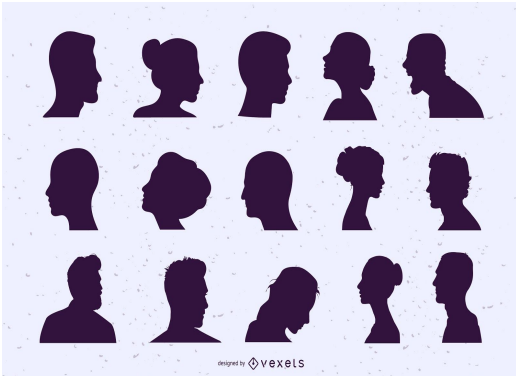


## *Child and Youth Care Educational Accreditation Board of Canada*



# The Many Faces of Child and Youth Care Education

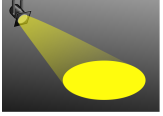
By Monica Pauls, Associate Professor, Bachelor of Child Studies, Mount Royal University;  
CYCEAB Board Member

Did you know... there are over 50 Child and Youth Care (CYC) programs offered in post-secondary institutions across Canada?? That's a lot of CYC education being delivered throughout the country. And while it may be assumed that what is being taught is consistent under the umbrella of "Child and Youth Care", the diversity of these programs, in both structure and context, challenge that assumption and lead us to ask: *What is quality education in CYC?*

Canadian CYC programs range from diplomas and certificates to masters and doctoral degrees, and include titles such as Child and Youth Care Counsellor, Human Services, Child Studies, Youth Care Worker, and Child and Family Studies. As we work to prepare students for practice with vulnerable children, youth, families, and communities, how can we be sure that our programs are aligned and meet standards of excellence? In a country as vast as Canada, how can we connect in a collaborative manner and contribute to the ongoing improvement of CYC education? I'll tell you how... through accreditation!

Accreditation allows programs to assess student learning and program delivery in a systematic manner to ensure transparency, credibility, and quality (Cumming & Zhao, 2015). It is a "process for regular, rigorous review of program goals, pedagogies, and outcomes. It facilitates dialogue and education within and across CYC programs about innovation and quality, assisting with decision-making about where and how to situate a school, department, or program" (CYC Educational Accreditation Board of Canada, 2020). Through accreditation, CYC education will be strengthened, ultimately ensuring a common base of knowledge and skill in post-secondary graduates. Such outcomes will enhance the quality of care to young people, their families, and their communities.

What are you waiting for??? Please visit the CYCEAB website <https://cycaccreditation.ca> or contact Wendy Weninger, Accreditation Coordinator, at [wendy.weninger@outlook.com](mailto:wendy.weninger@outlook.com) for more information.



# Board Member Spotlight

## Meet Andrew MacLaine...

**Andrew MacLaine** is a Learning Manager in the Child and Youth Care Worker Program at Holland College. Holland College is located in Charlottetown, Prince Edward Island.

### What are your areas of expertise?

**A:** I've been in a faculty teaching position (they call us Learning Managers in PEI) since 2005. Prior to that, front-line CYC in various facilities since 1997.

### What is your favourite thing about CYC education?

**A:** Wow, my brain explodes in so many different directions! I love watching the personal and professional growth of students, and participating in their passion to make a difference.

## Accreditation Tips: by Wendy Weninger, Accreditation Coordinator

If you are a post-secondary institution that is unsure of what the CYCEAB accreditation process involves, or are looking at beginning this process in the fall of 2020, we encourage you to visit our website [ACCREDITATION](#) for information that will guide you.

**A couple of suggestions** if you are just starting to explore this opportunity ...

- ❑ Under the “*Accreditation tab*” on the Home page of our website, we encourage you to read through the content found within the “*Accreditation Process Chart*” and the “*FAQ*” links as they explain the process and answer some of the questions you may have.

### What is something you find challenging in delivering CYC education?

**A:** Something that I find challenging is advocating for a student-centered approach within the post-secondary education business mindset.

