



Child and Youth Care Educational Accreditation
Board of Canada

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

CHILD AND YOUTH CARE EDUCATIONAL
ACCREDITATION BOARD OF CANADA

CYCEAB

FALL NEWSLETTER

As a board, we ensure excellence in child and youth care education and ongoing quality enhancement through the assessment and review of post-secondary programs.

**CHILD AND
YOUTH CARE
EDUCATIONAL
ACCREDITATION
BOARD OF
CANADA

(CYCEAB)**

The CYCEAB of Canada is charged with the accreditation of child and youth care post-secondary programs. CYCEAB accreditation activities document efforts to be accountable to children, youth, and families; to students; and to the profession.

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WELCOME

This year has held nothing but new, exciting, challenging, and trying experiences. As the Child and Youth Care Educational Accreditation Board of Canada (CYCEAB) connects with various institutions, those accredited and those in the process of accreditation, it has become clear that the skills CYC practitioners, students, and educators embody has allowed us to move through the COVID-19 pandemic in ways previously unexplored.

In this newsletter, we hear from various members of our CYC community, we learn from each other in regard to the ways we have and are navigating the field, and we take a few moments to highlight members of our global community.

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 to submit an article.

NOT THE YEAR WE EXPECTED

**BY: CATHY DENEIKO
(MSW, RSW)
INSTRUCTOR AND
STUDENT ADVISOR,
YOUTH CARE
WORKER PROGRAM**


**SASKATCHEWAN POLYTECHNIC
CYCEAB MEMBER**



The unexpected year that became so much more

The end of last term was a challenge for many. Classes moved to online delivery with little time for preparation. Practicums needed to be revised for virtual experiences. And, our need to learn technology that some of us did not even know existed became a requirement for survival. But we made it through. It may not have been pretty but we were able to continue to provide opportunities for learning. Now we are moving on to another year. Most programs are moving to full online class delivery for the fall. We are no longer in a crisis planning mode but we have had the opportunity to reflect on the last months of class delivery to see what we have learned, taken some classes to enhance our online delivery skills, done some reading and playing around with technology to work on developing additional resources for learning for the fall.

More than ever our need to network with other educators is needed. Learning from each other, taking ideas that others have tried, and seeing if we can incorporate those ideas into our own facilitation can ease our own stress of being able to maintain the high standard of education that we all strive for.



Over the past few months an education committee has been organizing online workshops focusing on the current issues in our communities. This was initiated in part due to the June conference being cancelled and the desire to continue to connect and learn together.

You will find in this edition summaries of the educational opportunities that have taken place, highlights of events to come, and much more. We welcome ideas and submissions for future publications of our newsletter with the next one targeted for a spring launch. Please contact me at deneikoc@saskpolytech.ca if you would like to submit an article or a possible topic for a future newsletter.

ACCREDITATION UPDATES

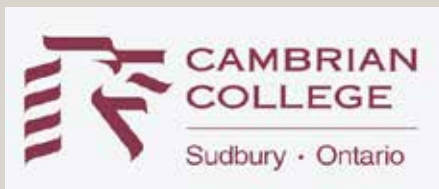
BY WENDY WENINGER
ACCREDITATION COORDINATOR

DURING THESE UNPRECEDENTED TIMES OF A WORLDWIDE PANDEMIC

Hello to all CYC post-secondary programs already engaged in the accreditation process, and to those who may be looking to engaging in the process. Wishing you a great term of teaching amid all the revisions, additions, and changes you have put in place to ensure the best experiences for your students.

First off, I would like to announce and offer congratulations to the programs that have been granted accreditation status with CYCEAB in the last year. Their efforts and hard work have indeed been rewarded.

Cambrian College - Child and Youth Care Program



MacEwan University - Bachelor of Child and Youth Care Degree (Diploma exit)



Sheridan College - Child and Youth Care Diploma



University of Strathclyde - MSc Child and Youth Care Studies by Distance Learning



We presently have four institutions who will host virtual site reviews in the fall of 2020 and two additional programs that will look to have their reviews occur in the winter 2021 timeframe.

