63.5% agreed or strongly agreed with the notion that their classes helped prepare them for work after they graduate. Another 11.1% of students said practicums were more valuable than academic classes. Practicums were also found to be valuable in combination with classes, as 85.7% of students either agreed or strongly agreed that practicums helped them to apply the knowledge that they learned in the classroom (Grady, 2011).

The value of fieldwork in social work education has been reported for decades (Jarman-Rohde, McFall, Kolar, & Strom, 1997; Kadushin, 1991). In fact, Kadushin (1991) noted some years ago that there is a ''general consensus that field instruction is the most significant, most productive, most memorable component of… education'' (p. 1). Jarman-Rohde, McFall, Kolar, & Strom (1997) argue that "quality in social work education depends, in large part, on quality field education" (p. 43). Garthwait (2005) reported that ''students of social work at both the BSW and MSW levels usually describe their practicum as the single most useful, significant, and powerful learning experience of their formal social work education" (cited in Holden, Barker, Rosenberg, Kuppens, & Ferrell, 2010, p. 363). The authors referenced in this section all acknowledge fieldwork as being an essential component in professional education and perhaps

the most important feature. Since the 1990s, however, there have been other studies and factors suggesting that fieldwork is less desirable. Wayne, Bogo, & Raskin (2006) wrote an article following a meeting with 33 representatives from social work programs. The authors documented a number of challenges that students were reporting, including increased financial strain on students and decreased availability. The authors emphasized the importance of overcoming them, noting that "field education has always been an integral component of social work education, recognized as having a major impact on graduates' preparation for professional practice" (p. 161). This article documents that effective fieldwork can be difficult to sustain.

The perceived importance of practicum placements in training and education is not limited to North America. In a study that looked at the level and context of employer engagement in 10 countries, Shardlow, Scholar, Munro, & McLaughlin (2012) note that "in all countries sampled, a period of practice placement/field education was an integral part of social work education" (p.214). Recognizing the importance of practicums in education was also highlighted in Temponi's (2005) exploration of quality assurance and continuous improvement in education. Temponi (2005) identified that some academics believe that the traditional ways of teaching, such as "information gathering, concept memorization, a theory-centered approach rather than practical application, and a sermon-like lecture with little class interaction" should not be used in modern education (p.21).

Many studies have shown that practicums are perceived to be important by students and professionals (Grady, 2011; Jarman-Rohde, McFall, Kolar, & Strom, 1997; Kadushin, 1991), but there are not many studies that document the effectiveness of practicums in preparing students for professional practice. There is also a lack of research that specifies what the factors are in

practicum education that contribute to students becoming competent professionals, and what the factors are that might hinder this process. Articles often make claims about the importance of practica, but seldom do they cite empirical research. The studies' that exist are largely student surveys that broadly report the importance of practica. Although practica is reported to be particularly important in a student's professional development, I have found no research that specifies which attributes of practica are found by students' to have educational value.

Although many of the studies thus far have reported that practicums are perceived to be important, there has not yet been a thorough discussion about the potential negative aspects of practicum. While conducting an on-line search on practicum practices, a number of articles were found that pertained to the negative affect that practicums may have on a student's mental health.

A survey of 58 social work students from a Canadian University found that a number of students reported somatic symptoms of stress directly related to experiences at their practicum setting (Didham, Dromgole, Csiernik, Karley, & Hurley, 2011). Students reported experiencing negative impacts on sleeping, eating, concentrating, and anxiety, as well as noticing physical responses such as trembling after incidents with clients and an increase in substance use which students attributed to practicum-related stress (Didham, Dromgole, Csiernik, Karley, & Hurley, 2011). Other research has found that social work students cope with the stress that occurs from practicum-related pressures by self-harming (Daye, 2012).

With regard to the potential shortcomings of practicums, Ryan, Toohey, & Hughes (1996) identified a number of issues, including: students' inability to integrate theory to knowledge, students not participating in relevant experiences or a relevant scope of experiences, students potentially receiving a low quality supervision, agencies/agency staff who potentially hold

conflicting beliefs from educational programs, and students potentially being taken advantage of by being treated as though they were unpaid staff (Ryan, Toohey, & Hughes, 1996).

Despite the research discussed earlier that seemed to portray a consensus on practicums being a valuable method of educating students, in the field of social work, researchers have previously reported that based on their studies' inclusion criteria, "there is no evidence that…. field instruction [is] superior to established alternatives" (Holden, Barker, Rosenberg, Kuppens, & Ferrell, 2010, p. 368). They also provide a number of disclaimers, including the potential for researcher error and the possibility that they missed some articles. Holden, Barker, Covert-Vail, Rosenberg, & Cohen (2009) found that there are many errors locating social work research, and that "15.6% of core journals' issues were missing from SWA [(Social Work Abstracts)]" (p.717) when the authors conducted a search for sources.

In sum, a number of studies, predominantly from the field of social work, have reported that practicums are broadly accepted as being an important component of education. There are also researchers, such as Holden, Barker, Rosenberg, Kuppens, & Ferrell (2010) that have raised cautions about accepting the widespread understanding that practicums are an extremely valuable component of social work education (perhaps the most valuable), as being an evidence of fact. There is a huge reliance on student-report surveys and articles written over two decades ago, in arguing for the importance of practicums.

Practicum Supervision

In conducting a search into supervision practices in practicums, a number of articles referencing different areas of supervision were found, including supervisory models, studies that

identified areas of concern in practicum supervision, and studies that identified factors successful supervision. I will first discuss two supervisory models based on the perspective of experienced professionals. This discussion serves two purposes. First, it reports on the theoretical perspectives of veteran professionals in the fields of CYC and social work. Second, it reports on existing literature. There is a lack of empirical research in practicum supervision practices from the field of CYC; therefore, theoretical and conceptual research has become more heavily relied upon by default.

Supervisory models: two examples. In an online document called Stages of Child and Youth Care Worker Development (n.d.), Jack Phelan describes his understanding of the professional development of CYC students at an undergraduate level, based on his experience as a long-time professional and academic in the field of CYC. Phelan argues that CYC students move through three sequential stages (also referred to as levels) in their professional development that he identifies as: level one, the capable caregiver; level two, the treatment planner and the change agent; and level three, the creative, free-thinking professional. Each level identifies student tasks for professional development and corresponding supervisory strategies. For example, during stage 1 the supervisor primarily focuses on issues around safety, during stage two the supervisor encourages students to be more creative, strength-based, and contextual with youth, and during the final stage supervisors are encouraged to treat youth more like a colleague and encourage them to be innovative in their fieldwork/place of employment (Phelan, n.d.). This document also reports on how supervision styles need to change to meet student abilities. To further explain this model, Phelan recounts the personal experience that has informed his conceptualization, noting in as he documented in a previous article (2005) that he

has worked in a multitude of CYC roles, including being a long-time instructor, and he has "been a Child and Youth Care (CYC) professional practitioner since 1967" (p. 347).

Field-based student supervision has factored in human service education for a long time. As far back as forty years ago, researcher Alfred Kadushin (1975) was theorizing about how educational supervisors can effectively contribute to student learning. He conceived that:

Student supervision should revolve around three aspects. Firstly, the role of the supervisor is managerial in nature in that it protects the quality of the service delivery and helps the student to overcome any of the practice blind spots they may encounter. Secondly, the supervisor has an educational role and must encourage a '*learning by doing*' approach with the student. By doing this, the supervisor will facilitate the student in linking theory to practice. Thirdly, the supervisor acts as a support for the student in terms of distress, pain or emotional difficulties they may be faced with as a result of their work (in Forkan and McElwee, 2002, p. 392).

The process of supervision does not begin on the students' first day at their field placement. Standard practice dictates that before students are assigned their placement, their supervisors should have a dialogue with them to get a general idea to the students' goals and abilities, in order to match them with an appropriate placement. In doctoral-level psychology, this process begins well in advance, as students and supervisors begin working together at practicum placements that are stepping-stones to future practicum placements, or internships (Phelps, 2011).

Concerns in practicum supervision. In social work education, Bogo, et. al (2007) found that field supervisors have expressed a reluctance to fail students. Bogo (2007) analyzed four studies that included "100 field instructors[,]… with 19 instructors providing data in individual interviews and 81 instructors providing data in 9 focus groups of 5 to 10 participants" (p. 106). Supervisors identified a few factors in students that decreased the likelihood of students accepting feedback, and when students had difficulty accepting feedback the focus of the student's education went from developing competency to whether or not the student would pass or fail (Bogo, et. al, 2007). Supervisors often second-guess themselves regarding whether they were making the right decision regarding students' grades. The subjective nature of the supervisor evaluation process, one that supervisors often feel uncertain about (Bogo, et. al, 2007), could lead to very serious and negative repercussions if incompetent students were being credentialed and later trusted to care for vulnerable populations.

Additionally, Sowbel (2012) found that terminating students, when need be, often comes with specific challenges. Sowbel found that instructors were not confident in failing unsuitable students for four reasons: "(1) fear of litigation, (2) unclear suitability criteria, (3) conflicting educator roles, and (4) a lack of valid measures or protocols for evaluating students in the field" (p. 29). Since many CYC students end up working with vulnerable populations in many fields, including the fields of child welfare and child protection, it is concerning to think that instructors are not always comfortable failing students when they seem to lack competence. Still, this challenge is inevitable to some degree, as teaching and supervising students is a relational endeavour filled with subjectivity, where there is joint responsibility between students and supervisors for both their failures and successes (Gergen, 2009).

In England, various governments and agencies have expressed concerns about whether or not social work graduates are competent to do social work (Finch & Taylor, 2013). With these concerns in mind, Finch and Poletti (2013) compared findings from two qualitative studies, one from the UK (20 participants) and one from Italy (6 participants), which explored the perspectives of field supervisors in social work education, via interviews. The researchers found that social work educators in both countries were often having a difficult time failing students; however, when asked about roles and responsibilities, only one supervisor acknowledged having a gatekeeping role (Finch & Poletti, 2013). Finch and Poletti expressed the need to ensure that only competent students end up graduating, and they raise concerns about social work educators ability to evaluate students objectively, noting that "emotional experiences play a significant role in decision-making" (p. 146). Finch and Poletti recommend a student assessment tool that considers variables like emotion and social work identity, to more accurately assess students (Finch & Poletti). Blunden (1996), though, would caution against this process, arguing that tasks can lose depth and meaning when they are operationalized to become measurable.

Another variable in fieldwork supervision practices in child and youth care is the qualifications of the person doing the educational supervision. Phelan (2005) argues that it is important for CYC educators to identify as CYC professionals. Phelan believes that CYC is a distinct and established field, which no longer needs to depend on information from neighbouring fields. He is also cautious that CYC could be perceived as combination or "subset" of neighbouring fields, eliciting possible issues with staff from other fields who do not identify as CYC professionals (p. 355). Peebles-Wilkins (2003) provides an example of how the field of social work shares this concern as well, stating that "extensive appointments of non-social work faculty in schools of social work may diminish the standing of social work faculty, who are

consequently viewed as dependent upon other disciplines" (p. 50) and "no sociology or psychology department would hire social work faculty to teach their core curriculum" (p. 51); however, CYC education is not Social Work Education, and CYC may have different reasons for hiring diversely experienced professors.

Factors in successful practicum supervision. Trepal, Bailie, and Leeth (2010) conducted a qualitative study of 25 practicum students in a MA counselling program in Texas. They noted that "[b]ased on the results of [their] study, educators and supervisors can be reminded of the importance of several supervisory interventions; specifically feedback, normalizing, and providing opportunities for observational learning" (p. 37). These supervision practices could be utilized in CYC practicum supervision as well. Counselling is sometimes a role that CYC practicum students engage in during practicum; thus, this study directly applies to those students. As the underlying role of being a helper is an integral part of counselling and child and youth care in general, perhaps the above findings could inform best practice in supervision in many of the other roles that CYC practicum students take on.

In another article that explored practicum supervision in a MA counselling program in the United States, Arthur and Gfroerer, (2002) found "that a good supervisor is one who exercises the appropriate levels of the core conditions, is knowledgeable, is clear with explicit goals, is experienced, is supportive and noncritical, and is direct and systematic with feedback. There are many supervision styles along with many methods by which a supervisor can exercise these dimensions" (p. 219). From a student's perspective, although there are some common attributes that good supervisors exhibited in counselling education, supervisors could utilize these attributes from a diversity of supervision styles.

Assessment and Evaluation

Australian authors Ferns and Moore (2012) prelude their review of a number of qualitative and quantitative studies by describing from the point of view of Bandura, Piaget, Vygotsky, and Bruner, how learning is best done in observational, relational, and/or experiential, contexts. Ferns and Moore state that assessment and evaluation processes in student practicums are extremely important, noting that, "assessment of student performance in the workplace was the predominant method for determining student proficiency" (p. 218). Another Australian study noted the importance of assessment and evaluation, stating that "educators' awareness of unsuitability issues most frequently come to [the educators] attention through a student's level of competence in skills practice, or via a student's practicum performance and attitude" (Brear, 2010, p. 10). Approximately 14% of students in Brear's study were deemed by faculty to be unsuitable for working in the field. Approximately half of these students (7%) went on to graduate.

After documenting email correspondence with social workers from 10 countries, Shardlow, Scholar, Munro, and McLaughlin (2012) found that the process of student assessment, evaluation, or both, often involves collaboration between the education supervisors and field supervisors; however, "in some universities social work education is delivered without much, if any, employer involvement [regarding assessment and evaluation]" (p. 222). There is diversity in how educational institutions view the role of the employers.

Prior to an assessment taking place, supervisors need to know which aspects of student performance they are assessing. For example, is students' knowledge being assessed, or is it their competency? Blunden (1996) argued that it is knowledge that should be assessed, because

although competency is important, it is based in what the person knows, so knowledge is of primary importance. On the other hand, Eileen Gambrill (2010) argued more recently, that there are many problems with building competency on the foundation of knowledge. She suggests that a current issue with the knowledge-competency connection is that professions, including social work, use propaganda to bend knowledge so that it better establishes them and sets them apart. With this in mind, Gambrill states that, "language is used to obscure rather than to enlighten, as when competencies based on consensus (asking people for their opinions) are described as empirical" (169). If information that has been collected is flawed and/or has been manipulated, as Gambrill repeatedly suggests has happened (Gambrill, 2011; Gambrill, 2010; Gambrill, 2007b; Gambrill, 2001) then many practices that are deemed evidence-based, would not be founded in credible data. Using the reasoning found Gambrill's articles, assessing students based on their knowledge, runs the risk of assessing students based on their acquisition of propagated claims being expressed as knowledge.

There is some overlap between this section and the previous section, as student assessment and evaluation is predominantly a supervisor's responsibility. Brown and Bourne (1996) found that "in many cases, the supervisory relationship generates a number of anxieties for students: the anxiety of exposing their ignorance and vulnerability and also the risk of not meeting their supervisor's high expectations" (cited in McElwee, 2002, p. 275). Supervisors in the field of social work need to be aware of issues including power differentials in supervisory relationships, as unawareness can lead to issues beyond student anxiety, including a number of ethical violations (Jacobs, 1991). In the field of education, Schults (2005) reported that students who endeavour to develop skills and competence in teaching practicums are, in some cases, limiting themselves by concealing areas of incompetence. By not being forthcoming about their

incompetence, students' learning is negatively affected; therefore, as problem-based learning normalizes deficits and underperformance, it could encourage students to focus on their mistakes instead of avoiding them. Programs in other non-related fields, such as the field of medicine, have curriculums centred in problem-based learning (Hosny & Ghaly, 2014). Problem-based learning encourages students to look at their shortfalls and pursue improving upon those shortfalls.

The "APA (2009) *Guidelines and Principles for Accreditation of Programs in Professional Psychology* requires internship programs to specify education and training objectives in terms of expected competencies. Thus, instead of focusing on evidence of knowledge or an accrual of service hours, the new "culture of competence" (Belar, 2009) requires behavioral outcomes that are observable and measureable." (Phelps & Swerdlik, 2011, p. 911). Expected competencies, also referred to in CYC as learning outcomes, are commonplace in CYC education. What's missing in the literature is an explication of how learning outcomes are developed and used in evaluation. The field of CYC does have many agreed upon values such as ethically considering the wellbeing of the people being served, engaging in critical thinking, and reflecting on practice, to name a few (Phelan, 2005). Phelan references situations in CYC practice that communicate the relevance and applicability of these values. These values could also be considered as expected competencies.

Looking at assessment practices in higher education Yorke (2011) argues that performance, record of performance, and learning expressed in dialogue are "three broad areas of achievement that can be assessed with respect to work-related learning" (p. 122). Although Yorke (2011) has identified the aforementioned areas of assessment in fieldwork, he argues that,

"the 'situatedness' of work-engaged learning means that assessment has to be responsive to the individual's circumstances and not be a prescription intended to apply to all students in the programme" (p.121). A one size fits all approach may not fit well in fieldwork assessment, as there is a diversity of student experiences to draw assessment from. There are alternatives to a standard assessment template, such as using actors to evaluate competencies (Bogo, 2011), or using transcripts (Arthur & Gfroerer, 2002).

Rodolfa (2007) contradicts Yorke, stating that, "inevitably, there will be considerable individual differences in the training path to competence; however, it may be beneficial to have a standard (i.e., range of hours) that can guide faculty and students (p. 64). Over a decade before Rodolfa and Yorke's articles were published, Astin et al. (1992, originally cited in Banta, Lund, Black, & Oblander, 1996, from Holden, 2007, p. 463) expressed what seems to be a middle ground between their two arguments, if it was considered in formulating a standard, noting that:

> Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know (p. 10).

All three of the previously mentioned articles (Holden, 2007; Rodolfa, 2007; Yorke, 2011) expressed the need to be less rigid in assessment and more contextual of student experiences; however, the author's opinions differ in how to go about conducting these more contextual assessments.

