

S P R I N G  
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**Child and Youth Care Educational Accreditation Board of Canada**



**CACEJ**

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

**CYCEA**

CHILD AND YOUTH CARE EDUCATIONAL  
ACCREDITATION BOARD OF CANADA

## Meet the Dedicated Staff of the Accreditation Board

The CYCEAB would like to acknowledge our Office Manager Dianne Marcellus-Kerr and Accreditation Coordinator Wendy Weninger.

Wendy is the main contact and support person for all programs going through the accreditation process. She provides guidance and resources throughout the accreditation process.

Dianne coordinates day-to-day communications and business operations of CYCEAB and provides governance support to the Board of Directors. She keeps everything running smoothly and keeps all of us on track.

We are fortunate to have these two dedicated, consistently reliable, hardworking and knowledgeable women on our team.



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**Dianne Kerr**



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**Wendy Weninger**

# A MESSAGE FROM OUR ACCREDITATION COORDINATOR

**By: Wendy Weninger, Accreditation Coordinator**

Hello all CYCEAB member programs. I hope you are all staying safe and healthy as we move into year two of our COVID-19 pandemic. While the restrictions that have resulted from this pandemic have limited in many ways what we have been able to do this past year, the CYCEAB has been busy continuing to manage our accreditation process – supporting the programs engaged in the process, engaging in our own continuous improvement with documents like our Self-Study Guide and Site Review Guide and sharing information with programs looking to begin the accreditation process in the near future.

As spring is upon us, I recognize it is a busy time for the programs actively engaged in our accreditation process. Specifically, programs that applied in fall 2020 are working diligently to complete their Self-Study, aiming to submit their documents this spring or into the summer months. Programs that applied in fall 2019 are in the final stages of the process, hosting their virtual site reviews, completing their program's response to the Reviewers' Report or awaiting a decision from the Board of Directors. And those programs that are looking to apply by September 15, 2021, are spending these warmer spring days examining the process flowchart, going

through Part 1 of the application form and looking at the Self-Study to examine their readiness to apply (all documents can be found on the website at <https://cycaccreditation.ca/>). This is a busy time indeed!

Spring is also when the Board sets aside time to do its own strategic planning and makes the necessary updates/revisions to the documents that direct our processes – the Self-Study Guide, Site Review Guide, policies and procedures, etc. As we work to completion of these tasks, please note that for programs applying for September 15, 2021, you will be required to use the Self-Study Guide and Site Review Guide that will be uploaded by August 15, 2021. However, the guides presently on the website are a great place to look at your readiness to begin the process. For any questions you may have, please feel free to contact me at your convenience.

Happy spring everyone!

Wendy Weninger

Accreditation Coordinator, CYCEAB

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Phone: 403-393-3574

# LEARNING PERSPECTIVES OF THE PANDEMIC YEAR

## Strengthening CYC Postsecondary CYC Association Relationships through Practicum: A Q & A

By: Carys Cragg, Cody Jacques, and Ashleigh Medlam

**T**he COVID-19 pandemic has caused CYC postsecondary programs across Canada to centre the learning outcomes of our practicum courses and become creative in terms of their design and delivery.

Over the past year, Douglas College's Child & Youth Care degree program, based in Coquitlam, BC, worked with the CYC Association of BC's (CYCABC) leadership to envision a 4th year practicum placement that would meet student, program, and college needs. The CYC degree program's co-coordinator and practicum instructor (Carys Cragg) asked 4th year degree practicum student (Ashleigh Medlam) and CYCABC's board member and practicum supervisor (Cody Jacques) a few questions about their experience of creating a practicum placement opportunity to develop the beginnings of a mentorship program. We hope this story inspires CYC postsecondary programs to partner and collaborate with their provincial associations for mutually beneficial aims.

**Carys Cragg (CC):** *Tell me about the decision you and your Board made to support a practicum student during a pandemic.*

**Cody Jacques (JC):** Being a volunteer board, we frequently have ideas about taking on new projects and being limited by our time constraints. Bringing on a practicum student allowed us to do some of the larger projects that we had not been able to complete with our schedules. In deciding

who was going to support Ashleigh with the practical work involved in supervising a practicum student, the Executive team decided to share the responsibilities. Due to time constraints, it made more sense to have Ashleigh be supported by myself with aid from Janet (Board Chair). The pandemic allowed us to connect virtually, which reduced the barriers to commute time, booking space and some of the less efficient aspects of pre-pandemic meetings.