UPDATES CONTINUED

Secondly, I would call your attention to some important documents on our website. Working with the Chair of the Standards Development and Implementation Committee, Andrew MacLaine, the board has accomplished two major tasks over the period of May to September. I encourage you to look on the CYCEAB website for the updated Self-Study Guide (July 1, 2020) and the newly created Site Review Guide (September 1, 2020). The revisions within Self-Study Guide provide clear detail about the required documents programs must provide and reflect upon under the *What you Need* bullets and the reflection questions to be responded to in each of the eight sections of the self-study under the *Engaging the Evidence* bullets. The newly created Site Review Guide provides, within one document, the details of the review process for the applicant programs, Reviewers, and the Recommendation Panel members. We hope it will provide clear information for all involved when a program moves to this stage. As well, an updated flowchart of the accreditation process, incorporating the virtual site review process, can also be found on the website. Happy reading! Any feedback about these documents is always appreciated.

My third piece of information pertains to the CYCEAB board's decision to move all reviews to a virtual format, using two Reviewers. Amid all of the challenges of COVID-19, this provides programs engaged in the accreditation process the ability to move to completion amid travel bans, removes the hesitancy for Reviewers to travel outside their own community to the program being reviewed, and also removes the requirement for programs to host reviewers on site. From my conversations with programs presently engaged in the accreditation process, they are happy about this change, allowing them to complete their accreditation steps in a timely manner. Prior to COVID-19, the virtual format had been implemented with one applicant program, so there is some experience with virtual reviews. We thank those involved in that review for providing information and guidelines for moving forward.

There are benefits to a virtual review with two Reviewers. A virtual review spread out over a longer period (a Monday to Friday work week if desired) makes it easier to coordinate the focus group sessions and provides some "breathing time" for the Reviewers. Reviewers can also stay in their home community rather than travel for what was often four days during a term of teaching. Two Reviewers can provide a greater perspective on the program undergoing accreditation.

Finally, I would encourage any programs or faculty/leadership complements to contact me if you have any questions about the accreditation process. I am more than willing to virtually meet with groups to discuss such things as the details of the accreditation process, answer questions, and/or look at how your program may align the CYCEAB accreditation process with an institutional program review. I plan to again host an orientation to the accreditation process in the spring, as programs potentially look to apply by a fall September 15 date, so keep an eye out for a posting about that in the new year.

Feel free to contact me if you need further information about anything accreditation related!

Hoping you stay safe and healthy!

Wendy Weninger
Accreditation Coordinator, CYCEAB
Email: wendy.weninger@outlook.com
Phone: 403-393-3574

FROM SOMEONE WHO KNOWS

GEORGE BROWN COLLEGE
ACCREDITED



The Child and Youth Care program at George Brown College pursued accreditation to better align with the CYC Vocational Learning Outcomes, ensuring that the program was training students to the highest level of professional standards. As a team, although initially a bit daunted by the prospect, we generated a plan and persevered. As a result, proudly GBC was the first college in the Greater Toronto Area to be accredited. Here's what we learned:

Learning #1

Accreditation is a process. We submitted the initial application in fall 2015, the self-study was completed between May and November 2016, and the site review occurred in late fall. We received our Accreditation Certificate in the Spring of 2017.

Learning #2

You will need additional time and resources. It was essential to have investment from each member of the team, management and administration. We found it useful to allocate specific time in each team meeting; however, faculty also needed time to complete individual course reviews and their assigned tasks.

Learning #3

Accreditation and Program Review are collaborative processes. We scheduled our self-study simultaneously with our college's program review. The curriculum specialist/reviewer was invaluable in helping with the finite examination of specific courses, identifying areas for further development and mapping how our curriculum aligned, or didn't, with over-arching program goals and objectives.



Learning #4

Create a clear work plan with measurable outcomes and realistic deadlines. At GBC, the team appointed an academic lead to keep track of progress and liaise with the CYCEAB and an Accreditation committee to generate an agenda and schedule for the self-study, breaking it down into manageable components. To avoid inconsistencies and duplication, each member of the committee was responsible for completing the necessary documentation for their specific component to be included in the final report based on the outcomes of team discussion. At GBC, we felt strongly that the self-study be completed collaboratively as a team and items that required in-depth discussion were identified early with assigned time allotments.

FROM SOMEONE WHO KNOWS

GEORGE BROWN COLLEGE
ACCREDITED

Learning #5

The CYCEAB Self-study, revised in 2019, provides a clear, sequential guide for completing a program overview organized around three key components; program inputs, program operation, and outcome measurements. We found the guide useful for identifying specific criteria but also for its suggested topics and questions for deeper critical analysis.