Supposing that academic programs are planning on utilizing an assessment/competency measure, Phelps & Swerdlik (2011) notes some issues faced by psychology, in reference to Psychology doctoral programs. The long list of potential challenges, informed by (McCutcheon, 2009; Schulte & Daly, 2009) include:

(a) articulation of the competencies considered most important[…] (b) relevance of the competency documents to the [work] settings[…], (c) determination of the minimal level of attainment required for successful completion of the internship, (d) assurance of reliable and valid measurement of the high stakes gate-keeping decisions made during internship, (e) identification of the program elements that facilitate development of these competencies while recognizing that context is critical in assessing intern competence, (f) determination of applicant qualifications most predictive of future success, (g) identification of faculty characteristics that make successful training more likely, and (h) evaluation of when the internship training is successful (cited in Phelps & Swerdlik, 2011, pp. 917,918).

Practicum Curricula

In general, a curriculum is the subjects/components that a course, program, and so forth, consists of (Oxford, 2015). When searching for information pertaining to practicum curricula, a number of areas arose in the literature, including: the purpose of curriculum, creating curriculum, and the structure of curriculum. I will report on what researchers have expressed about how these aforementioned areas relate to practicum curricula.

Purpose of curricula. Practicums give students the opportunity for experiential learning, as well as the opportunity to practice the skills that students have been taught in class. Learning outcomes are a way for issues/areas that have previously been prioritized by educational programs, such as behaving professionally and ethically, to become structured into practicums. This often occurs through assignments (such as reflective exercises), as well as themes in agency evaluations that explore how students have met these learning outcomes. One component of practicum curricula is learning outcomes. In the field of social work, the 2008 Educational Policy and Accreditation Standards noted that "faculty… need to specify how the curriculum (classroom and field) provides the theories, conceptual frameworks, values, and skills needed to operationalize the program's identified concentration competencies" (Petracchi & Zastrow, 2010, p. 137). Petracchi and Zastrow question the notion that curricula directly addresses theory, skill acquisition, the targeted competencies/learning outcomes (which may or may not involve applying theory and developing skill acquisition). Morrison (1997) sheds light on training in child protection, arguing that trainees should be familiar with learning outcomes for a number of reasons, including: achieving higher standards of practice and being mindful of patterns and structural issues so that their focus is more contextual and not merely on the events they observe. Considering these arguments by Petracchi and Zastrows (2010) and Morrison (1997), it seems important that curricula aims to address learning outcomes in a way that is transparent to students. In other words, students should not only know what they are supposed to be doing at practicum sites, but why they are doing it as well.

Creating curricula. When searching the literature on practicum curricula, the area of stakeholders came up in connection to creating practicum curricula. As previously noted, there are many stakeholders in practicums, including students, employment agencies, and educational

institutions (Temponi, 2005); however, the interests of stakeholders have not always been addressed (Cullen, Joyce, Hassall, & Broadbent, 2003). Fortunately, Temponi (2005) reports that educational faculty "foresee an approach to continuous improvement (CI) that may institute collaborative efforts between students and faculty, as well as between community and academic programs for the development of a curriculum… [which] might better prepare students for the industry work environment" (p.21). Agencies and potential employers have a vested interest in training competent employees. A collaborative approach in areas such as practicum development, between students, schools (via faculty), and agencies, has been recognized as a means of appeasing stakeholders by acknowledging their interests in curriculum development.

Curriculum structure. Curriculum structure is the more objective component of practicum curricula. Currently, there is a diversity in the time requirements for practicum placements among different academic programs (Finch & Poletti, 2013). The mandatory hours for practicum placements can vary quite significantly from country to country. For example, some social work programs in the United States require approximately 57 days, while some social work programs in the United Kingdom and Nordic countries require a minimum of 200 days (Shardlow, 2012). As far as hours per week are concerned, Forkan and McElwee (2002) reported that the National Counsel for Educational Awards recommends students engage in 30-35 hours of practicum per week. Rodolfa (2007) suggests that "there [is] a considerable range in views of what should be the standard number of [practicum] hours… [and] there has been considerable debate regarding having a cap of practicum hours" (p.65). In regards to practicum curricula, after reviewing 49 accredited Masters of Public Health programs in the United States, Oglesby, et al. (2013) concluded that based on accreditation standards:

Firstly, a large number of practicums reviewed did not have appropriate timing or

prerequisite requirements that enable students to gain a sufficient level of knowledge and

skill development prior to starting the practicum. Secondly, the considerable variation in

the number of credit and contact hours across the practicums indicates that… students

may be getting different levels of exposure to practice-based experiences. Thirdly, the

lack of standards for the qualifications of preceptors among many practicums may

hamper some students' academic development (p. 559).

If information from the field of MPH could be transferred to CYC, then, based on the findings of

Oglebsy et al. (2013), supervisors qualifications, requisites, academic credit, and contact hours,

all factor into student success.

How Practicums in CYC are Unique

Thus far, this literature review has been heavily dependent on research from allied fields. In

this section I review a few characteristics of CYC education that may make it unique from other

human and social fields.

Perhaps one of the reasons why CYC has many allied fields, is because CYC is such a broad

field. CYC students are taught a broad range of skills and are employed in a diversity of

occupations, such as youth justice, early years, residential care, foster care support, child &

youth mental health, substance use, child protection, recreation and leadership, disabilities and

special needs, hospital child-life, child welfare, school-based settings, etc ("CYC 563: Practicum

in Child and Youth Care," 2013, p. 1). I have been unable to find another educational program

where such a diverse range of professional occupations trust a single educational program to

meet their employment standards. This multi-contextual nature is therefore thought to be a uniqueness of CYC.

In addition to the multi-contextual nature of CYC is the similar, but separate, issue of the complexity of CYC. Fewster (2004) expresses this complexity by noting that "good child and youth care isn't brain surgery—it's much more difficult" (cited in Phelan, 2005, p. 350). Phelan's article describes the value that CYC places on being a reflective practitioner. Phelan also describes a situation that is expressed as being relatively typical of the complexity to many professionals working in the field of CYC. He describes an incident of disruptive behaviour in a residential setting where in addition to potential pressures of ensuring safety to children trusted in your care, good child and youth care workers must consider the comprehensive biopsychosocial factors which could be effecting the youth's behaviour and in turn would inform the CYC professional's intervention.

The final uniqueness in CYC education to note, is the focus on relationships (Bellefeuille, et al., 2010; Phelan, 2005; Fewster, 1990). Fewster (1990) emphasizes the relational and reflective role that practicum experience can have on self-awareness, stating that "the idea is that when we are experiencing another person, particularly at the feeling or emotional level, we are actually experiencing ourselves" (p. 42).   In CYC, relational practice, as well as the aforementioned areas of complexity, reflectiveness, and contextual factors, are a few of the main areas that make CYC unique as a field.

The Need for More Research

As previously stated, the current available research that relates to practicums in CYC, includes theoretical and conceptual studies that gather data from CYC professionals, qualitative and quantitative studies from allied fields, such as social work, and reviews of accreditation-focused articles. Phelan (2005) states that, "there is a fundamental problem here for CYC education when the best sources of information about our work are not based in CYC practice" (p.348). Because of a lack in research directly from the field of CYC, this literature review utilized information from other fields. More research done directly in the field of CYC could help mitigate the need to borrow from other fields.

A number of researchers report that that practicums in allied fields, such as social work, are thought to possess a considerable amount of educational value for students (Grady, 2011; Jarman-Rohde, McFall, Kolar, & Strom, 1997; Kadushin, 1991). Some researchers, such as Holden, Barker, Rosenberg, Kuppens, & Ferrell (2010) "found no evidence (at a prespecified level) of effectiveness of field instruction" (p. 369); however, other researchers have reported that students' believe that practicums are the most important aspect of their education (Garthwait, 2005). One of the main issues relating to what is the right thing to do is that there is an absence of objective data in the current research on this topic and a problematic dependence on relying largely on student opinion surveys in much of the existing research.

The previous findings from research in social work are consistent with the beliefs of CYC professionals, as many of the authors cited above have also stated that practicums in CYC are an extremely valuable approach to education. Knowing that practicums are thought to be of great educational value, a follow up question is: how can CYC educators structure practicums in a way that is most beneficial for students learning? There are a variety of perspectives on how to

conduct practicum supervision (Bogo, et. al, 2007; Phelan, n.d.; Kadushin, 1975), assessments (Phelps & Swerdlik, 2011; Yorke, 2011; Rodolfa, 2007,), and evaluation (Holden, 2007; Morrison, 1996; Petracchi & Zastrows, 2010; Schults, 2005); but there is still much to learn regarding fieldwork practices and considering how important practicums in allied fields to CYC have previously been shown to be (Grady, 2011, Jarman-Rohde, McFall, Kolar, & Strom, 1997; Kadushin, 1991). It could therefore be of tremendous benefit for the field of CYC to conduct practicum-focused research.

Also germane to my call for additional and especially new research on practicums is the fact that many of the articles I have cited are approximately two decades old, and have sourced information from research done a decade before that. While there is also some relatively current research cited throughout this review, some of which looks as the perspectives of various stakeholders in the education (Temponi, 2005), social work education (Finch & Poletti, 2014; Finch & Taylor, 2013), as well as articles that discussion email conversations with social workers from different countries to explore their practices (Shardlow, 2012), none of this newer research focused directly on CYC.

For now, research that explores practicum placements in CYC is sparse, as there is lack of empirical data that coincides with the field's evolution. Approximately 25 years ago, Raskin (1989) asserted that "[d]espite great strides made in providing learning experiences for students, relatively little is empirically known about placement models, learning outcomes, and the nature of the relationship among school, agency, student, field instructor, field liaison, community and clients" (Spencer & McDonald, 1998, p. 1). Despite having some research available to guide educational institutions and practicum supervisors in making decisions pertaining to practicum

placements, there is still significant ground to cover in making more credible evidence-informed decisions.

Most of the existing literature affirms the importance of practicum experience in CYC, but given the largely subjective nature of this material, this belief needs more research evidence. The current lack of research directly applicable to CYC indicates that more needs to be done to ensure that practicums are efficiently understood. Wayne, Bogo, & Raskin (2007) give suggestions about how the field of social work might approach the task of investing in research into practicums, stating that "historically, scientific and professional fields have advanced by challenging the status quo, carrying out rigorous research, and critically evaluating results. All aspects of social work education must be prepared to undergo such scrutiny—including field education" (p. 164). What seems to be missing from the research regarding CYC educational practices are empirically based studies consisting on larger samples of participants, as well as studies that address fieldwork education by means evaluating current practice.

Further investigation into current practices in CYC fieldwork would decrease our dependence on borrowing data from our allied fields, a practice that this review has highlighted as not being ideal for some CYC professionals. Many questions arise regarding practicum students' tasks, requirements, roles, expectations, evaluations, and rights, which are not sufficiently addressed in current research, particularly with regard to CYC directly. All of these questions could be asked about both educational supervisors and agency supervisors as well. I was unable to find any document that reports on what the current practices in CYC practicum facilitation are, what the curricula entail, how practicums are structured, how supervision is being conducted, and how students and being assessed and evaluated. These are all necessary

inquiries. Perhaps as the field of CYC evolves and produces increasing numbers of graduates in post-secondary education as it is currently doing (Phelan, 2005), there will be more interest in and more researchers producing publications that will help to make more informed decisions in CYC practicum-based education.

Method

This project is a descriptive study of current CYC practicum practices. The project used data from questionnaires, a web search, and correspondence with Child and Youth Care Educational Accreditation Board (CYCEAB) members, regarding practicum practices at the CYCEAB member's respective CYC programs. The information collected was about practicum practices during the 2014-2015 academic year.

This project was done in partnership with the CYCEAB research committee. The CYCEAB research committee is composed of faculty from CYCEAB member institutions. The CYCEAB research committee is supporting accreditation activities with a research and evaluation plan. Dr. Magnuson was aware that the CYCEAB research committee was in the preliminary stages of conducting its first project, an analysis of practica in CYC. After agreeing to a partnership, the CYCEAB and I collectively identified the different aspects of practicums that were of interest to us, throughout a number of videoconferences in 2014, as well as ongoing online communication. These interests were categorized into themes, which I then converted into this study's research questions. The research questions were then converted into four thematic tables. I created the variables for these tables, based on numerous communications with CYCEAB research committee members. These tables were then approved by Dr. Magnuson and Ms. Snell. I then pursued data collection using the previously identified approaches. Data was transferred from these sources onto the thematic tables. A content analysis of these variables was then done. The content analysis reported the ranges of CYCEAB members' responses for each variable. The study aimed to address the following research questions:

- In what ways do CYC programs deliver practicum courses?

- What are the types of practicum placements in Canadian CYC programs?

- How are CYC programs conducting student supervision?

- How are CYC students being evaluated in practicum courses?

- What similarities and differences are there across the different CYC programs' practicum curricula?

- Are there obvious gaps or uniquenesses in CYC practicum delivery across institutions?

Participants

This study reports on current practices in CYC practicums with a sample of CYCEAB member programs. At the time of the study, the CYCEAB had 30 members, with 23 programs that offered degrees and diplomas. Twenty members agreed to participate in this study. One program expressed the desire to participate, but opted-out of the project because the program was going through substantial restructuring. The programs that participated in this study are identified in Appendices A.1-A.4.

Institutionally, the sample includes colleges, community colleges, institutes of technology and advanced learning, and universities. The participating CYCEAB member programs operate out of colleges and universities that are located in many different regions, most of which are in Canada. Four of these institutions are located in British Columbia, three in Alberta, ten in Ontario, two in the Maritimes, and one institution is located in Scotland.

Procedure

A questionnaire was the first method of data collection. Heather Snell, who is the chair of the CYCEAB research committee, created this questionnaire from a prioritized list of the

CYCEAB research committee's research interests. The questionnaire (Appendix E) was divided into two sections. The first section consisted of a series of questions about documentation (program manuals, supervision manuals, student manuals, etc). The second section contained questions about details that would not be publicly available (number of supervisors, supervisor's credentials, etc). Ms. Snell then shared the draft questionnaire with my supervisor Dr. Douglas Magnuson and me for feedback, prior to distributing to CYCEAB members. Ms. Snell then sent the questionnaire to CYCEAB member programs on November 28th, 2014. One of the reasons that the CYCEAB research committee allocated a large portion of the questionnaire to requesting practicum documentation (such as practicum course syllabi), was to keep the amount of time it would take CYCEAB members to complete the questionnaire to a minimum   When the first draft of the questionnaire was sent to CYCEAB members, they were asked to return their responses by December 19th, 2014. When that deadline was reached, 9 programs had returned questionnaires. The 9 questionnaires had varying levels of completion. Ms. Snell then sent a follow up email to CYCEAB members on January 19th, 2015 informing them that the study was still accepting questionnaire responses. The CYCEAB research committee decided on a deadline of April 10th, 2015 for questionnaire responses. At that point, a total of 13 programs returned questionnaires. The CYCEAB research committee emailed the remaining CYCEAB members to inquire about their participation. After that, seven more programs responded to the survey requests without returning the questionnaire itself. Instead, these programs submitted some of the requested information via email correspondence. This correspondence sometimes included attachments ranging from large zip files (with up to 22 documents), to a couple of PDFs. All 20 participating programs submitted at least one PDF of a practicum field manual. All of the documents used in this study (PDFs, program manuals, etc) were stored online using Dropbox.

Upon receiving approval from the University of Victoria's Human Research Ethics Board (HREB), I was able to actively participate in the data collection process with CYCEAB members. I began by transferring data from questionnaire responses into a table. In some instances, CYCEAB member programs submitted questionnaire /information directly to me. In other instances, CYCEAB members submitted information to Heather Snell, who then forwarded it to me.

In addition to questionnaire responses, there were two other methods of data collection in this study. The first was an online search for information about the variables in the thematic data tables. I thoroughly searched through the websites of each of the program/institutions represented in this study. In one instance, a CYCEAB member program had a website exclusively for their practicum courses. During the online search, I extracted information from these websites and placed these into a data table that I created. Relevant URLs were copied and saved onto a Microsoft Word document. These documents were then stored with the existing program documents. On a few occasions on-line information was inconsistent with the information that was submitted in CYCEAB member questionnaire responses. When this happened, I sent an email to the CYCEAB member for clarification. The CYCEAB member's response was the final data recorded.

The third and final means of acquiring data was when CYCEAB members submitted information in the body of email correspondence. As mentioned in the previous paragraph, this happened when CYCEAB members and I exchanged emails to clarify data; however, this also happened under other circumstances. A number of CYCEAB members responded to the study's

questionnaire by typing information about their program in the body of an email sent to either myself or to Heather Snell. These emails were saved and stored on Dropbox.

The process of data collection typically occurred in the following systematic order: information from questionnaire responses was first transferred onto my data tables. When there was still a need to gather additional program information following a CYCEAB member's questionnaire response, I then conducted a web search. Information that was available online was transferred to the appropriate table. If there was still missing information after these two steps, or if there was inconsistent information between these two sources, then I followed up with an email inquiry to the CYCEAB member. The sequence of exploring CYCEAB member's websites for information, before requesting the information from CYCEAB members directly, was done to mitigate the anticipated burden that CYCEAB members might have felt from participating in this study.

I presented preliminary findings to the CYCEAB research committee members at two of the CYCEAB research committee meetings on March 16th and June 22nd, 2015. My presentations addressed key findings, trends, and issues with the data to date. Each presentation was followed by a discussion about moving forward with the study. In the context of these conversations and further exchanges of information, CYCEAB research committee members helped by assisting with email correspondence, and they followed up with CYCEAB members who had not responded to the questionnaire before the second deadline. CYCEAB research committee members also brainstormed the future implications for this study, as well as the potential future projects. CYCEAB members presented ideas, such as having thorough definitions of terms and a comprehensive study of learning outcomes. The CYCEAB research

committee discussions highlighted many interests, such as the study of learning outcomes, which were outside of the scope of this study.

Data organization and analysis. Four tables were created based on themes in the research questions. The themes represented in the four tables are: structure, requisites, supervision, and evaluation. Each table contains a number of variables that the CYCEAB research committee deemed important to report on, in order to comprehensively address each theme. These tables were altered on a couple of occasions, including Heather Snell's suggestion to separate tables for each of the CYCEAB member's programs. The tables were then finalized through correspondence with Dr. Magnuson and the CYCEAB research committee.

