

# WINTER/SPRING 2022

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



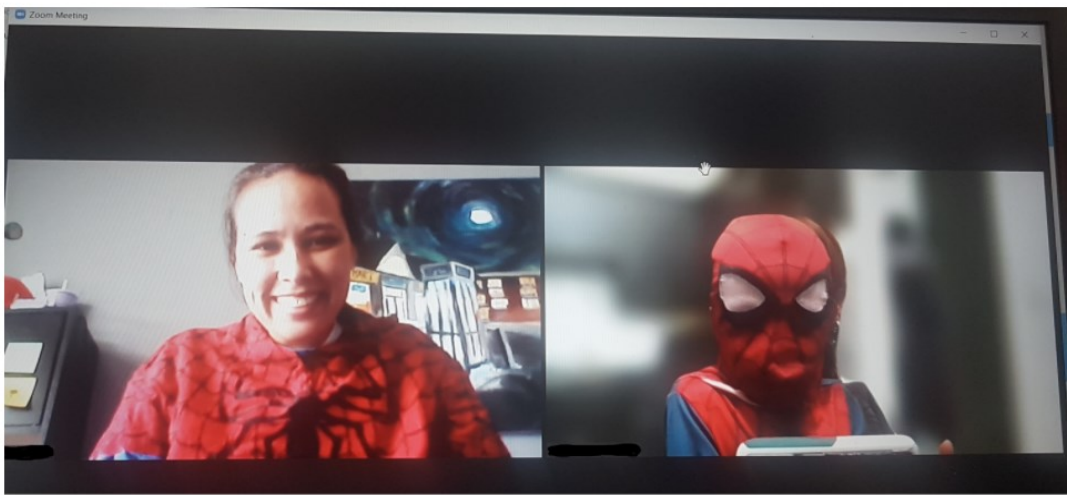
**CACEJ** **CYCEA**

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

CHILD AND YOUTH CARE EDUCATIONAL  
ACCREDITATION BOARD OF CANADA

# We are making it through. Let us hear about the good things that have been happening.

## Greetings from Mohawk College!



### “Meeting the child where they are at”

“I have always been a fan of superheroes. In high school I made a bunch of superhero costumes to wear during my grade 12 year. It brought a lot of fun and laughter to my life then, so I kept these costumes through several moves. During one of our classes...[a child] was making Spiderman poses. At the end of class...I said I had something to show them. I turned off my camera and put my Spiderman sweater on. Seeing their anticipation of "what is she going to do?" was really fun for me. It always brings me a lot of joy to connect with kids over a shared love of superheroes.”

-Mohawk CYC student - Bonnie-Leigh Gould-Ordinario



Orange Shirt Day – September 30, 2021, Mohawk  
CYC Professors Sonya Bramwell and Julie Scheffel



Mohawk CYC Students in their  
“Introduction to Group Work” class  
participating in the Egg Drop activity



# Planning for Reaccreditation

It is hard to believe that the first AGM of CYCEAB was in Canmore, Alberta, in October 2012 – 10 years ago already! Since that time, 15 programs have received CYCEAB accreditation status, the first back in 2016. That is incredible! Already we have programs looking at re-accreditation. Wow!

Accredited programs may wonder about re-applying for accreditation. When is it best to apply and how? The following are some key points to consider:

- Accredited programs will need to apply for accreditation and engage in the full process at the time of an application. It is amazing how much a program can change over time, and the Self-Study has also evolved. Going through the process a second time will require programs to reflect on more “*Engaging the evidence*” components than earlier versions, as well as collect and use a greater number of supporting documents “*What you need*”. The Board of Directors truly believes these revisions have enhanced the process.
- CYCEAB will communicate with programs directly in the fall of the year prior to the suggested year to re-apply for accreditation. As the accreditation process typically takes 24 months to complete, programs will need to ensure that the accreditation decision for the second time through is made prior to the expiration of the program’s accreditation status. Programs unsure of when they should be looking to re-apply can contact CYCEAB now for that information.
- Something that may be different now as compared to when a program may have gone through the process initially is the accreditation of credentials in multiple credential/multiple site programs. Specifically:
  - ⇒ Programs that have separate faculty for different program sites must submit separate applications for each program.

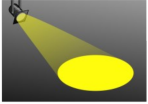
⇒ Institutions applying for the accreditation of multiple programs, each with their own unique credential, are required to submit separate applications for each credential and pay full application fees for each application. Each credential must engage in the accreditation process separately, i.e., Self-Study, site review, etc. The total fee for accreditation is \$6000. A non-refundable application processing fee of \$250 is payable upon submission of the application. The balance of the accreditation fee, \$5750, will be due upon board approval of the application, prior to commencement of the accreditation process. The \$5750 is non-refundable. Previously accredited programs will be required to report on their progress from their first Quality Enhancement Plan (QEP). How was the program able to action the steps planned? What were the challenges? What components were added? Revised? How is this previous plan aligned with the QEP being developed? As part of the Self-Study in the new application, programs will be required to develop a new/

revised QEP for continuous improvement of the CYC program covering the upcoming 5- to 7-year period.

⇒ Effective for all applicants as of September 2020, all site reviews are virtual and conducted by two reviewers approved by the Board of Directors and assigned by the CYCEAB Office Manager. Programs in the process prior to this date had only one Reviewer and had to pay the travel expenses for this individual. This is no longer the case.