Learning #6

Accreditation confirms program strengths but more importantly it highlights ways to address areas for further development by utilizing and galvanizing those unique strengths.

In summary, the process of accreditation is not just a cerebral exercise. It requires resources, commitment, planning, critical reflection, and a willingness to accept the need for change as directed by constructive feedback. It was our experience that making the investment enhanced our program's academic and professional integrity, provided a much better experience for students, and clarified goals for future program development.

Donna Reid
Accreditation Academic Lead

Learning #7

Accreditation re-engages faculty in their pedagogy. The process of accreditation engaged faculty in critically examining why, how, what, and who they teach, at a different level. Often courses are inherited and with the exception of basic scheduling updates, remain unchanged. We found that critical review of each course often revealed content that needed to be streamlined or updated. Presenting an overview of course outcomes, delivery models, and evaluation identified areas of duplication and those that needed enhancement or repositioning in the curriculum map to improve program alignment with CYC values, goals, and competencies.

Learning #8

The site review illuminated the learner's experience. Interviews with current and past students were very informative in identifying what pedagogical approaches worked for them, what were perceived as academic stumbling blocks or redundancies, and how to enhance their preparedness for professional practice.



BOARD MEMBER SPOTLIGHT

MEET SHEMINE GULAMHUSEIN, PHD

Shemine is an Assistant Professor at MacEwan University, Department of Child and Youth Care. She has been educating in the field of Child and Youth Care and Therapeutic Recreation since 2014. Shemine's work is situated in grappling with and understanding the complexities of navigating multiple social spaces from the position of a marginalized and minoritized person. She is passionate about the care of communities that live on the fringe and those that often are seen as "less than" or "othered".

What are your areas of expertise?

As an early-career practitioner and educator, I would say my expertise is still developing. My area of focus includes working at the intersection of recreation, leisure, immigration, and with marginalized and minoritized communities. I have also spent some time dabbling in understanding domestic violence and the care needs of women and children who have/are experiencing abuse.

I thrive on the balance of interdisciplinary theory and practice. You will often find me in community seeking out groups of people that can use a little extra support.

What is your favourite think about CYC education?

A challenging question! I am particularly fond of my opportunity to work from an intersectional and interdisciplinary approach. I look forward to the CYC field deepening and critically exploring subject areas that pertain to the needs of people we work with and to work from a stance that respectfully challenges current knowledge while opening space for intersectional thinking in regard to currently known and future learnings that relate to children, youth, and families.

What is something you find challenging in delivering CYC education?

The greatest challenge I find while teaching in the field of CYC is the reliance on a few models and theories. I believe there is so much available and many scholars who are provoking new ways of thinking. The pedagogical work within allied fields of Early Childhood Studies, Social Work, and Therapeutic Recreation is an area I believe Child and Youth Care is just starting to dive into.

Saying this, I honour those who have opened spaces for these allied fields to seep into the CYC classroom and I look forward to contributing to the growing

MEMBER SPOTLIGHT CONTINUED

critical CYC pedagogy and practice in the coming years

I hope to hear in the coming years that CYC practices and theories are seeping into allied field classrooms as well. The mutuality of this seeping will hopefully work my way out of a job with the knowledge that we have also penetrated government and social systems to the extent that the needs of all people are being met.

What is something you are excited or passionate about in the CYC field?

I am consistently excited by the opportunities this field offers to practitioners, students, and the people we work with. As of late, I have found joy in international collaborations with Child and Youth Care practitioners and allies. Together, exploring the complexities of experiences for young people migrating because of political unrest, access to education, and various other reasons has created opportunities for new re-search and projects. For example, over the course of the Fall 2020 semester, I am

offering a free virtual collaborative group for international students in Canada. Students come from an array of disciplines, yet what they bring to our collective is the understanding of working in systems, adjusting to new living environments, and holding multiple social spaces at once. I look forward to reading more literature in regard to these experiences within CYC literature.

Lastly, I remind each of us -- practitioners, students, and educators -- to take a moment each day and engage in critical reflective practices; the same ones we encourage the people we work with to do. I encourage each of us to question our own actions, to challenge our current beliefs, and pick one topic each month to explore from an interdisciplinary and intersectional perspective. I believe if each of us did this, not only would the field of CYC continue to develop in a way that other fields will attempt to mimic, but collectively we will also grow in strength, care, and love. Critical CYC pedagogy and practice in the coming years.