Structure. The first theme is labelled Structure. The variables in the theme of structure, include: the number of practicums, the sequence of practicums (which semester each practicum takes place in, while considering the length of the program being discussed), as well as each practicum's respective length in terms of hours. Whether practicums are completed in block sequences or concurrent with academic courses is another way that programs structure practicum learning. Specializations were included in the theme of Structure, as specializations often involve specific criteria around where certain practicums (typically final practicums) take place.

Requisites. The theme of requisites includes both pre-requisites (occurring before) and co-requisites (simultaneously with). Requisites can be sanctioned by the CYC program, the institution that the CYC program belongs to, the agency hosting practicum placements, and/or associations that the CYC program is associated with (Child and Youth Care Association of British Columbia, Ontario Ministry of Training, Colleges and Universities, etc).

The requisites table has two subcategories. One of these subcategories is first practicum pre-requisites. This category is divided into two variables. The first variable is the academic requirements that each program requires of students before they are able to participate in practicum 1 (academic pre-requisites). The second variable is the non-academic pre-requisites for students entering into practicum 1.

The other subcategory in the requisites table is subsequent practicum requisites. This subcategory is also divided into two variables. The first variable is the pre-requisites for any subsequent practicums. The second variable is the concurrent requirement(s) (co-requisites) that students must abide by while participating in practicum courses, not including practicum 1. The variables discussed are the ones that have been explicitly documented. Implicit practices may not be reported in this section.

Supervision. The third theme is Supervision. Approximate collateral contacts per supervisor are addressed in the supervision theme. This was done by documenting the number of agency partners, the number of supervisors, and the number of students. The approximate amount of direct student supervision is then addressed by reporting on the expected frequency of student contact with the school and the agency supervisors, as well as the type of seminar that the student is participating in. Additional variables measured in the supervision theme are the minimum academic and professional experience that are required of supervisors, as well as whether student supervision includes visiting students at their practicum placement or not.

Across CYCEAB member programs, there were a number of different terms used when referring to school-based supervisors. For the purpose of clarity, when addressing college and university supervisors, all supervisors are referred to as the "school supervisor". The on-site

practicum supervisor that is employed by the agency hosting the student's practicum is referred to as the "agency supervisor". The specific titles are addressed when referring to different staff/supervisor roles that are obvious, such as a practicum coordinator. Whether or not supervisors are employed full-time or part-time is also be reported.

Evaluation. Student evaluation is the final theme explored. After distributing surveys to CYCEAB members, the CYCEAB research committee and I decided that comprehensively reporting on evaluation rubrics and learning outcomes could each merit their own independent study. Discussions with the CYCEAB research committee led to a decision that a surface-level exploration of four prioritized variables of evaluation would be done to report on this theme. The variables in the evaluation theme include: criteria for evaluation, agency involvement in evaluation, whether practicums are pass/fail or graded, and if CYCEAB members explicitly documented having practicum learning outcomes.

The first area explored in the theme of evaluation is the criteria for evaluation. The criteria for evaluation consist of all the tasks that determine the academic outcome for students in their practicum experiences. There were common criteria for evaluation documented on the preliminary data table. These criteria were grouped into the following categories: written assignments, evaluation forms, learning plans/equivalent, journals/practicum logs, attendance and participation, and other. In some instances programs included tasks, such as learning plans, but they were not explicitly evaluated. In this case, the task would not show up as a means of evaluation.

The second variable in the evaluation theme is the agency supervisor's involvement in the evaluation process. The question that informed this was: Are agency supervisors given the

responsibility of evaluating students via grading them directly, or do agencies influence student grades indirectly instead (i.e., providing feedback on the student's performance evaluation to their school supervisor)? Whether or not practicums are graded or pass/fail was documented as well. The final variable reported on is whether or not CYCEAB members explicitly documented learning outcomes. This was typically answered with a yes/no response; however, there were instances where the CYCEAB programs used a different term than learning outcome to essentially describe the same concept. In this case a clarification note was included.

Credential. Each thematic table was divided into five sections to represent the different credentials that the theme is explored in relation to. These credentials include: diploma, advanced diploma, accelerated advanced diploma, bachelor's degrees, and master's degrees. Accelerated advanced diploma programs are 3-4 semesters in length and offer the advanced diploma credential. Accelerated advanced diplomas have significantly larger pre-requisites than advanced diplomas, requiring students to complete a minimum of approximately 2 years of post-secondary education. In some cases accelerated advanced diplomas require students to have completed a degree or a specific diploma as a program pre-requisite. Separating the data into each of the five program categories significantly decreased the sample size for each variable. After separately reporting on each of the five programs in a theme, the data was summarized for all five programs for that same theme. Afterward, the variable of region was addressed, as regional patterns were apparent on the preliminary data tables.

Throughout the data collection process, it was apparent that a diversity of language was being used to describe similar topics, roles, etc. Along with the CYCEAB research committee members, I was directed to keep a list of these terms. When there was a variation from a more

common language, I would follow up with the respective CYCEAB member for clarity on grouping variables together. For clarity purposes, certain terms are deliberated in the results and discussion sections of this project.

Summary

Table 1 shows how these four themes are connected to the research questions. The first research question is: "In what ways do Child and Youth Care (CYC) programs deliver practicum courses?" This question is very broad and inclusive, and as such, it is addressed in all of the thematic tables. It is addressed in the structure table, because there are differences in the ways that CYCEAB programs systematically conduct practicum courses. For example, offering practicums in a program's first semester compared to a program's fourth semester are different ways of practicum delivery. Similarly, having students complete block practicums vs. practicums concurrent with other courses are also different ways of practicum delivery.

The requisites theme also addresses practicum course delivery, as this theme contains the sequence of practicums in relation to coursework. Practicum delivery is differentiated in the participating CYCEAB programs based on variables such as: required course completion, mandatory trainings and certifications, etc, prior to practicum participation. Whether or not a theory course is scheduled concurrently with practicums is reported in the requisites table. The CYCEAB research committee reasoned that concurrent participation in theory and practicum courses could be utilized as an attempt to integrate knowledge and experience, which might be seen as a key factor in practicum delivery.

The frequency of student supervision is a key variable in addressing practicum delivery, because supervision can be an opportunity for students to reflect on what's happening at their practicum site, as well as receive individual support and direction. Whether or not students participate in an integrative seminar during the practicum placement is important as well, for the same reasons.   The theme of evaluation is an important consideration in practicum delivery, because it is can structure goal setting (via learning outcomes or otherwise), provide time for student reflections, and impact the amount of work students have to complete outside of direct practicum hours.

The second research question is: "What are the types of practicum placements in Canadian CYC programs?" There is some overlap between the "type" of practicum placement and the previous discussion about practicum delivery; however, there are differences as well. In the structure table practicum "type" refers to whether it is concurrent, block, either (concurrent or block), or both (concurrent and block) placements; however, the term "type" can also refer to practicum specializations, which are also reported in the structure table.

A practicum that requires seminar participation is a different type of practicum than one that does not; therefore the supervision theme is included in addressing the type of practicum. Likewise, a pass/fail practicum is a different type of practicum than a graded one, making the evaluation table relevant in exploring the types of CYC practicums.

The third research question is: "How are CYC programs conducting student supervision?" This question was explored in different ways. What experience are supervisors required to have? How often is supervision by the school and agency supervisors taking place? How many collateral contacts do supervisors have with regard to agencies and the number of

students?   These questions report on the resources that CYC programs have allocated to student supervision. They also report on differences in practice that will be explored in the discussion section.

The fourth research question, "How are CYC students being evaluated", is addressed with the data in the evaluation table. The specifics around what tasks students are expected to complete are identified. Also, the explicit ways in which agency staff contribute to student evaluation is reported. Whether students receive a grade or whether practicums are pass/fail is documented.

The fifth research question is "What similarities and differences are there across the different CYC programs' practicum curricula?" The working definition of practicum curricula in this study is limited to the major components of practicums. There was no specific approach to answering this research question. After collecting data from CYCEAB members and reporting on it, similarities and differences were assessed via overview. There were notable similarities and differences among CYCEAB member programs in relation to region, which were easily recognizable when looking at the preliminary data table. It was decided by the CYCEAB that regional similarities and differences would be discussed.

This study explored a few specific facets of curricula, including: Are students participating in seminar courses? If so, are they integrative? Do practicum courses have learning outcomes?   This data is recorded in the supervision and evaluation tables. Although a thorough exploration of practicum curricula is outside of the scope of this research project, responding to this research question at a surface-level may be useful in launching future research.

The final research question is, "Are there any obvious gaps/uniquenesses in CYC practicum delivery across institutions?" To answer this question, I identified the practices that are unique to a few CYCEAB member programs. All of the thematic tables are considered in addressing this question. This research question is largely addressed in the discussion section through reporting on what some of the less common practicum practices are among CYCEAB member programs, the possible implications of those practices, and the alternative practices/considerations recommended in previous research.

As displayed in Table 1, there is definite overlap that has occurred in responding to this project's research questions. An example of this is the variable of practicums being graded vs. pass/fail, contained in the theme of evaluation. This variable addresses practicum delivery (research question 1), evaluation (research question 3), or even gaps/uniquenesses (research question 4). To avoid the repetition that would come from discussing how each theme's variables could apply to each research question, I have subjectively assessed, then reported on, some of the more key and clearly connected relationships between themes and research questions.

Table 1 Pairing Research Questions and Theme	
Research Question	**Associated Theme**
In what ways do Child and Youth Care (CYC) programs deliver practicum courses?	Structure, Requisites, Supervision, Evaluation
What are the types of practicum placements in Canadian CYC programs?	Structure, Requisites, Supervision, Evaluation
How are CYC programs conducting student supervision?	Supervision
How are CYC students being evaluated in practicum courses?	Evaluation
What similarities and differences are there across the different CYC programs' practicum curricula?	Structure, Supervision, Evaluation
Are there obvious gaps/uniqueness in CYC practicum delivery across institutions?	Structure, Requisites, Supervision, Evaluation

Strengths and weakness of the study. There are many strengths and some weaknesses from proceeding in the manner that has been discussed in this chapter. This lengthy data collection process allowed for CYCEAB members to add and clarify information on a number of occasions leading up to the cut off. The ongoing communication with the CYCEAB research committee was a strength of this project's method because the CYCEAB research committee continued to express ongoing research interests, which are reported in this project's discussion section. The ongoing communication was also helpful, because it influenced the direction of this project through a number of focused conversations.

The quantity of information and the data collection approach of combining questionnaire responses with participant correspondence and researching programs online, are both strengths and weaknesses. Some of the online data was outdated and misleading. A number of clarifications were made via email to address this; however, there is still the potential for some

errors to be made in gathering and clarifying this information. Another weaknesses of this study

is the relatively low response-rate for the questionnaire. The questionnaire had a 56.5% return

rate that may, at least partially, be related to asking information that required a time-consuming

response. When including all three forms of data collection, the vast majority of CYCEAB

member programs ended up participating in this study, which is a strong representation of

practicum practices across CYCEAB member institutions.

Results

In this section, each research question is reported on by theme, and the data is categorized according to the type of credential that is granted by each program. I shared some of the preliminary results, such as the difference in program hours across the different credentials, at CYCEAB research committee meetings. The CYCEAB research committee subsequently identified the need for the results section to include a cross-credential comparison of each theme. Throughout this project, mean scores will be expressed using the symbol "M" and number will be expressed using "N".

In What Ways do CYC Programs Deliver Practicum Courses?

The total number of diploma programs is seven and these are geographically spread across Canada: BC (2), Alberta (2), and Maritimes (3). All of the advanced diploma programs are situated in Ontario ($N = 10$), as are all of the accelerated advanced diploma programs ($N=4$). The Bachelors programs are situated in BC (4), Alberta (2), and Ontario (1). There are 3 Masters programs associated with 2 CYCEAB member institutions. UVic offers a CYC MA; Strathclyde University offers two MSc.

Table 2.1: Practicum Structure by Credential

Credential	Semester of Initial Practicum	Number of Practicums	Total Practicum Hours	Practicums Per year
Diploma Programs	$M = 2$	$M = 2.6$	$M = 515$	$M = 1.14$
Advanced Diploma	$M = 2.8$	$M = 2.7$	$M = 1166$	$M = 0.93$
Accelerated Advanced Diploma	$M = 2.5$	$M = 1.75$	$M = 761$	-
Bachelor Degree	$M = 2.8$	$M = 2.6$	$M = 718$	$M = 0.69$
MA (UVic)	*Student's must complete all required courses before practicum*	$N\ 1$ *(optional 2nd)*	$N = 165\ (330$ *including 2nd)*	-

Diploma. Alberta requires the most hours ($M = 780$), in comparison to BC ($M = 300$) and the Maritimes ($M = 486$). All of the diploma programs that are structured by semesters (N=5) are standardized as 2 year/4 semester programs, with most having the option of completing the program part-time within a certain number of years (min 3; max 5-7). Eastern College is the only non-semester program. Eastern uses weeks/months to structure learning instead. In this section, Eastern College's week/month structure will be converted to the equivalent semester, so that Eastern College is included in the analysis of practicum "type". Eastern is being converted for practical reasons (it is simpler to convert one program than seven). The conversion ratio is 16-18 weeks/4 months per semester, because the other CYCEAB programs have approximately four-month semesters. For an example of this conversion, Eastern College's first practicum begins at 6 months and is therefore considered as being in semester 2. Fourteen percent of 1st practicums begin semester 1, 71% begin semester 2, and 14% begin semester 3. The number of practica in diploma programs ranges from 1-4 ($M = 2.6$). The

standard practice in practicum courses is individually assigning students to a host agency; however, three CYCEAB programs facilitate group practicums. An example of a group practicum is at Humber College where Field Placement 1 consists of students working in groups as they complete an advocacy project in the community. Because group practicums seldom occur and are very different in structure from typical practicum placements, group practicums will be mentioned separately. The number of hours required in one practicum ranges from 120-480. There is also a 32 hour group practicum. The total number of practicum hours needed to obtain a CYC diploma ranges from 300-820 ($M = 515$).

Table 2.2: Diploma Structure by Region

Diploma Credential by Region	Number of Practicums	Total Practicum Hours
BC	$M = 1.5$	$M = 300$
Alberta	$M = 2.5$	$M = 780$
Maritimes	$M = 2.7$	$M = 486$

Advanced diploma. All of the programs are structured using semesters. Eighty percent are 3 year/6 semesters, 10% are 2 year/6 semesters, and 10% are 3 year/ 9 semesters. The 2 year/6 semester program (Cambrian College) allows for students to possibly graduate after 4 semesters, when they have an "advanced standing" in the program. The "advanced standing" designation is offered to a limited number of students per year, based on their previous fieldwork experience and credentials. All of the programs are full-time, with 10% of programs being "condensed" full time (meaning they do 10 months of study per year), and 20% of programs offering part-time options as well. The number of hours required in one practicum ranges from 52-720. The 52 hour practicum noted above, is labelled a "field project" by Humber College. The total of number of practicum hours needed to obtain a CYC advanced diploma in the regular

(non-accelerated) program, ranges from 840-1440 ($M = 1166$). The average number of practicums ranges from 2-4 ($M = 2.7$), with an average of 0.93 practicums per year. Twenty percent of 1st practicums begin semester 2 and 80% begin semester 3.

Accelerated advanced diploma. As mentioned earlier accelerated advanced diploma programs offer advanced diplomas to students at an accelerated pace. Accelerated Advanced diplomas have a much stronger academic pre-requisite than advanced diploma programs. All accelerated advanced diploma programs are structured by semesters. Two programs are 3 semesters/1 year and the other 2 programs are 4 semesters/16 months. All accelerated advanced diploma programs are full-time. The number of hours required in one practicum ranges from 315-512. The total number of practicum hours needed to obtain a CYC advanced diploma in the accelerated program ranges from 480-1200 ($M = 761$). The number of practicums range from 1-3 ($M = 1.75$); with the average practicums per semester $= 0.5$. 50% of 1st practicums begin semester 2 and the other 50% begin semester 3.

Bachelors. All of the bachelors programs in this study are 4 year/8 semester programs. Seventy one percent have the option of completing the program part-time. The number of hours required in one practicum ranges from 120-540, with one program facilitating a 25 hour group practicum that is similar to the group practicum previously described. The total of number of practicum hours needed to obtain a bachelor's degree ranges from 600-980 ($M = 718$). The number of practicums range from 2-3. The average practicums per year $= 0.69$ (compared to the diploma program average of 1.14). 28.5% of 1st practicums begin semester 1, 28.5% begin semester 2, 14% begin semester 3, and 28.5% begin semester 5.

Masters. The two MSc programs are both from Strathclyde and have the same general rules; therefore, they will be referred to as the MSc programs. The MSc programs are vastly different in structure from UVICs MA program. The MSc programs are completed over 6 semesters, while the MA program does not specify a requirement beyond a 5 year completion deadline. The MSc programs do not have any formal practicums, whereas the MA program has a minimum requirement of 165 hours, with the option of completing a second practicum. The MSc programs require students to work 2080-3640 hours in a related field, over 6 semesters. The MSc programs curricula consists of a number of assignments that require students to reflect on their concurrent work in the field.

Practicum delivery (all credentials). Viewing the data, inclusive of all credentials, highlights the similarities and differences among programs that are different in size and outcome credential. For example, what if despite significant differences in requisites and credential, practicum statistics were identical between the two programs? What if despite similarities in length, the programs were vastly different in structure? Exploring these variables can give us awareness about how educational practices differ.

First practicums in the diploma and bachelor programs can take place as early as semester 1 (Grant MacEwan). The earliest that advanced diploma and accelerated advanced diploma practicums begin is semester 2, and the earliest that the MA practicum begins is semester 3. Overall, the semester in which programs offer their initial practicums are: diploma ($M = 2$), advanced diploma ($M = 2.8$), accelerated advanced diploma ($M = 2.5$), and bachelors ($M = 2.8$). The first (and only required) practicum in UVic's MA program can be done as early as semester 3 if all the other coursework has been completed; however, the school recommends that students

wait until semester 4. The longer the length of a program, the later it is that practicums begin (with the exception of advanced diplomas and bachelor's programs beginning practicum the same time).

Despite being 2, 3, and 4 year programs, the number of practicums is remarkably similar across the diploma, advanced diploma, and bachelor programs: diploma ($M = 2.6$), advanced diploma ($M = 2.7$), and bachelor degree ($M = 2.6$). Even though bachelor degree programs are approximately 3 years longer than accelerated advanced diploma programs, they average less than one additional practicum.