**CC:** *You took a bit of a risk doing a practicum placement during a pandemic that was not entirely defined at the outset. Tell me about that experience.*

**Ashleigh Medlam (AM):** I actually had a lot of false starts to my practicum before starting my time with CYCABC. I had an interview with another placement just as everything was locking down, which ended up not working because they were unable to take on a student at the time. When you (Carys) suggested getting a little creative with practicum placements I was excited about the opportunity. I took the time to read up on the CYCABC's values and mission and heard about what they might have me working on. When you (Carys) mentioned that the CYCABC was looking to create a mentorship program, I felt that moment of connection! I really thought that I would be able to do something like that to support them, and to make an impact on Child and Youth Care as a practice.

# LEARNING PERSPECTIVES OF THE PANDEMIC YEAR

**CC:** *How did you collaborate to define what this practicum would look like? How did you settle on the idea to develop a Mentorship Program?*

**CJ:** From the start, we knew we would want to do a project-based practicum with the mentorship program in mind. We were incredibly privileged to have Ashleigh come on as an all-star and really take point on the project from start to finish. We had an initial meeting with Ashleigh and Carys to determine fit and to determine what the best approach would be for working alongside Ashleigh to meet her educational needs.

**AM:** As I mentioned before, the mentorship program was kind of the reason that I thought that doing my final practicum with CYCABC was a good option for me and it just kind of worked out that it was the project that they wanted me to work on. I wanted to come into a space and help them to make the vision that they have come to reality. This was something that I thought I would be able to do. When we first had a discussion about what it would look like to have my practicum with them, both Cody and Janet wanted to know about my working/learning style and what I wanted from this practicum. Cody was great at creating a step-by-step and setting check-ins about once per week, really letting me do the work and come back to him with what I had. He took the time to create opportunities for learning and connection, by having me meet individuals or take part in meetings so that I was able to be involved in the profession.

**CC:** *Tell me about the Mentorship Program you worked on during this practicum? What did you do? What did you create?*

**AM:** The first step was to see what was already out there, if other provincial associations or similar professional associations already had mentorship programs. I had the opportunity to interview some of the leaders in these mentorship programs to see what they did, how many people were involved, how long they have been providing this program and other such things. Then Cody really wanted me to ground the creation of this program in theory, so asked me to write a literature review. From that point I had a better idea of what was out there, what worked and the theories that would help to make the framework of the program. The focus of this mentorship program is to create connection and promote growth within the Child and Youth Care profession, so I surveyed some of the members of the CYCABC to see what they wanted from it. As for what I have created, I am still working on the program now! After finishing my 200 hours with CYCABC and not being completed in my work, I chose to stay on and finish up. Cody and I value the creation of a program that will be around for a while, so putting the groundwork in to make a solid foundation is important. I really appreciate what the CYCABC did for me as a practicum student and want to create something that they can use for a long time.

**CC:** *What will the Mentorship Program contribute to the CYCABC? What are your hopes for the program as you continue to develop it?*

**CJ:** Ashleigh's contributions in creating the framework and structure for the mentorship program will enable the CYCABC to begin marketing it to our members and see some form of



delivery by the end of 2021. Testing out the applicability of having a practicum student on board has also provided us with the knowledge of how we can be more efficient in future opportunities if more practicum students are brought forward. Our hopes for the program moving forward will be to better connect CYC practitioners throughout the province in a focused way, being intentional to provide opportunities for members who work towards professionalization.

**CC:** *What did you learn about yourself as a CYC practitioner through this organizational (non-traditional) practicum?*

**AM:** My biggest take-away from this experience has been learning more about myself in professional relationships. This opportunity gave me the chance to meet many people in the field, many coming from different backgrounds and in varied working spaces and seeing the connections that exist in the Child and Youth Care profession and the long history that it has. I think that I see myself as a more capable person now, and that being a part of the community means that you have to trust that you know what you are doing. This past year has been isolating in some ways but because of this unique practicum experience, I feel much more connected to the profession and the people in it. I cannot speak highly enough of my experience really! I feel as if the passion that people have for the work that they do has helped to keep the passion for Child and Youth Care strong in me.