TEXTBOOK REVIEW

Child AND Youth Care IN THE FIELD A PRACTICUM GUIDEBOOK



CARYS CRAGG

CARYS CRAGG provides CYC practitioners, educators, and field supervisors a guide to effectively engaging in practicum experiences.

From the publisher (Canadian Scholars)

The first of its kind, this practicum-specific re-source serves as an accompanying guidebook for fieldwork, placement, or classroom instruction in child and youth care practice. *Child and Youth Care in the Field: A Practicum Guidebook* uses critical reflection to facilitate student learning and growth throughout the practicum experience. Students can apply and build upon the theory and skills acquired during their fieldwork by utilizing the engaging workbook features and writing spaces included in the text. This resource helps prepare students for practicum and expand their self-awareness by discussing the challenges and difficulties they will encounter in the field, and by providing insight on how to navigate the decision-making process.

With the increasing need for a hands-on resource in child and youth care studies, this book is well suited for first year, field placement, and professional skills courses in child and youth care programs at the college and university level.

FEATURES:

- includes checklists of child and youth care competencies, prompting discussion questions, practical exercises, and scenario examples from students to reflect on
- “Voices from the Field” sections provide valuable mentorship and insight
- reflective of diverse voices and scenarios in the child and youth care field

If you have a book you’d like featured in upcoming newsletters, please reach out to a board member.



REMAINING RELATIONALLY VIBRANT WHILE WORKING REMOTELY

In August, Christine Slavik, Associate Professor and Department Head for Child, Youth, and Family Studies at the University of the Fraser Valley, hosted an interactive workshop with CYC educators and practitioners from across Canada. From the engaging dialogue, Christine published an article, “Remaining Relationally Vibrant While Working Remotely”.

Article Abstract

The environment in which colleges and universities are operating in since the declaration of the COVID-19 pandemic has become increasingly reliant on technology. For some, this is the only way courses are being offered at the present time. The demands of teaching and learning online are significant for students and faculty alike. It is important to consider our physical and mental health as we engage virtually for extended periods of time. This article explores recommendations and resources for maintaining balance and equanimity to address the potential overwhelming reactions to working, teaching, and learning online, and it highlights the need to PAUSE from time-to-time.

To Read More

<https://cycaccreditation.ca/wp-content/uploads/2020/10/Finding-equanimity-teaching-learning-online.pdf>

WEBINARS

THE CYCEAB EDUCATION COMMITTEE IS HOSTING MONTHLY WORKSHOPS.
BELOW IS AN EXAMPLE OF A WORKSHOP RECENTLY HELD.



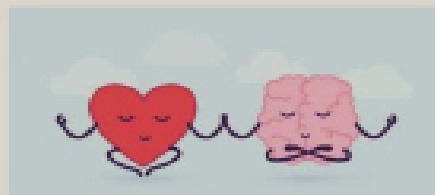
Relational Practice in CYC Education

This workshop will focus on how to foster collaborative working relationships in the classroom, online, and in the field. Discussions will focus on what strengths and barriers students and faculty have experienced within the classroom, college community and field placement experiences. Faculty will share how they connect with students using relational practice, and how this inter-professional relationship translates into CYC practice in the field.

When: October 29th at 12 noon EST

Where: Zoom – RSVP to postinelli@centennialcollege.ca and we will send the link.

Who: Jodie Adams and Paola Ostinelli from the CYC program at Centennial College in Toronto.



CACEJ | CYCEA

COMITÉ D'ENSEIGNANT DES COLÈGES À LA RELIÈVÉE
DE L'ONTARIO ET DE LA PROVINCE DE QUÉBEC

ONLINE YOUTH CARE EDUCATIONAL
ACCREDITATION BOARD OF CANADA

THE STORM OF COVID-19

KELLY CASSANO

THE STORM OF COVID-19: TRANSITIONING CYC STUDENTS FROM INTERNSHIPS TO WORK-INTEGRATED LEARNING

The arrival of COVID-19 brought many transitions to our world, forcing many agencies to halt usual practices and delve into a new unknown where creativity and innovation needed to reign. This was no different for academic institutions. The pursuit to salvage a school semester meant a new approach not only to courses but internships for Child and Youth Care (CYC) students; and here is where the story begins.