Another component of practicum structure is the amount of practicum hours that programs require students to complete. There is a broad range of required practicum hours across credentials. The average number of practicum hours required by each credential is: diploma ($M = 515$), advanced diploma ($M = 1166$), accelerated advanced diploma ($M = 761$), bachelor's degree ($M = 718$), and master's degree (UVIC $= 165$); the average over all credentials is ($M = 665$). This shows that the diploma, advanced diploma, and bachelor degree programs all have approximately the same number of practicums; however, there is a notable difference in the required practicum hours across these programs. Advanced diploma programs are one year longer than diploma programs on average, but advanced diploma programs have more than double the required practicum hours than diploma programs. Advanced diploma programs are approximately one year shorter than bachelor programs, but advanced diploma programs average approximately 400 more hours. Accelerated advanced diploma programs are the shortest in length of all the credentials represented; however, they require the second most amount of hours.

The master's degree program requires the least amount of hours. It is 68% less than the next lowest (the diploma program), and 86% less than the highest (the advanced diploma program).

What are the Types of Practicum Placements in Canadian CYC Programs?

Table 3: Practicum Types by Credential

Credential	Block (%)	Concurrent (%)	Either/Both (%) (Block/Concurrent)	Pass/Fail (%)	Graded (%)
Diploma Programs	69	12.5	18.5	57	43
Advanced Diploma	41	52	7	50	50
Accelerated Advanced Diploma	43	43	14	25	75
Bachelor Degree	16.6	50	33.2	14	86
MA (UVic)	-	-	Yes	Yes	-

Appendices B.1-B.4 include the terminology of practicum "type" to refer to whether these are completed as block placements, concurrent with other courses, both block and concurrent placements, or either of the two. Some of the key findings from that table have been reported on as percentages in Table 3 (above). Fifty percent of 1st practicums are block placements (N=8). Regionally, the west is close to evenly split: concurrent (n = 2), either (n = 2), both (n = 1), and block (n = 3), while practicums in the East are 100% block (n = 9). Among advanced diploma programs 52% of practicums are concurrent with courses (N=14), 41% are block placements, and 7% are both.

In terms of evaluation, two different "types" of practicums emerged from the data: whether practicums are pass/fail or graded. Fifty seven percent of diploma programs use a pass/fail completion system while 43% use grading. For the advanced diploma programs 50% of the programs use either a pass/fail or satisfactory/unsatisfactory approach to evaluation. The remaining 50% of programs assign grades. Seventy-five percent of programs of accelerated advanced diplomas use grades, the 25% employ a satisfactory vs. unsatisfactory approach to evaluation. Eighty-six percent of bachelor programs are evaluating by letter grade, while the remaining program is using a satisfactory/unsatisfactory system. For MA/MSc programs, UVic uses a complete/incomplete (COM/INC) evaluation system, while Strathclyde grades practicum-related assignments (50% to pass).

Specialized practicums are another "type" of practicum, as they often have different pre-requisites, hour requirements, etc. With the exception of Mount Royal University's specialization in CYC itself, 100% of specializations are found in programs located in BC. In the diploma programs, Douglas College offers a specialization called the Aboriginal Stream. VIU has also previously offered an aboriginal stream/specialization in the diploma program as well; however, the aboriginal stream did not run in the 2014-2015 academic year. Among the degree programs, Douglas College, UFV, VIU, and UVic all offer Child Protection Specializations. UVF also offers a Child Life Specialization and UVic offers a Specialization in Early Childhood and an Indigenous Specialization.

How are CYC Programs Conducting Student Supervision?

Table 4: Supervision by Credential

Credential	Supervision Staffing Least – Most (#)	Students (#)	Agency Partners (#)	Frequency of Contact (School Supervisor) %	
Diploma Programs	1 Supervisor – 1 Coordinator & 9 Seminar/Placement Instructors	$N = 22–150$	$N = 28\text{-}200+$ $M = 49.65$	*Weekly*	*Regularly*
				71	28.5
Advanced Diploma	1 Coordinator – 1 P/T Coordinator & 16-24 Supervisors	$N = 30\text{-}285$ $M = 152$	$N = 7\text{-}200$ $M = 91.25$	40	20
Accelerated Advanced Diploma	1 Coordinator – 1 P/T Coordinator & 16-24 Supervisors	$N = 5\text{-}240$ $M = 142$	$N = 15\text{-}200$ $M = 95$	25	50
Bachelor Degree	Faculty Instructors – 1 P/T coordinator & 16-24 supervisors	$N = 64\text{-}285$ $M = 157$	$N = 60\text{-}200+$ $M = 148$	43	43
MA (UVic)	1 Full-time Instructor	$N = 10$	$N = 200$	-	-

Contextual factors. The number of students that a school supervisor is assigned and the number of agency partners with whom supervisors correspond are both factors in a school supervisor's workload. Six out of seven diploma programs indicated the approximate number of agency partnerships that they have for practicum placements. Of the six, the number of agency partners ranges from 28-200+ ($M = 49.65$). CYCEAB members submitted the number of students that they enrol in practicums each year, which ranged from 22-150. As there are more agency partners than students, programs do not send students to every one of their partner agencies on a yearly basis. The number of faculty supervisors ranges from 1 fulltime supervisor (50% of time) to 1 coordinator and 9 seminar/placement instructors.

The approximate number of agency partnerships that advanced diploma programs use for practicum placements ranges from 7-200 ($M = 91.25$). Nine out of ten programs submitted

information on how many students were in practicum placements. The number of students each

CYCEAB member had enrolled in practicum placements ranged from 30-285 ($M = 152$). There

was some discrepancy about who was considered an agency partner (e.g., is the school vs. school

board the agency partner?). There was also the potential for discrepancy among the number of

students in practicums, as some CYCEAB members specified the number of students "each

semester" or "at one time", while others simply provided a number. Both Table 4 and

Appendices C.1-C.4, show the figures that CYCEAB members reported. When CYCEAB

members gave additional details, those details were added to these tables.

Eight out of ten advanced diploma programs submitted information regarding the number

of practicum supervisors in their program. The number of supervisors ranged from 1 Field

Placement Coordinator – 1 part-time Coordinator and 16-24 Fieldwork Supervisors. Although

the number of supervisors is documented, it is unclear what percentage of the supervisor's

workload is exclusively for supervision.

The approximate number of partnerships between accelerated advanced diploma

programs and agencies ranges from 15-200 ($M = 95$). Seventy five percent of programs

submitted information on how many students were in practicum placements. Similar to the

advanced diploma programs, some programs specified the number by the semester and some

wrote "at one time". The number of students in practicum ranged from 5-240 ($M = 142$).

Seventy five percent of programs submitted information on the number of school supervisors as

well. With part-time supervisors valued at .5 and full time at 1, the range is from .5-3 ($M = 2$).

Follow up correspondence indicated that the 3 full-time supervisors are primarily instructors with

the additional responsibility of supervising. These instructors may have fewer hours allocated to

supervision than the one part-time coordinator. The number of supervisors ranged from 1 Field

Placement Coordinator – 1 part-time Coordinator and 16-24 Fieldwork Supervisors.

Six out of seven bachelor's level programs responded with the approximate number of

agency partners. The range of agency partners is between 60-200+ ($M = 148$). All of the

programs submitted the numbers for students in practicum, which ranged from 64-285 ($M =$

157). Some of the responses included additional information, such as referencing involvement in

"field projects" as well as specifying students per/each semester. Faculty instructors were

responsible for practicum supervision 71% of the time. The other responses include 6 fulltime

supervisors and 1 part-time CYW coordinator with 16-24 practicum faculty supervisors. The 2

MSc programs at the University of Strathclyde do not run a formal practicum course; thus, they

have no agency partners. Each MSc program has approximately 15-17 students with 3 faculty

staff. The MA program (UVic) has 200 agency partners with 1 full-time Instructor, for

approximately 20-25 students per 3 semester year (varies by term).

Practicum supervisor qualifications. The academic and professional qualifications of

practicum supervisors were also explored. Six out of seven diploma programs submitted

responses for the required professional and academic experience of school supervisors. Of the 7,

the academic experience ranges from diploma (CYC/CYW) – masters-level (MA/MEd). The

breakdown of current supervisor credentials is diploma (50%), BA (33%), and masters (17%) for

front line/casual school supervisors and diploma (33%), bachelors (17%), and masters (50%) for

"lead" practicum faculty, which may include additional responsibilities, such as staff supervision.

Eight out of ten programs submitted responses for the required professional and academic

experience of school supervisors in advanced diploma programs. Of the 8 programs, the

minimum required academic experience of school supervisors ranges from diploma (CYC/CYW) – MA in completion). The breakdown of responses is: diploma (75%), bachelors (25%), and varies (25%) for front line/casual supervisors. Masters in completion was also included as a response in reference to a faculty supervisor's minimum credential. In accelerated advanced diplomas, only 2 of 4 programs submitted responses for the required professional and academic experience of school supervisors. One reported the minimum required credential/experience as being a CYC diploma and 5 years of experience, while the other a CYW advanced diploma.

Five out of seven bachelor's programs responded to the question about the required academic and practice experience. Eighty percent of programs required an MA from faculty supervisors. The remaining program required a BA and CYC certification, with lead instructors needing an MA. Only one program responded with experiential requirements. In the MA CYC program, the practicum instructor is required to have a PhD and the consultant is required to have an MA.

Frequency of contact. Frequency of contact between students and both school supervisors and agency supervisors was measured in connection to conducting supervision. Diploma programs responded to the frequency of contact between students and school supervisor as occurring regularly (28.5%) or weekly (71%). Within these two categories, programs also reported that supervision was "available" to students (14%), students could have supervision "as needed" (28.5%), and supervision was done during seminar courses (43%). The required frequency of supervision between students and agency supervisors is also diverse. Responses included daily, day-to-day, at 3 evaluation meetings, regularly, and minimum 1 hour weekly. Six

out of seven programs have explicitly stated that onsite visits are required of their school supervisors, while information was not obtained for the 7th.

Advanced diploma programs responded to the frequency of contact between students and school supervisor occurring as either weekly (40%) or regularly (20%), with other responses including during onsite visits, as needed, during meetings unless needed, minimum 1 face-to-face per semester, minimum 2 face-to-face plus orientation and seminar. The required frequency of supervision between students and agency supervisors was reported as weekly (50%), bi-weekly (10%), regularly (20%), day-to-day (10%), and for 2/3rds of placement (10%).

Accelerated advanced diploma programs responded to the frequency of contact between students and school supervisor occurring as either regularly (50%), weekly (25%), and during onsite meetings/to address an issue (25%). Each program reported having different requirements for the frequency of supervision between students and agency supervisors, which included weekly, bi-weekly, regularly, and day-to-day. Some programs specified the required length of meetings as well.

Bachelors programs required students and school supervisor to meet regularly (43%), weekly (43%), and 3 meetings plus seminar (14%). Some programs specified who leads the supervision and some specified whether it was group or individual supervision. The required frequency of supervision between students and agency supervisor is regularly (29%), weekly (57%), and 3 meetings (14%). Responses included: daily, day-to-day, at 3 evaluation meetings, regularly, and minimum 1 hr weekly. In the MA CYC program, students meet with their school supervisor at "various points" of practicum and they meet with their agency supervisor weekly.

How are CYC Students Being Evaluated in Practicum Courses?

Table 5: Evaluation by Credential

Credential	Criteria (%)						Agency Involvement
	Evaluation Form(s)	Learning Outcomes	Written Assignments	Attendance & Participation	Journals/ Practicum Logs	Other	Independently Complete Evaluation
Diploma Programs	100	100	100	57	28.5	86	57
Advanced Diploma	*100*	*50*	*60*	*10*	*10*	*70*	*100*
Accelerated Advanced Diploma	*100*	*100*	*100*	*25*	*25*	*75*	*100*
Bachelor Degree	100	100	86	25	25	75	100
MA (UVic)	Yes	Yes	Yes	No	No	No	100

Criteria. Information related to evaluation practices was obtained for all seven of the diploma programs. The explicit criteria for evaluation that diploma programs are using is written assignments (100%), evaluation forms (100%), learning plans/equivalent (100%), journals/practicum log (28.5%), attendance and participation (57%), other (86%). Some programs required midpoint/final in-person interviews as an aspect of evaluation; however, they did not assign any grade to them, rather, they seemed to be a means for checking-in on the student's experience and offering the student feedback.

There is evaluation data for all 10 of the advanced diploma programs. Addressing the evaluation process to determining a grade was difficult to determine, as some of the programs were not specific about the weight given to the different aspects of evaluation. Also, some programs did not grade certain assignments, but they gave deductions for incompletion. These deductions will not be documented in this section. Some programs have formal evaluations, but state that the school supervisor only has to consider them in deciding a grade. In these instances, the other factors being considered are not always reported.

In relation to the previously established criteria for evaluation, the advanced diploma programs are using written assignments (60%), evaluation forms (100%), learning plans/equivalent (50%), journals/practicum log (10%), attendance and participation (in supervision meetings) (10%), other (70%). Similar to the current practices in the advanced diploma programs, there is sometimes an unspecified breakdown of student's grades in accelerated advanced diploma programs. Students are evaluated using written assignments (100%), evaluation forms (100%), learning plans/equivalent (100%), journals/practicum log (25%), attendance and participation (in supervision meetings) (25%), other (75%).

Data was collected for all 7 of the Bachelor's level programs. In the case of the bachelor's level practicums, there were sometimes differences in the evaluation requirements for 1st practicums, compared to later practicums. In many cases, students are able to opt-in to the program after 1st practicums, or even challenge first practicums based on previous experience. To report a more clear picture of practicum requirements, less substantial assignments that are earlier in the program, are not included in the data tables (for example a written assignment worth 10% in practicum 1 would not be included). This is because it skews the data when there are no other written assignments in 2nd, 3rd, and/or 4th year practicums, but by obligation to report the initial assignment (10% in practicum 1), it is reported that students are required to do written assignments. Considering the aforementioned criteria, students are evaluated using: written assignments (86%), evaluation forms (100%), learning plans/equivalent (100%), journals/practicum log (25%), attendance and participation (in supervision meetings) (25%), other (75%).

One hundred percent of masters programs incorporate written assignments into their evaluation criteria. The University of Strathclyde primarily utilizes written reflections and accounts of practice in essay style formats throughout both of their masters programs, while UVic requires students to complete one final report that summarizes the student's experience and learning, the initial learning goals and outcomes, and future learning. Strathclyde incorporates other forms of assignment (group projects, presentations, videos, etc), while UVic primarily addresses student evaluation through agency-completed evaluations (midpoint and final), as well as correspondence between the school supervisor with the agency and the student and through mid-term and final evaluation meetings.

Agency Involvement. Agencies were involved in grading students in diploma programs 100% of the time. This was done in different ways, including completing evaluations (57%), co-completing evaluations (28.5), signing off on evaluations (28.5), and initialling assignments (14%). In the advanced diploma programs, agencies were involved in grading students 100% of the time by completing formal agency evaluations. Aside from that, agency involvement looked different from program to program. Agencies were sometimes involved in the goal setting process. They also completed a number of other tasks, including signing timesheets, consulting with school supervisors, participating in triad meetings, and completing feedback forms. All participating agencies are involved in evaluating students in accelerated advanced diploma programs, by completing evaluations. Twenty-five percent of agencies (1/4) complete a feedback and evaluation document. The other agencies (75%) complete evaluations that school supervisors consider in determining the student's grade.

In bachelor's programs, agencies are involved in final student evaluations 100% of the time. Agencies are also involved in midterm evaluations for 71% of programs. At Strathclyde, the agencies that the student is employed at have no input regarding grading/evaluation, while at UVic the agencies are responsible for completing the midpoint and final evaluations with the student, which make up the majority of the student's overall grade. At UVic, agencies also participate in the mid-point and final evaluation meetings with the student and school supervisor.

What Similarities and Differences are There Across the Different CYC Programs' Practicum Curricula?

Learning outcomes. Phelan (2005) notes that "[faculty] spend lots of energy… in CYC programs creating learning outcome statements" (p. 354). As noted earlier, learning outcomes

were of great interest to the CYCEAB, but deemed outside of the scale of this research project to explore thoroughly. As a compromise, I identified whether or not programs are utilizing learning outcomes. In some cases, there was information on alternative approaches or perhaps language to address learning outcomes.

About twenty eight percent of diploma programs are not currently explicitly communicating learning outcomes. Of the ones that are, there is a diversity in language being used (learning outcomes, learning experiences, and course outcomes). Ninety percent of advanced diploma programs have explicitly stated learning outcomes. The only program not to have explicitly stated learning outcomes mentions the Seven Domains of Practice in the "Learning in the Field" section of their fieldwork manual.

All accelerated advanced diploma programs utilized explicitly communicated learning outcomes. Similarly, 100% of bachelors programs have explicitly documented learning outcomes; however, in some instances they are divided into modules (14%), labelled "overall goals" (14%), or clearly expressed in learning assignments (14%). Strathclyde has program-wide learning objectives. UVic does not use explicitly stated learning outcomes, instead, they include: course objectives, student-derived learning goals, and evaluation criteria implicit of learning expectations.

Seminar. CYCEAB members seem to attribute substantial value to seminar courses, based on the amount of information expressed about seminar courses in programs' curricula. Seventy one percent of diploma programs reported having integrative seminars, while one school expressed having weekly group supervision instead, and another school reported that seminar

courses are not co-requisites to student's practicum placements.   In the advanced diploma

program, 70% of programs replied integrative, 10% co-curricular, and 20% neither.

Of the four accelerated advanced diploma programs, two have integrative seminars, while

the other two programs reported having neither. One hundred percent of Bachelor's programs

are facilitating integrative seminars. There is no integrative/co-curricular seminar for the MA

CYC program.

Onsite supervision visits. In the advanced diploma program, 90% of programs stated

that onsite visits are required of their school supervisors, with the remaining 10% stating that

onsite visits are required only with identified issues. All four accelerated advanced diploma

programs required supervisors complete onsite visits. Eighty six to one hundred percent of

bachelors programs are requiring faculty to make onsite visits (it is uncertain in one instance),

while no onsite visits are required for the MSc programs. The MA program (UVic) requires two

onsite visits, one at the mid-point and one at the time of completion. When students complete

distance practicums, these two meetings are done via teleconference.