**CC:** *Douglas College wants to work more closely with the CYCABC. We benefited greatly from you supporting one of our 4th year students! How did this practicum "experiment" benefit the CYCABC?*

**CJ:** The practicum trial supported the CYCABC by expanding our capacity to provide support to our members. Having the opportunity to expand our practice with supervising

a practicum student allowed for further outreach to the student population at Douglas College, and it provided us with a fresh set of eyes to a program we had discussed but which we had not put planning into. The CYCABC also benefitted by continuing to build on what we know of as "best practices" by having a go-to person to discuss current academic trends with someone who was in the education role rather than being a practitioner in the field with prior education experiences. Having Ashleigh stay on has been a blessing. Further collaboration is always welcomed!

## CYCEAB STATEMENT PRACTICUM DURING PANDEMIC

**Child and Youth Care (CYC) practicum (inclusive of terms such as field work, field placement, internship, etc.) is an essential experiential component of the CYC credential. Due to the COVID-19 pandemic, postsecondary programs have had to be creative to provide such practicum opportunities. Student and community safety is paramount. We realize adaptations to the traditional practicum is necessary. As programs consider these adaptations, they should centre on the following: CYC learning outcomes, CYC core competencies and CYC vocational standards. As public health recommendations allow in your geographical area, the standard for CYCEAB accreditation will continue to require 80% of the practicum hours to be direct engagement with children, youth and families.**

# CYCEAB BOARD MEMBER SPOTLIGHT

## Andrew MacLaine



### **What are your areas of expertise?**

A: Oh how I'd love to answer "surfing"! I guess what I spend my professional hours doing is evolving my teaching practice, dedicating time to faculty advocacy through union involvement and trying to use my position to influence change in the systems I am involved with. No matter how complicated my world gets, it seems that the skill set I've learned as a CYC is still the most utilized. faculty advocacy through union involvement and trying to use my position to influence change in the systems I am

involved with. No matter how complicated my world gets, it seems that the skill set I've learned as a CYC is still the most utilized.

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

A: Student empowerment! Watching students own their journey and the growth that I get to witness. It is truly a privileged standpoint. Also, knowing that the students are the change agents that are so needed within our systems.

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

A: Neoliberalism and its dogma.

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

A: Being able to contribute to making this world a better place.

# FROM SOMEONE WHO KNOWS...

## Mount Royal University Bachelor of Child Studies

### Newly Obtained Accreditation



Mount Royal University is situated on the ancestral and traditional Indigenous territories of the Blackfoot and the people of Treaty 7 region in Southern Alberta, which includes the Siksika, the Piikani, the Kainai, the Tsuu T'ina and the Stoney Nakoda First Nations. The City of Calgary is also the home of the Metis Nation of Alberta, Region III. We are honoured to work, rest and play on this land.

As a newly accredited child and youth care program, we look forward to supporting the accreditation process and ensuring that child and youth care curriculum has the best possible education. We care about this because it matters to the children, youth and families that we serve. Having acquired accreditation means that we can tell the public that we meet a standard of excellence in our curriculum and have a commitment to ongoing reviews of our program.

It is important that we tell the public that we meet a standard of excellence in Alberta because of the up-and-coming regulation of child and youth care practice in Alberta. Once legislated, anyone working in the child and youth care scope of practice will need to meet entry to practice competencies. Being accredited by the CYCEAB shows that our graduates will meet these requirements and in doing so, will be able to serve those in our care in the best possible way.

Submitted by:

**Pat Kostorous**, Professor;

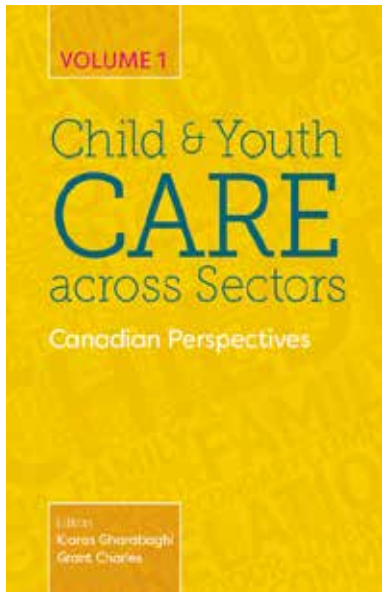
Department of Child Studies and Social Work

Coordinator of the Child and Youth Care Counselor Major in the Bachelor of Child Studies