### What is something you are excited or passionate about in CYC education?

**A:** The development, interest, and passion that exists within the CYC education community is very inspiring. Seeing so many people committed to supporting children, youth, young adults, and families instills hope.

- ❑ If you are wondering if your institution is ready to apply, please review the application form on our website [APPLICATION FOR ACCREDITATION PARTS I AND II](#). This will help you decide whether or not now is the right time for your institution to begin the process and if not now, when would be the right time.
- ❑ Post-secondary institutions have 24 months to complete the process once approved by the CYCEAB board to proceed. This typically allows for the first year to complete the self-study and the second year for the site review and corresponding reporting processes that end with a final decision by the board.

- ❑ Please feel free to contact myself at [wendy.weninger@outlook.com](mailto:wendy.weninger@outlook.com) and I can provide further details on the process, answer questions, help explore ways to align this process with your institutional review requirements and discuss timelines that would be applicable for your institution. As Accreditation Coordinator, I support programs engaged in accreditation throughout their involvement so I am available by telephone or email to answer questions, provide direction, check in with you monthly, and support in any way possible. You are not left alone during this journey!



### ***From Someone Who Knows...***

Dean Milne, Coordinator CYCC Diploma Program,  
Medicine Hat College

The Medicine Hat College Child and Youth Care Counsellor Diploma program recently completed the accreditation process with the Child and Youth Care Educational Accreditation Board of Canada (CYCEAB). Although the thought of applying for accreditation was initially a little overwhelming, once we started engaging in the work, we quickly realized that the CYCEAB was readily available for consultation and support to guide us through the process. In our experience, we found the CYCEAB model to be aligned with core CYC principles, allowing us to reflect on our practice, to collaborate and connect as faculty, and to continue to build on our strengths in identifying and developing strategies to enhance our existing program.

The primary challenges we encountered were centred on time and resources. A fair bit of organization and coordination of schedules was required, as we worked our way from the preliminary self study, to the development of the quality enhancement plan, and concluded with the

on-site visitation. There was significant engagement with various stakeholders, which involved a concrete timeline established with the support of the Accreditation Coordinator.

Apart from being recognized as a program that successfully meets the standards set out by the CYCEAB, there were several supplementary benefits in seeking accreditation. The comprehensive self-study provided the opportunity to thoroughly review our entire CYC program from intake, to convocation, and beyond. We appreciated the opportunity to “engage the evidence”, looking at our data in a meaningful and qualitative manner. We were able to develop a quality enhancement plan with the intent to improve areas of curriculum development, student success, and faculty support over the next 5 years. We also increased our sense of collegiality among faculty, as we learned from one another and developed an overall perspective of all components that go into our CYC program and ultimately to benefit our students and future practitioners of the CYC profession.

# Trending Now!!

**The Bachelor of Child Studies (BCST) at Mount Royal University (MRU)** in Calgary, Alberta, is a four-year experiential learning program offering a choice of two majors: Child and Youth Care Counsellor (CYCC) or Early Learning and Child Care (ELCC). In the final year of the degree, students engage in a community-based **Capstone** course, allowing them a chance to work with a faculty member and an agency partner to apply what they've learned over their time in the program. A number of impactful projects are offered each year.

One CYCC-focused project that is particularly innovative is being led by MRU Professor Pat Kostouros, in partnership with McMan Youth, Family and Community Services Association, Hull Services, and MRU's Maker Studio. The Maker Studio is a creative space and learning community where people can design, create, and experiment with tools and technologies, including sewing, 3-D modeling, logo design, virtual reality, podcasting, and electronics.



The Capstone students conducted literature reviews about engaging youth who are transitioning to adulthood, learned new skills themselves, and then developed a program where youth in transition to adulthood clients from McMan and Hull would come to the Maker Studio to learn and explore new skills for employability. The Capstone students have built strong relationships with the youth, inspiring them and creating a safe space for them to learn. The hope is that the young people can capitalize on their talents and visualize potential career paths they may not have considered before.