Are There Obvious Gaps or Uniqueness in CYC Practicum Delivery Across Institutions?

The practicum requisites data (see appendices B.1-B.4), depict information that may

seem contrary to some of the previously discussed data. This uncertainty is a gap in practicum

delivery. Examples of that uncertainty are completing coursework prior to completing practicum

and/or completing seminar, as a co-requisite to practicum courses. In both of these instances, the

requisites do not seem to align with current practice as expressed in many of the CYCEAB

members' curriculums. Some examples of this include programs front loading their curriculum

with coursework, but not documenting any of these courses as pre-requisites, as well as aligning

seminar concurrently with practicums, but not explicitly stating that seminar is a co-requisite. This could be explained by some requisites being implicit, curricula being suggested and not required in some instances, or simply not reporting all practicum courses pre/co-requisites into documentation.

Many requisites also describe program uniqueness. In some instances, students are able to challenge practicums and opt-out based on personal experience, and in other instances, students are expected to complete a number of non-academic trainings prior to participating in a practicum. As there are a multitude of contextual factors, it is uncertain about whether these practices are gaps, being linked to either insufficient or excessive training (in relation to the amount of time in the academic program), or innovative uniqueness; thus they will be reported in this section simply as being an existing practice.

Table 6: Pre-requisites by Credential

Credential	Academic Pre-requisites (Including Seminar) %	Non Academic Pre-Requisites (%)			
		First Aid	CRC	Suicide Intervention	Volunteer Hours
Diploma Programs	50	57	100	28.5	43
Advanced Diploma	80	50	60	50	-
Accelerated Advanced Diploma	100	50	75	-	-
Bachelor Degree	86	28.5	100	-	14
MA (UVic)	Yes	-	Yes	-	-

Explicit pre-requisites for practicum 1. Fifty percent of diploma programs (N=4) require students to complete at least one academic course prior to entering practicum 1 (71% including seminar courses as "academic"). Non-academic requirements for practicum 1 include: First-Aid (57%), Criminal Record Check (CRC) (71%; 100% including Clear Conduct Certificate), Suicide-Intervention Training (28.5%), Volunteer hours (43%), Vaccination(s) (14%), etc. For advanced diploma programs there is again a range in academic pre-requisites prior to entering practicum 1, from no pre-requisites (not including admissions requirements) to multiple courses. Eighty percent of advanced diploma programs (N=8) require students to complete at least one academic course prior to entering practicum 1. Of these courses, some programs specify practicum placement course, foundations course, CYC techniques course, etc. Non-academic requirements for practicum 1, include: First-Aid (50%), CRC (60%), medical checks (40%), Immunization(s) (50%), etc. Programs often left the requirements for First-Aid and/or CRC, to the discretion of the agency partner (50%). Seventy percent of programs require previous practicum completion and 50% of programs require previous coursework to be finished. Similar to the Diploma subset, only 1 program required that students submit vulnerable sector forms. One program requires getting UMAB (Understanding and Managing Aggressive Behaviour) completion.

The four accelerated advanced diploma programs have much higher academic pre-requisites than the diploma and advanced diploma programs, as they all require at least 2 years of post-secondary education and 75% require a diploma/degree. Fifty percent specify Human Services/Social Sciences, and 1 program requires a CYC field preparation course. Fifty percent of programs require First-Aid and Immunizations, while the other programs note that agency's will likely require students to obtain these and/or a number of other health related requirements.

Seventy five percent require CRC and 75% mention needing/the likelihood of needing, medical clearance.

The bachelors programs have a diversity of entry points and corresponding academic pre-requisites. Twenty eight and one-half percent of programs allow for students to skip practicum 1, based on already having a diploma/degree and beginning the third year. Eighty six percent of programs require at least one academic course be completed as a pre-requisite, of which, 28.5% report a minimum grade-point average prior to practicum 1. One hundred percent of programs require CRC or equivalent. Many programs have individual requirements unique to them, including self-report medical declaration, vaccination and disease screening, and 100 volunteer hours. All 3 Master's programs identify needing a degree to enroll in the program. The 2 MSc write "normally", indicating that there is the possibility for exceptions. The MA requires that all required core courses other that the practicum course completed prior to beginning practicum, while the MSc requires that work placements are established prior to beginning academic courses. All 3 programs require CRC, while only the MSc's require medical declarations indicating satisfactory health.

Requisites for practicums 2 onward. In the diploma programs, practicums 2 and onward had pre-requisites including previous practicums (71%), at least one course not-including practicums (71%), minimum grade-point average (28.5%), child-abuse screening (14%). Co-requisites include seminar (57%), an academic course (14%), and another course specific to aboriginal peoples (14%). For advanced diploma programs, 70% require academic co-requisites (if seminars are considered academic courses), 50% require previous courses, and only 1 program identified having to complete the previous practicum placement. Only two of the

accelerated advanced diploma programs have more than one practicum. Fifty percent (n=1) specify needing an annual Police Vulnerable Sector clearance for all practicums. The only program that explicitly identifies a co-requisite is Humber College, which requires seminar participation.

The pre-requisites for practicum 2 onward show that of bachelor programs 86% require previous practicums to be completed, 57% require previous coursework to be completed, and 28.5% require a minimum grade-point average in order to take the following practicum. Twenty eight point five percent of practicums also require a co-requisite course (not including seminar). There is only one mandatory practicum course in the MA CYC program. Once that practicum is completed, there is the option of completing an additional practicum.

Discussion

There are significant differences in the ways in which CYCEAB member programs are conducting practicum placements. These differences include when students begin practicum, the length of practicums, pre and co-requisites (academic and non-academic), whether practicums are completed as block placements or concurrent with academic courses, the frequency of student supervision (both with school and agency supervisors), the criteria for evaluation, the extent of agency supervisors' involvement in evaluation, whether practicums are pass/fail vs. graded, and so on. In some instances, existing theories and research will be used to identify how others may understand, and/or may have addressed, some of these different practices. In this section I will report on some of the key findings in this study, how these findings might be explained/what they might mean, the limitations of this study, and finally I will give recommendations for future research.

Key findings in this project are that the vast majority of programs front-load academic coursework, advanced diploma programs require considerably more practicum hours than all other programs, programs seem to have many implicit practices (pre-requisites, co-requisites, gatekeeping, and so on), the absence of explicit practicum-readiness assessments, and a considerable diversity in terminology, frequency of supervision, and methods of evaluation. The limitations of this project include the large quantity of data and some difficulties with the validity of interpretation. Also, the diversity of language and terminology across CYC programs increases the likelihood that there are errors in data reliability. The recommendations for future study include investigating areas of interest to the CYCEAB research committee that were outside of the scope of this project, such as the use of learning outcomes, justification of

academic credit value, and what student supervision specifically consists. Further investigation into gatekeeping practices and student mental health is recommended. It is also recommended that future research should explore how student learning is impacted by different approaches to supervision, different methods of evaluation, and the degree of practice-integration in CYC program curricula.

Highlights from Results

The results section began with features of practicum structure being identified, including which semester (or week for some programs) a student's first practicum is scheduled. Hatcher, Wise, and Grus (2015) address how practicum start times can be pivotal in forming a program's structure, stating that practicum start times "may have a strong role in determining whether courses are taught before or overlapping with practicum" (p. 7). Grant MacEwan was the only CYCEAB member that allowed students the possibility of enrolling in their initial practicum in semester 1 (excluding a 25 hour group practicum at Humber College). The vast majority of CYCEAB member programs introduce practicums in either semester 2 or 3. Of these first practicums, the earlier that a student begins the more likely it is that their practicum will be concurrent with other courses (semester 2 = 67% concurrent/17% block, compared to semester 3 = 40% concurrent/50% block). Twelve percent of the programs in this study that are 6 semesters or longer wait until the 4th or 5th semester for a student to begin their initial practicum. These structural patterns are consistent with the perspective that it is better, perhaps also safer, for students to learn in the classroom before they participate in practicum. This may or may not be true, and more study of how these early practicums work would be helpful.

Very early in this study it became apparent that there was a substantial range in hours for practicum courses across the CYCEAB member programs. The range in hours was so large that it was of particular interest to the CYCEAB research committee. Students enrolled in the advanced diploma programs completed significantly higher hour requirements than any other credential. Advanced diploma programs averaged 38% more hours than bachelor's degree programs, and bachelor's programs are typically a year longer than advanced diploma programs. Another notable difference in practicum hours is among the accelerated advanced diploma programs. From the lowest to the highest, the range in total practicum hours is 480-1200 for the same credential.

Diploma programs primarily offer block placements; advanced diploma programs more often utilize concurrent courses with practicums; and bachelor's programs offer students more options for scheduling their practicum hours. One partial explanation regarding why advanced diploma programs are primarily concurrent with coursework is that they have their initial practicum in a later semester than diploma programs ($M = 2.8$ vs. $M = 2.0$) and advanced diploma programs require students to complete more than double the practicum hours of diploma programs. There may not be enough room in the program curricula for students in advanced diploma programs to complete the hours required of them in block placements. Another possibility is that advanced diploma programs are attempting to better integrate knowledge with experience, by shortening the gap in time from students being taught in the classroom to applying that knowledge in their practicum.

There were a number of differences in requisite practices across CYCEAB member programs, and some of these differences could have ramifications for the safety of children and

youth. For instance, many programs do not explicitly require a criminal record check (CRC) be completed before each practicum. Many CYCEAB member programs that do require a CRC only require them for the initial practicums and not subsequent ones. For example, 60% of advanced diploma programs require a CRC be completed before practicum 1, but only 10% require another CRC for subsequent practicums. It should be noted that some programs defer the CRC requirement to the host agency. In some instances, such as in bachelor's degree programs, there is often a 2-3 year gap between initial and final practicums. A student could easily be convicted of a criminal offense within that time, which is a concern considering that students are often working with extremely vulnerable populations.

Another requisite issue is related to the student's health variable (SHV), including: mandatory vaccinations, immunizations, and/or health screenings. This variable has correlations with regions as well. In the West 57% of programs have no mention of any SHV requisite (n=4), while 28% have a school-based SHV request, and 14% disclosed that host agencies could potentially request information on a student's SHV. In the East only 8% of programs do not mention SHV as a requisite. Fifty percent of programs require students to meet an SHV requisite, while the remaining 42% express that the agency facilitating practicums will likely have a SHV request of their own.

Supervision is arguably the most important factor in facilitating practicums, as it comes with "a high degree of ethical responsibility to ensure that… the student does no harm" (McElwee, O'Reilly, & McKenna, 2002, p. 279). The CYCEAB research committee and I assumed that supervision would be done by both a school-based and agency supervisor because we thought that it was reasonable to consider that the responsibility of students doing no harm is

shared between these two supervisors. As well, CYCEAB members often speak to the importance of collaborative practice. I found that there was no indication in the data that the responsibility of safety fell solely on either supervisor and assume from this that the responsibility is in fact shared. Yet it may perhaps be the case that the previous discussion on programs deferring CRCs to agencies implicitly renders the agency as primarily being responsible for students' actions while they are onsite. This suggests that these responsibilities and how they are carried out needs further study.

As in other areas, language was a notable factor in school supervision.   CYCEAB members reported a number of titles for school staff associated with student supervision, including: faculty, course instructors, seminar/placement instructors, casual faculty, field support officers, CYW coordinator, field liaisons, sessional instructors, and so forth. Based on collateral information, the data indicated the possibility of a substantial range in a school supervisor's workload. At one end, field supervision was done exclusively by one full-time teaching faculty; on the other end, supervision was done by up to 24 part-time faculty. There was also a notable difference in the range of agency partners across CYCEAB member programs, from 7 to over 200.

CYCEAB member programs have utilized a diversity of approaches to training (through goal setting and reflection) and evaluating students, including: learning plan reflections, triad interviews, student/agency/school supervisor evaluations, portfolios, blogging/journaling, and unique written reports, such as: case reports, barriers of services reports, roles and responsibilities, evaluation "bands", weekly activities based on the seven domains of practice, learning experience assignments, etc. Upon reviewing the descriptions for these evaluation

criteria (which is too expansive to document in this study), it becomes evident that these

practices could all be uniquely useful in addressing student learning. What also becomes evident

is that every single program is utilizing the practice of completing an evaluation form of some

kind. All programs have unique practices, and they are all doing some of the same practices as

well.

The issue of students being unfit for practicum was not included in the data tables. This

project did not document how many programs explicitly expressed a "gatekeeping" policy;

however, it is evident by looking at the tables and the raw data that there is a combination of

implicit and explicit gatekeeping practices being utilized by CYC programs. For example, at

Mohawk College students are given "two shots at fieldwork interviews". If students do not do

well on the first two interviews, they are no longer eligible to participate in the CYW program.

Douglas College requires that students receive a minimum of 80% on their performance

evaluation in order to pass the practicum course. The data shows that students generally get less

supervision as they continue on with their education (the mean for weekly supervision is 72% for

diploma programs and 43% for bachelor's degrees). As students are able to work more

independently and perhaps expected to take on more responsibility as they progress through their

education, gatekeeping could separate the students who fail to meet competence requirements in

their first practicum from students who present as being capable of advancing. Many other

practices are being used for gatekeeping, such as at Humber College where it states in their

Student CYC Fieldwork Manual (2014), that "faculty reserve the right to delay a student's entry

into work placement if he/she displays a pattern of unprofessional behaviour in the classroom…"

(p.4). Many other practices may be used by school supervisors/faculty for the purpose of

gatekeeping, such as entrance interviews, pre-requisites, and performance in courses prior to

practicum placements. Measuring gatekeeping practices presents a number of challenges, as gatekeeping seems to be somewhat of a taboo topic and it is implicit.

Regarding requisites and practicum readiness, there was no indication in the data that CYCEAB members were using an explicit practicum preparedness assessment. In the allied field of psychology, Hatcher, et al (2015) cautions that, "Programs that do not evaluate preparedness may be at a serious disadvantage…" (p. 7). These authors later report on a study where "84% of counselling programs are evaluating student's preparedness for practicum, prior to beginning their first practicum (42% of counselling programs used a published practicum preparedness evaluation form)" (Hatcher, Wise, Grus 2015, p. 8). A practicum preparedness evaluation could have a number of benefits, such as helping students to better prepare themselves for their placement or be used as a tool in guiding learning outcomes.

CYCEAB member programs frontload academic coursework before students take practicum courses. Front-loading coursework before practicum is a common practice across many allied fields as well; however, not all educators agree with this practice. Marshall Wilenski argues that exposing students to practicums early gives students better context to comprehend what they are learning theoretically (M. Wilenski, personal correspondence, February 20th, 2015). Frontloading practicums in CYC is not a new concept. Fewster (1990) drew on a practice situation in expressing a "preference for [the] cerebral realms of theory and philosophy to follow experience, rather than vice versa" (p. 147, cited in Krueger, 2000). In regards to the area of research, Steele (2015) found that "self-efficacy increases when students are introduced to research early on in the curriculum" (p. 142). If practice-based skills are enhanced by early experiential learning the way research-based skills are, then practicums might be better situated

early in a program's curricula. If Wilenski is correct, then this could have a positive impact on student's theoretical comprehension as well. Comparatively, 48% of CYCEAB member programs begin their initial practicums by semester 2, compared to only 33% of practicums in Psychology (Hatcher, Wise, Grus, 2015).

There was no reported "answer" which explained the significant fluctuation in hours apparent in the data, and it was outside of the scope of this research to ask about this. Regarding the accelerated advanced diploma programs, however, there are differences in the length of the program and the program's requisites that could account for some of the differences in practicum hours required. Both of the programs that require fewer practicum hours (Confederation and St. Clair) are 25% shorter programs than the two longer programs (George Brown and Humber). Also, Confederation and St. Clair have pre-requisites of degrees or specific diplomas (one with a 3.0 GPA pre-requisite). These requirements all but guarantee that a previous practicum has been completed prior to entry into their programs. Although Humber College, for example, requires considerably more hours while students are in the accelerated advanced diploma program, Humber also has less demanding pre-requisites, as students with two years of "successful" post-secondary are eligible for enrolment.

The range in practicum hours across credentials could perhaps be a regional trend linked to issues and/or historic practices specific to the respective region. Advanced diplomas require many more hours from students than any other programs, and advanced diplomas are exclusive to Ontario. Humber College is the only CYCEAB member from Ontario to offer a Bachelor's degree. Humber's Bachelor degree program is 72 hours (10%) above the mean for that credential. Spending more time in practicums could be a significant strength of advanced

diploma programs, as the literature review identified that feedback from the majority of students in previous studies consistently reported that practicums were the most effective component of their education.

The CYCEAB research committee was interested in how CYC compared to other allied fields regarding practicum hours.   The Early Childhood Education Diploma at Confederation College requires students to complete 525 hours, which is just above the CYC Diploma average of 515 hours. The Social Work program at the University of Victoria requires students to complete 700 practicum hours for a bachelor's degree (BSW), and 450 for a master's degree (MSW). The hour requirement for the BSW is similar to the bachelor's degree programs in this study (700 in Social Work vs. M = 715 in this study); however, the MSW program required almost 3 times the number of hours than the MA CYC. I was unable to find any graduate programs at CYCEAB member institutions that were similar in structure to Strathclyde Universities MSc program. MSc students at Strathclyde have significantly more practice experience to reflect upon when completing learning goals, reflection assignments, and so on (3640 hours compared to approximately 700); however, students in Strathclyde's MSc program may not be able identify as "learners" to the same extent as students in UVic's MA CYC program, because student's in Strathclyde's MSc programs are also employees at their placement. The role of employee may come with the higher expectations for practice competence.

Regarding practices at Humber College, "there are no specific block placements in BA practicums… [as] students are now seen as working professionals with more independence and "say" into their educational path." (H. Snell, personal communication, June 22nd, 2015). Other

programs' Bachelor's degrees do seem to market more to "working professionals" with more evening courses offered and part-time options available.