Mount Royal University

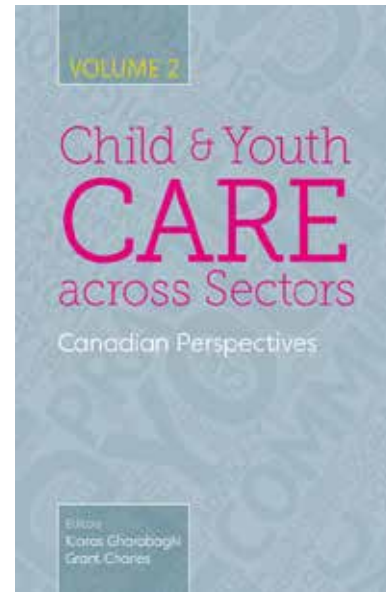


# CYC BOOK HIGHLIGHT



A pivotal textbook in the field, this comprehensive collection is the first of two volumes that cross-examine all active child and youth care sectors across the human services. Co-editors Kiaras Gharabaghi and Grant Charles bring together world-renowned professionals, academics and researchers to address the past, present and future state of child and youth care.

Guiding students through the exploration of a growing field, this volume examines practice in a range of service sectors including residential care, foster homes, schools, cyberspace, outdoor adventure settings and services that support Quebecois, deaf, autism and LGBTQ+ communities. With a strong foundation in Canadian scholarship, this text also draws connections to child and youth care practice in a global context.



Child and Youth Care across Sectors aims to reflect the changing field by capturing a diverse array of themes and issues through an inclusive framework. In Volume 2, the contributors continue the discussion on sectors and contexts of child and youth care, with an emphasis on giving space and voice to different ways of thinking about and describing the field.

Focusing on acknowledging and confronting the complex issues within child and youth care, this new volume includes groundbreaking chapters on pertinent topics from homelessness to immigration, antiracism, African-centred praxis, and Indigenous ways of being. Expanding from the first volume, this text explores additional settings of child and youth care, including hospitals, schools, day treatment programs and the complicated youth criminal justice sector.

TO READ MORE, VISIT [www.canadianscholars.ca](http://www.canadianscholars.ca).

# UPCOMING PROFESSIONAL DEVELOPMENT

June 2nd 1pm EDT

<https://www.eventbrite.ca/e/a-restorative-pedagogy-for-post-secondary-child-and-youth-care-practitioner-tickets-153024577631>

\$35

## **A RESTORATIVE PEDAGOGY FOR POST SECONDARY CHILD AND YOUTH CARE PRACTITIONER PROGRAM FACULTY**

**PARTICIPATE IN A DISCUSSION AND  
ILLUSTRATION OF RESTORATIVE JUSTICE  
AS CONTENT, RESTORATIVE PRACTICES AS  
A BASIS FOR RELATIONAL ENGAGEMENT  
AND PLACEMENTS AND THE PRINCIPLES AS  
A BASIS FOR PEDAGOGY.**



# PREVIOUS PROFESSIONAL DEVELOPMENT OFFERINGS



Lorna Andrews is the Teaching and Learning Specialist-Indigenization at the University of the Fraser Valley in British Columbia. She is of Nla'kapmux Nation descent and married into the Stó:lō Nation. She has worked within Stó:lō and Indigenous communities for over twenty years focussing on employment, training, and post-secondary education. She is a proud UFV Alumni with a Bachelor of Arts in Adult Education and takes pride in serving as the Director of the Indigenous Student Centre at UFV for 5 ½ years. She was successful in attaining a Master's Degree in Education from Simon Fraser University with a focus on post-secondary curriculum and instruction as it relates to building Indigenous student success. Her research focussed on Aboriginal history, adult education, adult learning, ethics, identity, and success factors as it pertains to Aboriginal learners and education. She enjoys any opportunity to work with faculty, staff, students, and the communities of UFV on Indigenization, decolonization, and reconciliation. She has an ability to see through both a western lens as well as Indigenous lens. Her personal, professional, and educational experiences and connections inspires her to work towards understanding and harmony. She believes that while supporting Indigenous students is rewarding and important, supporting the work of Indigenization, decolonization and reconciliation will build on Indigenous student support and UFV as a whole. Everyone benefits when we engage in this journey.

# 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, preceived, 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](mailto: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 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)).