Lined up to be a seminar instructor for the summer semester had me feeling a little uncertain of what lay ahead. I heard words of “project work” and the movement from the term internships into a “Work-Integrated Learning” (WIL) model.

WIL is an outcomes-focused model considered to be imperative in the building of employability skills for graduates (Jackson, 2015), and it opens the door for the integration of several experiential learning models (Stirling et al., 2016). Humber College, Faculty of Social and Community Services, offered three different pathways for students: in-person experiences, remote experiences, and project work. In-person experiences resembled traditional internships; however, limited opportunities existed as so many community partners were also still navigating this transition and how to

adapt their services. Supporting the online work of these partners became a remote-work opportunity for students, albeit they were still few and far between. This remote work consisted primarily of the facilitation of online summer camps, activities, and workshops. Lastly, was the project work, where group and individual assignments substituted internships. Project work became the pathway for most students.

At first thought, I struggled with understanding how these assignments would capture the essence and importance of the relational approach of CYC (Garfat et al., 2014). I also questioned how these assignments would provide meaningful opportunity for praxis and reflexivity, learning and growth. Many of my students entered our first online class with doubt and frankly, feeling discouraged about not receiving the coveted internship experience.



THE STORM OF COVID-19 (CONTINUED...)

A shift in thinking became imperative. Project work could not be viewed as just another school assignment but rather a time to explore and discover, a time to learn and grow.

What is your passion?

How will you support young people during these transitional and uncertain times?

How will you bring the principles of relational practice to online platforms?

How can you use what you create to showcase your skills for future opportunities?

These were the questions posed to students as they were encouraged to find purpose and meaning in the assignments. Groups were formed based on interest, and students completing in-person or remote experiences were also assigned to a group, to act in the role of a consultant, and to share knowledge about the changes, strengths, and challenges they were seeing in the field. Magic happened! Being given full creative license over the assignments and the ability to propose new ideas, groups flourished, and innovation soared! The final product of these assignments resulted in websites to support therapeutic activities between caregivers and children, videos for young people promoting healthy relationships and a journey of self discovery, an Instagram page filled with wellness and self-care practices and videos for all ages, toolkits, infographics, psychoeducational presentations, online cooking lessons, and the list goes on. The projects were outstanding but the real magic happened in the process. Students worked as a team with all the expected trials and tribulations. Project outlines were developed and learning goals were mapped to program outcomes. Identifying their own skill set as well as their peers became paramount in the planning process and for project completion. Communication was happening on multiple platforms. Students sought input from instructors and peers

ideas were being cross shared between groups, and students in the consulting role took the ideas to the field to facilitate (and test) the group's activities and concepts, bringing back valuable feedback. Brainstorming on how to embed relational practice principles resulted in the sharing of personal small anecdotes, narratives, and moving photographs throughout many of the online projects. The work became meaningful, it had purpose, young people and families could and would benefit from the work completed; and students were engaged in praxis and reflexivity.

I was fortunate to be asked to develop new projects for our CYC students and adapt processes to ensure that assessments and evaluations aligned with program learning outcomes. This work has excited me, and my students have inspired me. Yes, these times have been challenging but I am confident that with or without COVID-19, our future field is in good hands with our up and coming Child and Youth Care practitioners. Regardless of the learning model, our role as CYC educators continues to be one of promoting learning, motivating our students to find their passion, and encouraging our students' growth and skill development - we got this!

Kelly Cassano, MSc; CYW

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CYCEAB MEMBER RECRUITMENT

WE'RE LOOKING FOR
YOU!



Are you passionate about the field of CYC? Do you have a inner inkling to be part of the field as it changes? Want to make waves in the way education and practice is provided, perceived, and shifts to meet the needs of today?

If you answered yes to any of the questions above, we want you!

CYCEAB is always looking for committee members! From research to policy to education, we'll find something to match your interests!

We actively seek members that reflect the people CYC practitioners engage with each day, in classrooms and community. The CYCEAB supports the inclusion of all people and works to promote the diverse communities we teach, practice, and live within.

Contact

CYCEAB@lethbridgecollege.ca to sign up or request more information.

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 of Directors 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).

**CYCEAB
Fall 2020**