CYCEAB members reported differences in what the term "partner" means. For example, some programs referred to a school board as one partner, while others may have referred to each school as a partner, and still others may have referred to each program run out of each school as a partner. If the school board is the agency partner, is there less correspondence between school and onsite agency staff? Who an institution considers a partner could have some impact on the quality/level of collaboration and communication and the different roles and responsibilities of the aforementioned school supervisors is important to consider, because there are a number of pros and cons that have been associated with the number of faculty completing supervision, as well as their roles (Beck, 2002).

Limitations

This project looked at thousands of pages of information and responses and categorized responses from 20 programs, into 5 credentials (both separate and combined in the discussion), topic categories (four thematic tables and region), with more than 20 variables included within these categories. A variety of sources were used for data, and there is some potential for error.

In some cases, online and written material was out of date and not consistent with current practices. Where documents had not been updated, such as the student manual and the information available online, different sources may have different data about the topic. In such cases, this was reported to the CYCEAB members and the project moved forward by documenting their response.   The potential for error was greatly reduced by this process of

confirming information through personal correspondence with faculty representatives for CYCEAB member institutions; however, based on the inability to confirm every aspect of this research with CYCEAB members, there is the possibility for an error in validity of some information.

Another limitation is the reliability of some of the questionnaire responses, based on the limitations of language. For example, CYCEAB members were not given a definition of "agency partner", before being asked how many they had. Follow up correspondence with CYCEAB members revealed that some CYCEAB members considered a school board to be one partner, whereas other CYC programs may have considered each individual school as a partner, or even each program at a school. Language has surfaced as an issue on a number of occasions. In hindsight, sending out surveys with definitions of terms would likely alleviate some potential issues with the clarity of those terms. Another option to get more direct answers and avoid some of the confusion that comes from unrelated and sometimes ambiguous responses, would be to use a scale, such as a Likert scale, for uniformity of information.

Recommendations for Future Research

Specializations were documented in the structure table-set and are typically associated with the bachelor's level programs. Beck (2014) notes that, "in an era of increasing specialization, it is salient that a number of groups are developing training guidelines for various forms of specialty training" (p. 412). In this research we identified some of the specializations happening in CYC, including: Indigenous specializations at UVic, VIU, and Douglas College, Child-Protection Specializations at UVic, UFV, VIU, and Douglas College, and Early Childhood Specializations at UVic. There are many positive outcomes that can come from specialized

programming. In relation to Indigenous specializations, students may end up "working often in response to the damaging consequences of cultural disenfranchisement and dislocation, [where] the potential strengths to be found in the traditions of respect, and in the Elders as people, become powerful tools in assisting children, youth, and their families towards positive self-concept and optimism for the future (Cooke-Dallin, Rosborough, & Underwood, 2000, p. 10). Specialization is an incredibly important academic practice, and it may be a key component to the future of CYC education. More study of specializations and their practicums in CYC is important.

It is also important to consider that no two practicums are the same. The field of CYC is very broad and there is a vast diversity in potential practicum settings. There are also a number of additional factors that diversify the scope of practicum placements being addressed in this project, such as the likelihood for differences in the types of practicums and responsibilities that students are participating in during their MA practicum placement compared to a first-year diploma practicum placement. Even if two students were to complete practicums, performing the same roles for the same agencies, their practicum experiences could look vastly different based on potential day-to-day differences. For example, a student job shadowing an overnight at a residential placement might experience a quiet/uneventful shift, whereas another student doing the same shift at the same placement the following night could witness a multitude of critical incidents. These rich learning experiences are based on opportunities rather than practicum curricula.

Two areas of interest for the CYCEAB research committee that should be explored in future research are exploring learning outcomes and the use of educational credits. This project

only included learning outcomes, in that it asked programs if they used them or not, but there is much more to explore, including: where do the learning outcomes come from? How are they justified? How are they addressed in coursework compared to practicum placements? How are they communicated and evaluated? In general, the CYCEAB research committee is interested in how programs are using learning outcomes. The second area of interest for the CYCEAB research is the amount of credit awarded for practicum placements, and how that factors in to the many variables reported in the research. Preliminary analysis found that a number of programs awarded a considerable amount of credits for pass/fail practicums. How does that affect the students' GPA? It is also of interest if and how programs are considering learning outcomes in relation to the credit value of practicums. This interest was outside the scope of the research project; however, the CYCEAB research committee would strongly advocate for exploring the issue in future research.

Follow up research should explore why many CYC programs are deferring the decision about whether or not students are required to complete CRCs and SHVs to practicum agencies. Mandating vaccinations and immunizations has been an especially pertinent issue where media has recently provided a lot of coverage about the movement towards mandated vaccinations in fields such as healthcare. Many people have voiced opposition to mandating vaccinations. Perhaps CYCEAB programs are deferring mandating vaccinations onto practicum agencies, to avoid taking an explicit stance on the issue? Another possible explanation is that due to the diversity of practicum settings, CYC programs may not want students to have to undergo unnecessary screenings. As CYC programs are a part of academic institutions, they seem to be better suited to make judgement calls regarding the health and safety of students, children, and youth.

This study did not explore the frequency of contact between the school supervisor and the agency supervisor directly, aside from the question proposed by the CYCEAB research committee regarding whether or not onsite visits were required. Finally, a shortcoming may also be not asking the degree of supervision in seminar courses. Some seminar courses may involve an entire cohort of students, while others might have small groups. This could have ramifications in how much floor time and feedback students get regarding their experience.

Gatekeeping refers to the practice of holding back, or even failing, students who do not seem to meet a minimum level of required competence to, in this instance, enter into a practicum placement or graduate a practicum placement. The role of gatekeeping is extremely important, as practicums in Child and Youth Care often involve students working with vulnerable populations. Johnson et al. (2008) writes that in the neighbouring field of psychology "holding back students occurs for about 2.7% of students over a 5-year period" and noted that "it is widely understood that clear competence standards, regular evaluation of competence, and early action to address competence difficulties are all important in ensuring that students receive the training they need and that the public is adequately protected" (cited in Hatcher, et al., 2015, p. 7).

The flipside of traditional gatekeeping is protecting students from agencies and clients. This is also important for future research. Working with vulnerable populations in chronically under-funded contexts is common ground for Child and Youth Care. This can be emotionally draining and is an ethical imperative that future research look at how supervisors are addressing this issue. Students have previously reported needing more emotional support in addition to some of the more typical roles of school supervisors (Beck 2002b). Supervision in relation to student wellness was one of the many issues that are outside the scope of this study. However,

this project referenced students who were seeking counselling, one of which was even cutting his/herself, from incidents happening at their practicum site. Certainly ethics in CYC practice have changed since formal training programs began, with cultural milestones such as the Charter of Rights and Freedoms (1982), the United Nations Convention on the Rights of the Child (1990), and the closing of "Indian" residential schools (1996). Lysenko, Abrami, Bernard, Dagenais, & Janosz (2014) report in the Canadian Journal of Education that "the first decade of the 21st century has been marked by renewed calls for educational practice that is based on the results of educational research" (p.2). Recent educational research shows that many students are suffering emotional hardship in practicum, so how might educational practices address that? Future research should evaluate how supervision practices may affect student wellness. Even better would be exploring student wellness in context to optimal levels of stress and learning efficiency.

Conclusion

There are many different practices in practicum education being utilized by CYCEAB members. In some instances these differences might be expected, as they are correlated with a difference in program credentials and so on. In many other instances, however, programs that could be viewed as "similar" have considerable differences. There are a large number of minor differences among CYCEAB member's practicum practices, as well as some considerably major differences. Some of the "major" differences included programs having 1 practicum vs. 4 practicums, 480 practicum hours vs. 1200 practicum hours, and 2 evaluations vs. in addition to 2 evaluations also requiring students to complete 9 activities, a task checklist, and 25 observations. Each of these three differences were comparisons among the same credential types. As noted earlier in this project, there is no judgement being rendered regarding whether certain practices are more effective than others. In general, there seem to be multiple ways of effectively delivering high-quality practicum placements. For example, there are many different types of evaluation criteria being used by CYCEAB member programs when evaluating students; all of which seem to have academic merit.

With the limited data that is available about CYC practicums, perhaps in many cases CYCEAB members have been utilizing the approaches that have been handed down to them by their predecessors, largely trusting practicum facilitation and evaluation practices of the past. Perhaps program faculty have taken the additional step of having discussions based on their collaborative knowledge, to inform practicum courses and/or program curricula. These approaches may or may not be problematic. Even though many practices explored in this study

seemed to have educational merit, without research showing the specific effectiveness of one approach over another, these practices may be riddled with assumption.

The growing trend in CYC programs obtaining accreditation is a primary example of how CYC prioritizes informed educational practice. The CYC programs that participated in this study offer examples of how the field of CYC embraces collaboration as a value and research over assumption. Bellefeuille & Ricks (2010) note that "in the culture of today's rapid-pace and fast-changing environment, CYC practitioners are not only expected to care, they are expected to make use of the latest research to inform their practice" (p. 1235). With the help of CYCEAB members and the CYCEAB research committee, this project has addressed this modern cultural expectation in a couple of ways. First, by creating more practice transparency that better enables programs to use each other as a resource. This creates the opportunity for programs to feed off of each other's strengths as they move toward continuous improvement and innovation. Secondly, this project has referenced a number of existing research studies to inform the current practices that were identified.

Practicums have consistently been recognized as being an important component in student education. This is likely one of the main reasons why they have sustained a sizeable portion of CYC curricula over the years. With contemporary demands for evidence-informed practice it is perhaps more important than ever to continue researching practicums to ensure that the field of CYC is making decisions based on multiple types of research and not solely the opinions of faculty and students from allied fields (which are the main sources recognizing the importance of practicum education). CYC and allied fields are arguably dependent on practicum education to ensure that students are competent and able to perform their post-graduation work

responsibilities. This study has highlighted research that has recognized the areas of practicum supervision and evaluation to be important. It has also reported on the many current practices in supervision and evaluation in CYC. The CYCEAB research committee also expressed interest in practicum structure and requisites. There is less empirical evidence that these areas of practicums are important; however, that is more because of a lack in research than research showing them to be unimportant. This study has shown that some of the greatest variability in CYCEAB member's practicum practices is in the areas of structure and requisites. This makes clarifying what effective practices are in regards to practicum structure and requisites uniquely important undergoing.

Although this project has not developed any specific direction for CYC educational programs regarding what to include/exclude in program/practicum curricula, it has identified a number of important issues that programs, and consequentially the students enrolled in those programs, would likely benefit from considering. These issues include whether or not students are being adequately assessed for practicum readiness prior to participating in practicum courses, whether or not programs are implementing gatekeeping practices to protect students/vulnerable populations from ending up in situations that are outside of their ethical competency, whether the frequency and quality of supervision is proportionate to the identified importance of supervision, and whether or not there are enough, or any, safeguards to ensure that students are not subject to excess emotional harm during practicum courses. Follow up correspondence with CYCEAB members has shown that often when practices are not explicitly stated, there are implicit practices happening that address those issues. When possible, those implicit practices were stated; however, this is likely not always the case.

Multiple studies, typically documenting students' perspectives, have shown practicums to be an extremely valuable component of CYC program curricula. Many professionals have argued that one of the main reasons why practicums are so important is because they are vital in integrating theory and practice (Fern, 2012). Based on this popular reasoning CYC programs would likely benefit from maintaining/developing practices that effectively promote knowledge integration into practicum courses. CYCEAB member programs are already addressing practice integration in many ways, whether it is utilizing seminar courses, reflective assignments, learning outcomes based on theories learned in class, and so on; however, there are other ways of integration that were not covered in this project. For example, perhaps classroom-based courses could contain discussions/activities around how the theories being taught might apply to prospective practicum situations, instead of student practicums relating already experienced situations to theory. That way, practicums could perhaps be more of an experience rather than an experiment. This idea is an example of how awareness can lead to innovation. It is important, however, to strive for innovation that is further supported by research.

This study does not address the classroom learning vs. practicum debate, yet this arises everywhere. This might be because most educational programs are trying to piece together their curricula based on academic priorities and restrictions in program time and size. For example, having practicum courses occur over 3 semesters will leave less room for academic courses during those same semesters compared to whether practicum only occurred during one of these semesters. Despite students' (undergraduate and graduate) repeatedly stating that they find practicums more helpful in their training than academic coursework, classroom-based coursework still seems to be prioritized in many ways (curricula sequencing and proportion,

program funding allocation, and so on). More research into practicum efficacy could help to establish whether or not practicums deserve to get more space in curricula.

For both academic programs and students, improvement and development comes by reflection. What do I do well; what do I need to improve? Reflecting on practice is especially important. Aristotle once said that, "what we have to learn to do, we learn by doing". Aristotle was clearly emphasizing that doing (gaining practice/experience) is a critical factor in learning. CYC has built on Aristotle's ancient reasoning by adding the importance of "being", onto the foundation of knowing and doing. This is what CYC refers to as praxis. White (2007) states that "within the field of CYC, there are diverse ways of knowing, doing, and being and these actions always get expressed within specific historical, sociocultural, political and institutional contexts" (p. 226). This project highlights the current "knowing" and "doing" happening among CYCEAB members, regarding their practicum practices. The hope for this project is that it may contribute to future "knowing" and "doing", and perhaps even "being". Surely, more research needs to be done, which will likely be the case for a long time to come in such a young field. With this project and others before it, the proverbial "wheels are in motion" as practice is informing research. Continued research into CYC practicum practices could keep this progressive momentum occurring. Forward progress, such as continuing to research the areas of practicum focused on in this study, could do more than eventually improve educational practices; the improvements could even trickle down to better services for children, youth, and families.

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Appendix A – Practicum Structure

A1.1 - Diploma Programs	Field Work Structure			
	Practicum 1	**Practicum 2**	**Practicum 3**	**Practicum 4**
Douglas College *Diploma - CYCC* *Coquitlam, British Columbia*	Hours: 150 Semester: 2 Type: Either (B or C)	Hours: 150 Semester: 4 Type: Either (B or C)	*A 145hr practicum can be done as a part of completing a Specialization in Working with the First Peoples of this land *Practicums can be done full time or part time	-
Eastern *Diploma - CYCW* *Halifax, Nova Scotia*	Hours: 32 Semester: There are no semesters. This is a group practicum done at 6 months Type: Concurrent	Hours: 150 Semester: There are no semesters. Practicum 1 is at 14 months Type: Block	Hours: 200 Semester: There are no semesters. Practicum 2 is at 16 months Type: Block	-
Eastern *Diploma – CYCW with Addiction's Support* *Moncton & Fredericton, New Brunswick*	Hours: 32 Semester: There are no semesters. This is a group practicum done at 6 months Type: Concurrent	Hours: 150 Semester: There are no semesters. Practicum 1 is at 14 months Type: Block	Hours: 200 Semester: There are no semesters. Practicum 2 is at 16 months Type: Block	-
Grant MacEwan *Diploma - CYC* *Edmonton, Alberta*	Hours: 240 Semester: Year 1 Type: Concurrent	Hours: 480 Semester: Year 2 Type: Both (B&C)	-	-
Lethbridge *Diploma - CYC* *Lethbridge, Alberta*	Hours: 200 Semester: 2 Type: Block	Hours: 280 Semester: 3 Type: Block	Hours: 360 Semester: 4 Type: Block	-
NSCC *Diploma - CYC* *Dartmouth & Truro, Nova Scotia*	Hours: 120 Semester: 2 Type: Block	Hours: 120 Semester: 2 Type: Block	Hours: 120 Semester: 3 Duration: Block	Hours: 320 Semester: 4 Type: Block
VIU *Diploma – CYC* *Nanaimo, British Columbia*	Hours: 300 Semester: 3 & 4 Type: Concurrent	-	-	-

A1.2(a) – Advanced Diploma Programs	Field Work Structure			
	Practicum 1	**Practicum 2**	**Practicum 3**	**Practicum 4**
Algonquin *Advanced Diploma - CYW* *Ottawa, Ontario*	Hours: 252 Semester: 3 Type: Concurrent	Hours: 315 Semester: 4 Type: Concurrent	Hours: 336 Semester: 5 Type: Concurrent	Hours: 336 Semester: 6 Type: Concurrent
Cambrian *Advanced Diploma - CYW* *Sudbury, Ontario*	Hours: 12weeks F/T Semester: 3 Type: Block	Hours: 12weeks F/T Semester: 5 Type: Block	-	-
Confederation *Advanced Diploma - CYW* *Thunder Bay, Ontario*	Hours: 336 Semester: 2 Type: Concurrent	Hours: 458 Semester: 4 Type: Concurrent	Hours: 480 Semester: 5 Type: Block	-
Fleming *Advanced Diploma - CYW* *Peterborough, Ontario*	Hours: 224 Semester: 3 Type: Block	Hours: 448 Semester: 4 Type: Block	Hours: 448 Semester: 6 Type: Block	-
George Brown Advanced *Diploma - CYC* *Toronto, Ontario*	Hours: 720 Semester: 3 & 4 type: Both (B&C)	Hours: 720 Semester: 5 & 6 Type: Both (B&C)	-	-
Humber Advanced *Diploma – CYW* *Toronto, Ontario*	Hours: 210 - 240 Semester: 3 Type: Concurrent	Hours: 420 – 480 Semester: 5 Type: Concurrent	Hours: 420 - 480 Semester: 6 Type: Concurrent	-
Mohawk *Advanced Diploma – CYW* *Hamilton, Ontario*	Hours: 52 Semester: 2 Type: Concurrent	Hours: 448 Semester: 5 Type: Block	Hours: 504 Semester: 6 Type: Block	-
Seneca *Advanced Diploma - CYC* *Toronto, Ontario*	Hours: 500 Semester: 3 & 4 Type: Concurrent	Hours: 700 Semester: 5 & 6 Type: Concurrent	-	-
Sheridan *Advanced Diploma - CYC* *Brampton & Oakville, Ontario*	Hours: 567 Semester: 3 & 4 Type: Concurrent	Hours: 588 Semester: 5 & 6 Type: Concurrent	-	-
St. Clair *Advanced Diploma – CYC* *Windsor, Ontario*	Hours: 240 Semester: 3 Type: Block	Hours: 480 Semester: 6 Type: Block	Hours: 480 Semester: 9 Type: Block	-