## AN INVITATION

Are you doing something cool in CYC education? Are you facing a challenge in the field? Do you have CYC news to share? **We want to hear from YOU!!!** Please consider writing something for our next newsletter. Email [CYCEAB@lethbridgecollege.ca](mailto:CYCEAB@lethbridgecollege.ca) to submit an article.

# Research Roundup

by Christine Slavik, Associate Professor,  
Department Head, Child, Youth and Family Studies, University of the Fraser Valley

## Using wearable technology-based metrics to measure the impacts of HR & HRV and mindfulness-based practices

I have been teaching courses about mindfulness and mindfulness practices at UFV for the last 6 years. I have previously conducted research on the impact of **mindfulness-based practices (MBP)** on perceived stress and how participating in MBP impacts learning and the classroom experience. [Check out that research in \*Relational Child & Youth Care Practice\*, Spring 2014, Vol. 27 Issue 1, p6-17.](#)

I continue to have an interest in the ways in which MBP can impact our overall health and wellness. Wellness is such an important part of education and practice in CYC. In my own practice, I noted how my heart rate changes as a result of engaging in MBP. I have utilized my **FITBIT** to monitor these changes and it has increased my curiosity about the physiological benefits of MBP in my life. As a result of my experience, I decided to apply for a grant from the Fund for Innovative Teaching at UFV and I was successful in securing funding to explore the use of FITBITS to measure the impacts of heart rate and heart rate variability and MBP in students during the CYC 275 Wellness and Mindfulness-Based Practices course. The research will start in May 2020. I am hoping to learn if using wearable technology to monitor heart rate before and after MBP impacts perceptions of the practices and influences feelings about personal power over health and wellness.

This project supports and enhances a current course that has proven to be highly successful among UFV students across disciplines. CYC275 Wellness and Mindfulness-Based Practices (MBP) is a core course in the BA in CYC degree program and is offered twice in an academic year. There is great interest from students from a variety of other faculties and programs at UFV including: psychology, kinesiology, philosophy, social work, criminology, adult education, and BGS. The project involves the addition of utilizing wearable technology-based metrics to improve student success and mastery of personal health and wellness. The addition of this tool has the potential to amplify and bring to life the changes that are occurring for students as they engage in MBP. The idea is that each student in the course will have the opportunity to access and wear a fitbit to monitor their heart rate and heart rate variability as the course progresses, providing real time evidence of physiological changes.

The intended outcome for students is a deeper understanding of their own personal power to contribute to their health and wellness. The intended impact is that students will engage and commit to practices that contribute to their health and wellness more readily when they experience concrete measurable examples of change through the use of wearable technology.

I look forward to sharing the results with our CYC community in the future!

*\*\*Please note: due to the COVID-19 pandemic this research is postponed until the course can next be delivered in a F2F format, which we hope is Fall 2020.*

# Upcoming Webinars:

Want To Learn More About Accreditation? Is Your Institution Ready to Become Accredited?  
JOIN OUR ACCREDITATION COORDINATOR ON MONDAY, MAY 11, AT 10:00 A.M. MDT



For more information and instructions on how to join, please contact Dianne Marcellus-Kerr @ [cyceab@lethbridgecollege.ca](mailto:cyceab@lethbridgecollege.ca)

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**CYCEAB is always looking for committee members! From research to policy to education, we'll find something to match your interests!**  
**Contact**  
**[CYCEAB@lethbridgecollege.ca](mailto:CYCEAB@lethbridgecollege.ca) to sign up or request more information.**

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## **\*COVID-19 UPDATE\***

In light of the COVID-19 health pandemic, the CYCEAB recognizes the unprecedented need for programs and faculty to become innovative, creative, and flexible in their approaches to teaching, learning, and placements. The board is also responding according to the imposed restrictions and is suspending all travel for site reviews effective immediately. Other work still carries on, so please stay engaged with us! We appreciate your ongoing commitment to quality post-secondary Child and Youth Care education. Please contact Wendy Weninger, our Accreditation Coordinator, should you have any further questions ([wendy.weninger@outlook.com](mailto:wendy.weninger@outlook.com)).