A1.2(b) – Advanced Diploma Programs (Accelerated)	Field Work Structure		
	Practicum 1	**Practicum 2**	**Practicum 3**
Confederation *Advanced Diploma - CYW (Accelerated)* *Thunder Bay, Ontario*	Hours: 480 Semester: 3 Type: Block	-	-
George Brown Advanced *Diploma – CYC* *(Accelerated)* *Toronto, Ontario*	- Hours: 448-512 Semester: 2 Type: Both (B&C)	Hours: 448-512 Semester: 4 Type: Both (B&C)	-
Humber *Advanced Diploma - CYW* *(Accelerated)* *Toronto, Ontario*	Hours: 315 - 360 Semester: 2 Type: Concurrent	Hours: 420 - 480 Semester: 3 Type: Concurrent	Hours: 315 - 360 Semester: 4 Type: Concurrent
St. Clair *Advanced Diploma - CYC* *(Accelerated)* *Chatham, Ontario*	Hours: 459 Semester: 3 Type: Block	-	-

A1.3 – Degree Programs	Field Work Structure			
	Practicum 1	**Practicum 2**	**Practicum 3**	**Practicum 4**
Douglas College *BA - CYC* *Coquitlam, British Columbia*	Hours: 150 Semester: 2 Type: Either (B or C)	Hours: 150 Semester: 4 Type: Either (B or C)	Hours: 400 minimum Semester: 7 & 8 Type: Either (B or C) *Block for Child Protection Specialization	*A 145hr practicum can be done as a part of completing a Specialization in Working with the First Peoples of this land *Practicums can be done full time or part time
Grant MacEwan *BCYC* *Edmonton, Alberta*	Hours: 240 Semester: Year 1 Type: Concurrent	Hours: 480 Semester: Year 2 Type: Both (B&C)	Hours: 260 Semester: 7 & 8 Type: Concurrent	-
Humber *BA – CYC* *Toronto, Ontario* *5 Fieldwork projects* are in the Practicum 2 column	Hours: 25 (group) Semester: 1 Type: Concurrent	Hours: 225 (total) Semester: 3 - 8 Type: Concurrent	Hours: 540 Semester: 6 & 7 Type: Both (B&C)	-
Mount Royal *BCST - CYCC Major* *Calgary, Alberta*	Hours: 120 (FW) Semester: 2 Type: Concurrent	Hours: 540 (P1&2) Semester: 3 & 4 Type: Both	-	-
UFV *BA – CYC* *Abbotsford, British Columbia*	Hours: 305 Semester: 5 & 6 Type: Concurrent	Hours: 300 Semester: 5 &/or 6 Type: Both/Either	*Child Protection Specialization is a block placement, Child Life Specialization is longer. There is the option of doing these specializations after graduating as a Post-Degree Certificate of Extended Studies	-
UVic *BA – CYC* *Victoria, British Columbia*	Hours: 120 Semester: 3 &/or 4 Type: Concurrent	Hours: 286 Semester: 5 &/or 6 Type: Both/Either	Hours: 286 Semester: 7 &/or 8 Type: Both/Either	*Child Protection Specialization is offered as a 400hr block placement in 4th year
VIU *BA – CYC* *Nanaimo, British Columbia*	Hours: 300 Semester: 5 & 6 Type: Concurrent	Hours: 300 Semester: 7 & 8 Type: Concurrent	*Child Protection Specialization is offered as a block placement in May/June of the 4th year	-

A1.4 – Graduate Programs	Field Work Structure
	Practicum Description
University of Strathclyde *MSc - Residential Care* *In Classroom* *Glasgow, Scotland*	Admission requires all applicants to be employed in the field and working during their studies. Work places must provide sufficient access to child and youth care settings through which students are expected to evidence programme and practice requirements. Practice expectations include full time, and part time, direct care or supervisory work and are broad enough to include external management, supervisory and training positions.
University of Strathclyde *MSc - CYC International* *On Line* *Glasgow, Scotland*	Concurrent. ALL course work and module assignments require that students make direct application to their CYC practice setting. Based on a two year program completion FW hours in both versions of MSc could range from 2080 to 3640 over 6 semesters.
UVic *MA – CYC* *Victoria, British Columbia*	Students may begin the initial practicum as soon as they have completed the required core courses (excluding practicum). Students have the option of completing an additional practicum (following the 5th term).

Appendix B – Practicum Requisites

B2.1 Diploma Program	Explicit First Practicum Pre-Requisites		Explicit Subsequent Practicums Requisites
	Academic	**Non-Academic**	**Additional Pre-requisites**
Douglas *Diploma*	Admission requirements, four academic courses.	Must be 18yrs or older by Dec 31st of their entrance year, 100 hours of supervised work or volunteer experience, CRC, Medical declaration indicating satisfactory health, in person orientation and selection process	Some of the corresponding theory courses for the Practicums year. Previous practicum courses
Eastern *Diploma & Diploma with Addiction's Support*	Admission requirements (Students may get academic credit for previous work and volunteer experience).	20 Volunteer work hours, Standard First Aid, ASIST, Child Abuse Registrations, Vulnerable Sector search, Clear Conduct Certification,	TCI (Theme Centered Interaction)
Lethbridge *Diploma*	Admission requirements. 2 CYC theory courses	CRC, IR, Standard First-Aid, CPR	Academic courses, previous internships are pre-requisites
Grant MacEwan *Diploma*	Admission requirements, Practicum seminar is done before and during practicums.	First Aid Certificate, Police Security Clearance, and Child and Family Services Intervention check	Residential setting practicum must be completed before more advanced practicum can be done. Practicum seminar. Students GPA must be 2 or higher, with no grade lower than a D.
NSCC *Diploma*	Admission requirements. Successful completion of all program courses that lead up to practicum 1.	CRC and clear Child Abuse Registry check. Recommend Hepatitis B vaccination. First-Aid and Immunization may be required by agencies. Class 5 driver's license.	Child abuse registry review. Pre-placement screening interview. 1st practicum is the pre-requisite for 2nd practicum. Completion of all courses to prior to the 3rd and 4th practicums are pre-requisites.
VIU *Diploma*	Admission requirements, Students can start in the second year with completion of a degree/certificate in Human Services (with required English, Human Services, and CYC courses). Minimum GPA or 2.33, minimum grade of C-. Current registration or completion of second year courses with a minimum grade of a C+.	CRC, Resume/CL, 300 word statement, Reference forms, seminar attendance and participation is mandatory	Current years standing and registration or completion of the years courses with a minimum GPA of 2.33

B2.2(a) Advanced Diploma Program	Explicit First Practicum Pre-Requisites		Explicit Subsequent Practicums Requisites
	Academic	**Non-Academic**	**Additional Pre-requisites**
Algonquin *Advanced Diploma*	Admission requirements, Year 1 coursework.	Appropriate physical/emotional health, CRC, Immunizations and TB test, medical check, Standard First Aid and Level C – CPR, Id tag, quality assurance form	Completion of the previous semester's coursework.
Cambrian *Advanced Diploma*	Admission requirements, Semester 1 & 2 coursework,	CRC, Standard First Aid, medical check, Immunizations, Resume & CL, confidentiality form	Practicum 1 & Semester 4 coursework for Practicum 2.
Confederation *Advanced Diploma*	Admission requirements,	Standard First Aid, AED, Immunizations & TB test, CRC	N/A
Fleming *Advanced Diploma*	Admission requirements, Courses including: Observation, Reporting and Assessment; Non-Violent Crisis Intervention II; ASIST - Applied Suicide Intervention Skills Training; Therapeutic Interventions II; Mental Health Intervention.	Immunizations and CRC (depending on placements), Standard First-Aid and CPR-C.	Multiple academic courses and previous practicum courses.
George Brown *Advanced Diploma*	Admission requirements, a CYC field preparation course. 1st year Core CYC courses and a College-level English course.	CRC. Most agencies require a doctor's note saying that students are free from communicable diseases. Some require a Health Form, Confidentiality form, Workplace Insurance form	Police Vulnerable Sector Check must be done annually,
Humber *Advanced Diploma*	Admission requirements. Two CYC theory courses are a pre-requisite for Internship 1	Agencies will likely require: Standard First Aid with CPR-C and AED, medical certificate of health including immunizations, CRC (90 day validity)	Previous Internships are pre-requisites. Students must take UMAB training in their second and third internships.
Mohawk *Advanced Diploma*	Admission requirements (Up to %70 of the credit required may be obtained from experiential learning).	CRC, Agencies may request additional requirements, such as: Standard First-Aid, CPR, Medical checks, Immunizations, etc.	Academic courses, previous seminar course
Seneca *Advanced Diploma*	Admission requirements, CYC academic courses.	Vulnerable sector screening and clear medical record, resume, cover letter, interview,	Previous practicum completion
Sheridan *Advanced Diploma*	Admission requirements, Students must complete a foundations course,	MTCU Insurance, appropriate police and checks and health requirements (as requested by the agency), HOAE test	Previous practicum completion. 60% in previous lab and seminar
St. Clair *Advanced Diploma*	Admission requirements, Must complete a CYC techniques course	CRC, CPR, Standard First-Aid, proof of satisfactory medical clearance and vaccinations,	Students must successfully complete each semester before advancing to the next.

B2.2(b) Advanced Diploma Program (Accelerated)	Explicit First Practicum Pre-Requisites		Explicit Subsequent Practicums Requisites
	Academic	**Non-Academic**	**Additional Pre-requisites**
Confederation *Advanced Diploma (Accelerated)*	Admission requirements, Min GPA of 3.0, Diploma or Degree in Human Services	Standard First Aid, AED, Immunizations & TB test, CRC	N/A
Humber *Advanced Diploma (Accelerated)*	Admission requirements, Minimum 2 year post-secondary diploma or 2 years of "successful" degree study.	Agencies will likely require: Standard First Aid with CPR-C and AED, medical certificate of health including immunizations, CRC (90 day validity)	Previous internships and pre-requisites. Students must take UMAB training in their second internship.
George Brown Advanced *Diploma (Accelerated)*	Admission requirements, a CYC field preparation course. Must have Diploma or Degree	CRC. Most agencies require a doctor's note saying that students are free from communicable diseases. Some require a Health Form, Confidentiality form, Workplace Insurance form	Police Vulnerable Sector Check must be done annually,
St. Clair *Advanced Diploma (Accelerated)*	Admission requirements, University degree in social sciences or a diploma in ECE, developmental support worker, or educational support worker,	CRC, CPR, Standard First-Aid, proof of satisfactory medical clearance and vaccinations,	Students must successfully complete each semester before advancing to the next.

B2.3 Degree Programs	Explicit First Practicum Pre-Requisites		Explicit Subsequent Practicums Requisites
	Academic	Non-Academic	Additional Pre-requisites
Douglas *BA*	Admission requirements, four academic courses. Students can enter in the 3rd year with a CYC Diploma or equivalent.	Must be 18yrs or older by Dec 31st of their entrance year, 100 hours of supervised work or volunteer experience, CRC, Medical declaration indicating satisfactory health, in-person orientation and selection process	Some of the corresponding theory courses for the Practicums year. Previous practicum courses
Grant MacEwan *BA*	Admission requirements, Practicum seminar is done before and during practicums.	First Aid Certificate, Police Security Clearance, and Child and Family Services Intervention check	Residential setting practicum must be completed before more advanced practicum can be done. Practicum seminar. Students GPA must be 2 or higher, with no grade lower than a D.
Humber *BA*	Admission requirements	Police record check once enrolled in the program (90 day validity), agency interview, First Aid, and UMAB required prior to block	An agency interview must be done before completing the internship course. Students have to complete the previous field projects/practicums before advancing to the next. At semester 5, a 30 credit minimum is added to this requirement before enrolling in some courses. Students must complete 175 field project hours before entering semester 7
Mount Royal *BCST*	Admission requirements, Students can enter in the 3rd year with a CYC Diploma or equivalent. A CYC course in a pre-requisite	CRC, students may have to complete/update vaccinations and disease screening protocols.	Previous practicum courses with minimum grade of "C".
UFV *BA*	Admission requirements, 30 UFV credits or equivalent, including 6 English credits, Minimum GPA of a 2.33 (C+) and Min grade of C+ in English courses, ECE certificate/diploma grads with B average may be admitted, Students must complete all 2nd year courses before starting practicum. Some 3rd years courses must be done before or concurrent with practicums	CRC, Agencies may require medical checks and vaccinations. A letter outline previous experience, a questionnaire, attending an orientation,	Students must complete all 2nd and 3rd year courses before doing 4th year practicum.
UVic *BA*	Admission requirements, Year 1 required CYC courses or equivalent, AWR	CRC	3rd year standing (for 3rd year practicum), completion of 3rd year (for 4th year practicum)
VIU *BA*	Admission requirements, Students can start in the second year with completion of a degree/certificate in Human Services (with required English, Human Services, and CYC courses). Minimum GPA or 2.33 on most recent 24 credits. Current registration or completion of second year courses with a minimum grade of a C+.	CRC, Resume/CL, 300 word statement, Reference forms,	Students can start in the 3rd year with 54 University Credits (some specific criteria), Current years standing and registration or completion of the years courses with a minimum GPA of 2.33

B2.4 Graduate Programs	Explicit Practicum Pre-Requisites & Co-Requisites	
	Academic Pre-Requisites	**Non-Academic Pre-Requisites**
University of Strathclyde MSc Residential Care In Classroom	Minimum first degree (normally)	Must be 18yrs or older by Dec 31st of their entrance year, 100 hours of supervised work or volunteer experience, CRC, Medical declaration indicating satisfactory health, in-person orientation and selection process
University of Strathclyde MSc CYC International On Line	Minimum first degree (normally)	Must be 18yrs or older by Dec 31st of their entrance year, 100 hours of supervised work or volunteer experience, CRC, Medical declaration indicating satisfactory health, in-person orientation and selection process
UVic *MA*	Admission requirements, Bachelor's degree (suitability through writing and work experience if Bachelor's degree is not in CYC). Previous academic courses.	CRC, 2 academic references and one employer reference, resume, academic writing sample, letter of intent.

*Processes including interviews and orientations are not shown in this table

Appendix C – Practicum Supervision

C3.1 - Diploma Programs	# of Agency Partners	# of Students in Practicum	# of Faculty Supervisors	Required professional & academic experience	Frequency of contact with school supervisor	Frequency of contact with agency supervisor	Integrative or Co-curricular Seminar?	Is Onsite Visit Required?
Douglas College *Diploma*	-	150	Course instructors supervise Practicum	-	Regular. 4 meetings in Practicum 1, 2 in Practicum 2	Regular. 4 meetings in Practicum 1, 2 meetings in Practicum 2	Integrative	Yes
Eastern *Diploma*	28	22 in practicum at one time	1 F/T faculty (50% of time is practicum)	Min CYW Diploma and 5 years of experience in the field	Weekly at seminar. Additional supervision as needed	With agency supervisor on a daily basis	Integrative	Yes
Eastern *Diploma – CYCW with Addiction's Support Moncton & Fredericton, New Brunswick*	28	22	1 F/T faculty (50% of time is practicum)	Min college Diploma in CYC	Weekly at seminar. Additional supervision as needed	With agency supervisor on a daily basis	Integrative	Yes
Grant MacEwan *Diploma*	200+	126 and 10 distance	I coordinator and 9 seminar/ placement instructors	BA and a Certification in CYC/ an extensive CYC practice base. 1 lead seminar/placement instructor with MA	Students are entitled to 1 hr weekly supervision	Min 1 hr weekly	Integrative	Yes
Lethbridge *Diploma*	60-65	40 students (fall) and 85 students (winter)	3 F/T Casual faculty as needed	Bachelor degrees and be a practitioner	Weekly	Regular (week-to-week or day-to-day as needed). Min 1 hr weekly	Weekly group supervision	Yes
NSCC *Diploma*	30	60	3 F/T 1 Casual	Full time faculty are MEd and MA (CYS). Both are CYC-P certified and one is CYCAA certified. Casual faculty has CYC Diploma.	Weekly phone contact	Day-to-day	Seminar courses are not co-requisites with practicums	Yes
VIU *Diploma*	80	102 (Diploma and Degree combined)	6 F/T	MA	Regular, at 3 evaluation meeting and seminar	Not explicit. At 3 evaluation meetings	Integrative	Yes

C3.2(a) Advanced Diploma Program	# of Agency Partners	# of Students in Practicum	# of Faculty Supervisors	Required professional & academic experience	Frequency of contact with school supervisor	Frequency of contact with agency supervisor	Integrative or Co-curricular Seminar?	Is Onsite Visit Required?
Algonquin *Advanced Diploma*	80	250	17	Minimum CYW Diploma or equivalent and 5 years of experience in the field	Weekly seminar and weekly site visits	Direct supervision for 2/3 of placement (P2&3).	Integrative	Yes
Cambrian *Advanced Diploma*	7-10 (counting school and not individual sites)	30-35		Faculty supervise (Min MA in completion). There is also a part-time fieldwork supervisor with a CYW Dip.	Weekly communicatio n	"regularly"	Neither. Students participate in a co-curricular online theory course	Yes
Confederation *Advanced Diploma*	15 (many with numerous sites)	45	7	Min 5 years of experience and CYC Dip	3 onsite visits and regular contact	Regular contact	Co-curricular "Self in Practice" course that integrates theory and current fieldwork	Yes
Fleming *Advanced Diploma*	33-39	50-60 (P1) 50-60 (P2) 40 (P3)	2 (P1), 1 (P2), 2 (P3)	Min 5 years of experience in direct care roles and a degree in CYC or similar	Approx. 20 min weekly (based on need)	Weekly	Integrative	Only with new sites and/or if identified problems
George Brown *Advanced Diploma*	150	-	-	-	Regularly	Min 1 hr bi-weekly	Integrative	Yes
Humber *Advanced Diploma*	200	285 involved in Field Projects every semester	1 P/T CYW coordinator 16 - 24 P/T FW faculty supervisors	-	Weekly	Min 1 hour weekly	Integrative	Yes
Mohawk *Advanced Diploma*	145	Approx. 150 each semester	Field Placement Coordinator, 2 Field Placement Support Officers	CYW Diploma	Min 2 face-to-face visits, plus attending orientation and seminar	Min 1 hr weekly	Integrative	Yes
Seneca *Advanced Diploma*	80 (school board = 1)	165	3 P/T	Varies, however, preference given to CYW background (professional or academic).	Min 1 face-to-face visit per semester	Weekly at seminar and online journal assignments	Integrative (5 Seminar courses for 2 Fieldwork Courses)	Yes
Sheridan *Advanced Diploma*	180	110 (3rd year)	1 F/T & 1 P/T coordinators; 11 Field liaisons	"CYW, CCW or CYCP graduate with experience and/or eligibility for membership with	"As needed"	Min 30 min weekly	Integrative (Course is named	Yes

				OACYC, or CYW equivalent or qualified professional supervisor having knowledge of and experience with the requirements of the CYW profession and CYW roles"			Professional Practice Issues)	
St. Clair *Advanced Diploma*	18 (school board = 1)	180 in Fieldwork at one time	2 F/T, 1 P/T	Min CYW Diploma required	During onsite meetings only unless needed	Day-to-day	Neither	Yes

C3.2(b) Advanced Diploma Program (Accelerated)	# of Agency Partners	# of Students in Practicum	# of Faculty Supervisors	Required professional & academic experience	Frequency of contact with school supervisor	Frequency of contact with agency supervisor	Integrative or Co-curricular Seminar?	Is on-site visit Required?
Confederation *Advanced Diploma (Accelerated)*	15	5	3	Min 5 years of experience and CYC Dip	Regularly contracted supervision	Regularly contracted supervision	Not currently, beginning next year	Yes
Humber *Advanced Diploma (Accelerated)*	200	Fall 80 Winter and Summer 160	P/T CYW coordinator	-	Weekly	Min 1 hr weekly	Integrative	Yes
George Brown Advanced *Diploma (Accelerated)*	150	-	-	-	Regularly	Min 1 hr bi-weekly	Integrative	Yes
St. Clair *Advanced Diploma (Accelerated)*	15 (school board = 1)	180 in Fieldwork at one time	2 F/T and 1 P/T	CYW Advanced Diploma	During onsite meetings only unless needed to address issue	Day-to-day	Neither	Yes

C3.3 Degree Programs	# of Agency Partners	# of Students in Practicum	# of Faculty Supervisors	Required professional & academic experience	Frequency of contact with school supervisor	Frequency of contact with agency supervisor	Integrative or Co-curricular Seminar?	Is on-site visit Required?
Douglas *BA*	-	150	Course instructors supervise Practicum	-	Regular. 4 meetings in Practicum 1, 2 meetings in Practicum 2. 15 Hours (Practicum 3)	Regular. 4 meetings in Practicum 1, 2 meetings in Practicum 2. 35 Hours (Practicum 3)	Integrative	Yes. Once per semester
Grant MacEwan *BA*	200+	136	1 Placement coordinator 9 Seminar /Placement Instructors	BA and certification in CYC. Must have extensive CYC practice base. Lead Instructor must have MA.	Students are entitled to 1 hr weekly	Min 1 hr weekly	Integrative	Yes (3x 1st semester And 2x in 2nd).
Humber *BA*	200	285 involved in Field Projects every semester	1 P/T CYW coordinator 16 - 24 P/T FW faculty supervisors who complete FW site visits	-	Weekly. 4 supervision sessions at Humber (2 Student led, 2 faculty led)	Weekly	Integrative seminar course after practicum is completed	Yes
Mount Royal *BCST*	60	Approx. 150 each semester	12-15 students per faculty instructor	Min MA	Weekly group supervision via seminar	Min 1 hr weekly	Integrative	Yes
UFV *BA*	150	64 per semester	All F/T Faculty except department head	Min MA	Regularly	Regularly	Integrative	Yes
UVic *BA*	200	120 winter & 90 summer	Faculty and Sessional Instructors	Min MA for University instructor BA for on-site supervisors	Regularly	Weekly	Integrative	Yes (local) If possible (distance)
VIU *BA*	80	102	6 F/T	Min MA	At 3 evaluation meetings and seminar	At 3 evaluation meetings	Integrative	Undetermined

C3.4 Graduate Programs	# of Agency Partners	# of Students in Practicum	# of Faculty Supervisors	Required professional & academic experience	Frequency of contact with school supervisor	Frequency of contact with agency supervisor	Integrative or Co-curricular Seminar?	Is on-site visit Required?
University of Strathclyde MSc Residential Care In Classroom	No agency partners. Students must be employed by an agency	N/A (Approx. 15-17 Student in the Program)	Program has 3 Faculty plus support from Social Work faculty	There are no formal practicums/internships as students are already employed in a related field; therefore, these categories do not fully apply. Students are required by the program to be currently practicing. Many students will be in managerial, supervisory, training or education roles. They are required to reflect on and draw from their own practice in all submitted assignments. As such there is strong emphasis on the integration of practice and learning throughout all of the program's modules. At the same time there is no required correspondence between school and agency supervisors.				
University of Strathclyde MSc CYC International On Line	No agency partners. Students must be employed by an agency	N/A (Approx. 15-17 Student in the Program)	Program has 3 Faculty plus support from Social Work faculty	There are no formal practicums/internships as students are already employed in a related field; therefore, these categories do not fully apply. Students are required by the program to be currently practicing. Many students will be in managerial, supervisory, training or education roles. They are required to reflect on and draw from their own practice in all submitted assignments. As such there is strong emphasis on the integration of practice and learning throughout all of the program's modules. At the same time there is no required correspondence between school and agency supervisors.				
UVic *MA*	200	120 winter & 90 summer (Approx. 20-25 MA students yearly)	1 full-time Instructor	PhD	At various points during practicum	Weekly (Minimum 15 hours of direct supervision)	Neither	Yes

**Many of the numbers were given as approximations

Appendix D – Practicum Evaluation

D4.1 Diploma Program	Criteria for Evaluation	Agency Involvement	Pass/Fail or Graded
Douglas *Diploma*	Learning experience assignments (7 = 60%) Performance evaluation (40%)	Agency staff initial assignments, fill out student rating scale, and write an evaluation to give to the student's school supervisor	Graded. Student needs to obtain 80% on Performance evaluation to pass
Eastern *Diploma*	Seminar attendance, journal, portfolio (with weekly activities based on 7 domains which also includes personal reflection paper), Agency Evaluation	Agency completes an Evaluation	Pass/Fail. Seminar is graded (70% in module to pass)
Eastern *Diploma & Diploma with Addiction's Support*	Seminar attendance, journal, portfolio (with weekly activities based on 7 domains which also includes personal reflection paper), Agency Evaluation	Agency completes an Evaluation	Pass/Fail. Seminar is graded (70% in module to pass)
Grant MacEwan *Diploma*	Written assignments. There are six evaluation "bands" in the first semester and seven in the second, that are used to evaluate different areas of the students' performance during their mid-point and final evaluations	Agency is involved in the preparation of the Formal Evaluation. Agency signs the Formal Evaluations.	Graded (50% formal evaluations and 50% written assignments)
Lethbridge *Diploma*	Practicum participation, journal, learning goals contract, 10-15 min presentation, 10-15 min interview, activity leadership, verbal case report, assessment paper, midterm and final evaluation, goal report.	Agency supervisor determines the evaluation process; however, evaluation forms are filled out jointly with the agency supervisor, student, and faculty supervisor.	Graded
NSCC *Diploma*	Blog/Journal, Assignments (roles and responsibilities, ethics, barriers of service and solutions assignment, self/agency evaluation document. During final internship student create a learning plan and portfolio.	Agency faculty completes a student evaluation and then compares it with the student's self-evaluation in a meeting with the student.	Pass/Fail
Vancouver Island *Diploma*	Learning Plan assignments, participation, agency report, seminar attendance and participation, practicum project, 3 triad meetings (looking at student feedback forms).	Agency participates in triad meetings and may be consulted regarding practicum projects.	Pass/Fail (Practicum 1)

D4.2(a) Advanced Diploma Program	Criteria for Evaluation	Agency Involvement	Pass/Fail or Graded	Are Learning Outcomes Explicitly Documented?
Algonquin *Advanced Diploma*	Professional Engagement (weekly), goal development activities professional development reflection (x3), research project/presentation, therapeutic program activities, tools assignment (P2), evaluation	Collaboration in goal setting, feedback on professional development reflection,	Pass/Fail	Yes (As learning requirements)
Cambrian *Advanced Diploma*	Midterm and Final Evaluations, Observation and Feedback,	Observes and gives feedback to students, then consults with school supervisor regarding student's grade	Pass/Fail/Incomplete	No. Alternative there is mention of the 'Seven Domains of Practice' in the 'Learning in the Field' document
Confederation *Advanced Diploma*	Practicum Log and Portfolio, Learning Plan, Mid-term and Final Evaluations, workbook, Observation and Feedback from Agency supervisor	Input regarding grading, participating in 3 meetings with student and school supervisor,	Graded (60% minimum to pass)	Yes
Fleming *Advanced Diploma*	Students are evaluated based on their competency regarding the Learning Outcomes and 'Seven Domains of Practice'	Agency supervisors are to complete mid-point and final evaluations using a checklist based on the 'Seven Domains of Practice'	Graded (must also pass seminar)	Yes. They're based on the 'Seven Domains of Practice'
George Brown *Advanced Diploma*	Learning goals. 2 Formal evaluation	Agency supervisors are to complete formal evaluations at the end of each semester	Graded (60% minimum to pass)	Yes
Humber *Advanced Diploma*	Attendance and participation in meetings, Midterm and Final Evaluations (Deductions for not participating in learning exercises, completing internship workbook)	Agency supervisors complete an evaluation (different each semester) with input from student and based on the learning outcomes.	Graded (50% minimum to pass)	Yes
Mohawk *Advanced Diploma*	4 Therapeutic Activity Reports in Practicum 2 and 2 Therapeutic Activity Reports in Practicum 3. Midterm and Final Agency Reports in Practicum 3	Agency supervisors must complete the Agency Reports and a Feedback/Timesheet form	Graded	Yes
Seneca *Advanced Diploma*	Midterm and Final Evaluations	Agency supervisors complete evaluations and give a recommendation on whether the student should pass/graduate	Satisfactory/Unsatisfactory	Yes
Sheridan *Advanced Diploma*	Evaluations at the end of each semester, Practicum Reports, and Field Visits	Complete supervisor evaluation form and participates in evaluation meetings	Satisfactory/Unsatisfactory	Yes
St. Clair *Advanced Diploma*	Schools: Analysis of 9 Activities, 25 Observations, task checklist, Midterm and Final Evaluations	Agency supervisor completes Midterm and Final Evaluations, as well as observations and analysis of student activities, and reviews weekly goals with students	Satisfactory/Unsatisfactory	Yes (labelled performance objectives)

D4.2(b) Advanced Diploma Program (Accelerated)	Criteria for Evaluation	Agency Involvement	Pass/Fail or Graded	Are Learning Outcomes Explicitly Documented?
Confederation *Advanced Diploma (Accelerated)*	Workbook, Journals, Goals, Mid-term and Final Evaluations, observation and feedback (onsite supervisor)	Input regarding grading, participating in 3 meetings with student and school supervisor, completes observation and feedback evaluation	Graded (60% minimum to pass)	Yes
Humber *Advanced Diploma (Accelerated)*	Midterm and Final Evaluations (Deductions for not participating in learning exercises, completing internship workbook)	Agency supervisors complete mid-term and final evaluations	Graded (50% minimum to pass)	Yes
George Brown Advanced *Diploma (Accelerated)*	Learning goals. 2 Formal evaluations	Agency supervisors are to complete formal evaluations at the end of each semester	Graded (60% minimum to pass)	Yes
St. Clair *Advanced Diploma (Accelerated)*	Schools: Analysis of 9 Activities, 25 Observations, task checklist, Midterm and Final Evaluations	Agency supervisor completes Midterm and Final Evaluations, as well as observations and analysis of student activities, and reviews weekly goals with students	Satisfactory/Unsatisfactory	Yes (labelled performance objectives)

D4.3 Degree Programs	Criteria for Evaluation	Agency Involvement	Pass/Fail or Graded	Are Learning Outcomes Explicitly Documented?
Douglas *BA*	Practicum 1 & 2: Learning experience assignments (7 = 60%) Performance evaluation (40%). Practicum 3: portfolio & written assignment (30% each) and one evaluation (40%) per semester	Completes student performance evaluation, approves timecards, initials Learning experience assignments.	Graded	Yes. Learning outcomes are interwoven into 7 assignments.
Grant MacEwan *BA*	Self-Evaluation, Agency Assessment, Portfolio, Written Assignments, Learning goals, social context and plan paper, seminar	Agency completes an evaluation and completes assessments jointly with students and faculty supervisors.	Graded	Yes (labelled "Overall Goals")
Humber *BA*	Field Projects: Field project workbook, agency evaluation, reflection paper. Internship: Student learning plan, mid-point and final evaluations, Internship workbook and accompanying journals/discussions on internship TUTR website, 13 modules, final multiple choice examination	Agency supervisors complete mid-term and final evaluations	Satisfactory/Unsatisfactory	Yes (for Internship). Learning Outcomes for fieldwork goals are created by the student.
Mount Royal *BCST*	Reflection Papers/Assignments, Midterm and Final Evaluations, Presentation of Case Study, Presentation of Self, Seminar, Reflective cards, CYC net activity	Agency completes Midterm and Final Evaluations	Graded	Yes
UFV *BA*	Midpoint and Final Evaluations, Self-Evaluation, Advocacy and Learning plan evaluations, Portfolio	Agency completes Midpoint and Final Evaluations.	Graded	Yes
UVic *BA*	Midpoint and Final Evaluations	Agency completes Midpoint and Final Evaluations	Graded (Minimum C+ to pass)	Yes (Divided into Modules)
VIU *BA*	Attendance and Participation in Seminar, Presentations and Facilitations, Reflective Practice paper, Learning Plan, Learning Outcomes evaluation, assignments, Facilitating meetings, 2 Mentor evaluations.	Agency completes mentor evaluations and participates in meetings.	Graded. Minimum C+ grade. All assignments must be completed.	Yes

D4.4 Graduate Programs	Criteria for Evaluation	Agency Involvement	Pass/Fail or Graded	Are Learning Outcomes Explicitly Documented?
University of Strathclyde MSc Residential Care In Classroom	Critical accounts of students' practice (typically essay format assignments, but student's may also use group projects, presentations, and video recordings) *Assignments are "anonymized" (except video)	The program does not require any formal assessments of the students' competence in practice by agency staff/supervisors.	Graded (50% to pass). All students who get below 50% on an assignment get a second opportunity to do the assignment.	Yes (For Program)
University of Strathclyde MSc CYC International On Line	Critical accounts of students' practice (typically essay format assignments, but student's may also use group projects, presentations, and video recordings) *Assignments are "anonymized" (except video)	The program does not require any formal assessments of the students' competence in practice by agency staff/supervisors.	Graded (50% to pass). All students who get below 50% on an assignment get a second opportunity to do the assignment.	Yes (For Program)
UVic *MA*	Learning Plan, Mid-point and Final Evaluation. Mid-point and Final Evaluation meetings	Agency completes Mid-point and Final Evaluation forms, as well as participates in Mid-point and Final evaluation meetings	Complete/Incomplete (COM/INC)	Yes, but they are not identified as learning outcomes (course objectives and student's individually created/approved learning goals)

Appendix E

CYCEAB Field Practicum Research Project Information Request *The following is a list of the Field Work Resources we are hoping you can contribute to the CYCEAB research initiative. All material will be maintained and reviewed by the Research Committee with the intention of producing a preliminary study describing the variety of models and practices in CYC Field Practice. Please submit material before December 19, 2014.*

Name of Institution / Program:

Name of Person Submitting Information

Please complete the attached check list and send along with your documents to: mkeough@uvic.ca

Information Requested	Does your program have such a document / information? Yes / No	Are you able to share this information for purposes of this CYCEAB project?	Comments you would like to share about the document? (Newly created / under review / not available in electronic form?)	Please √ to indicate you have submitted this material as part of the CYCEAB Field Practicum Project.
Documents Requested: Please submit by email to : mkeough@uvic.ca If electronic documents do not exist please mail paper copies to: Mike Keough c/o Dr. Doug Magnuson, Graduate Advisor University of Victoria School of Child & Youth Care Box 1700 STN CSC Victoria BC Canada V8W 2Y2				
1. Overall program learning outcomes and or competencies for your program/s.				
2. Copy of Program Curriculum Map(s) – showing: • The sequencing of Field Work Course • Credit value, (if any), of Field Work Courses • Pre-requisites and / or co-requisites for Field Work				
3. Course Outlines for Field Practicum Courses and Accompanying Seminar or other co-curricular courses				
4. Copies of outlines for any preparation courses, workshops, seminars or other pre-requisites required prior to students beginning their first Field Placement. (Perhaps this might include Introduction to Professional Skills courses, or Intervention Methods courses?)				
Information Requested … Continued	Does your program have such a document /	Are you able to share this information for	Comments you would like to share about the document? (Newly	Please √ to indicate you have submitted this material as part

	information? Yes / No	purposes of this CYCEAB project?	created / under review / not available in electronic form ?)	of the CYCEAB Field Practicum Project.
5. Copies of Field Practicum Student Manuals, Workbooks, or Supervisor's Handbooks. Any items used to support the student experience in the Field				
6. Copies of Field Work Evaluation Rubrics				
Field Practicum Questions & Response: Please respond below referencing if you have sent along additional documents in response to this question				
7. Leadership and supervision: • How many faculty members are engaged with supervising student Field Practicum work? Full time? Part Time? • Professional and academic qualifications of program Field Practicum faculty • Names and contact information for Field Practicum Coordinator or Facilitator.				
8. Size of your program. Student enrolment numbers and sense of how many students are in Field Work at one time.				
9. Number of agency partners. (Approximately across the academic year)				
10. Hours required completing Field Practice courses. (This may be in the course outline)				
11. General description of Field Practice Model in your program. Is Field Work concurrent with academics, a block placement – for how long? (This may be in the course outline)				

THANK YOU for your time, and for contributing to this CYCEAB project. A project report will be shared with CYCEAB members.