Programs that have any questions about a new application after already being accredited can contact the Accreditation Coordinator, Wendy Weninger [wendy.weninger@outlook.com](mailto:wendy.weninger@outlook.com), or the Office Manager, Dianne Marcellus Kerr [CYCEAB@lethbridgecollege.ca](mailto:CYCEAB@lethbridgecollege.ca)

# Board Member Spotlight



## Meet ...Fernando Nunes



Fernando Nunes immigrated at the age of 8 from Lisbon, Portugal, to Toronto, where he attended both Catholic and public schools. While completing his MEd & PhD at OISE-University of Toronto, he served in employment, consultancy, and volunteer roles in that city's education, social service, and immigrant settlement sectors, in such organizations as *Portuguese Social Services*, the *St. Christopher House*, *CERIS-Toronto*, the *Canadian National Institute for the Blind-Toronto*, the *Portuguese-Canadian National Congress*, the *Portuguese Interagency Network*, the *Toronto Community Care Access Centre* and the *Portuguese-Canadian Coalition for Better Education*. This organization worked for 10 years with both Toronto school boards, to develop strategies to combat the Portuguese community's high dropout rates.

In 2004, he became a faculty member at Mount Saint Vincent University, where he has focused on three areas of individual and collaborative scholarship:

1. **Immigrant Settlement and Integration** -- Projects dealing with the immigration and settlement sector, as well as the integration of the Luso-Canadian community (e.g., *Immigrant integration and inclusion: Investigating the Canadian partnership*

*model from a complex-system perspective; Metropolis; Welcoming Communities, etc.).*

2. **At-risk and Immigrant Youth** -- Research on the education of immigrant children, the barriers and support mechanisms to the education of Portuguese Canadian youth, at-risk youth and schooling, youth civic and cultural identity, and critical pedagogy. His most recent collaborative project is exploring issues of identity among Asian and Latino youth, as a member of the International Network on Youth Integration. He is also working with the group CEYC – Collectively Exploring Youth Criminalization, which has explored the criminalization of youth in care.
3. **Lusophone Studies.** In 2013, he co-founded the *Lusophone Studies Association (LSA)*, the first scholarly organization in Canada to focus on Portuguese-speaking nations and populations. This network has members in over 10 nations, has held 3 international conferences, and published a number of special issues of the *Portuguese Studies Review (PSR)*, the official journal of the LSA. He was the first President of the *LSA* and has also co-edited a number of volumes of the *PSR*.

This eclectic background has contributed to his service at the CYCEAB. He has served as a board member since December of 2016 and as Chair of the *Policy and Procedure Committee* since 2018. In both positions, he has tapped into his diversity of experience, towards making this organization a gold standard in the advancement of the profession.

# Accreditation updates during these unprecedented times of a worldwide pandemic:



by Wendy  
Weninger,  
Accreditation  
Coordinator

From the perspective of my role as the CYCEAB Accreditation Coordinator, this time of year is always exciting for a number of reasons:

- Programs that are starting to explore the possibility of applying for accreditation, either for this fall or perhaps next year, are reaching out for information, asking great questions, and engaging in rich discussions within their own faculty/leadership teams regarding their readiness to proceed. I thoroughly enjoy the eagerness and enthusiasm (and sometimes worry “Can we really pull this off?”) they show. Any programs who have questions about anything linked to the accreditation process are invited to connect with me at their convenience. I hope that I can provide the information a program requires in deciding to proceed with their application. Great

resources on the CYCEAB website include the Application Form, Accreditation Process Flowchart, and the FAQ document.

- Programs that applied this past fall are now deeply engaged in completing their Self-Study, as this typically takes the first 12-15 months to complete (of the 24-month timeframe provided). They are, or will be, sending out surveys to their present students, alumni, and external stakeholders and looking to interpret the results within the greater context of program components and the Self-Study sections. They are spending time with the “*Engaging the evidence*” questions, beginning to explore areas for their Quality Enhancement Plan, and delving deeply into how their program prepares students as CYC professionals. It is exciting to see the level of reflection that is happening! Hopefully I can alleviate stress that programs may be feeling as I encourage them along the way with my monthly check-ins.

- Programs that applied approximately 18 months ago are on their last stretch to the finish line. Programs may be at the stage of final submission of their Self-Study and supporting documents and will be preparing for the site review. This is an exciting time as programs prepare to host the Reviewers and “show off” their students, faculty, curriculum, and all they have compiled as part of the accreditation process. If a fall site review already occurred, then programs may be awaiting reports, responses, and a final board decision. Either way this can be a nerve-wracking time for programs as they move to finish this process. Again, I aim to provide programs with the support they need to get through these last steps.



Just a couple of reminders:

- A great way to determine if your program is ready to apply and engage in the accreditation process is to go through the Application Form. It has a checklist to ensure you have accounted for many important elements. This also ensures that you and I connect prior to your application so that applications are appropriate, well thought out, and complete when I present to the board.
- Programs will always use the versions of the Self-Study Guide and Site Review Guide that are dated the year their application was approved. The board works hard to ensure any revisions are included in new versions and the newest versions are posted by August 15 of the program's year of application. If reviewing the documents well ahead of time, programs can still reference the most recent version on the website as I will advise if there are any significant changes moving forward.
- If you have any questions at all about the accreditation process, your program's readiness to apply, or how to plan for a future application or reapplication, please feel free to contact me at your convenience.

Wishing you all joy in celebrating student accomplishments, congratulations in overcoming the challenges in teaching/administration as best you could, and opportunities for rest and relaxation moving into the spring and summer! Take care, stay safe, and be well.

**Wendy Weninger**

**Accreditation Coordinator, CYCEAB**

**Email: [wendy.weninger@outlook.com](mailto:wendy.weninger@outlook.com)**

**Phone: 403-393-3574**

# From Someone Who Knows...

The process of accreditation for the Child and Youth Care program at Centennial College has been an interesting process. Accreditation is a big undertaking, but so is preparing the future of the profession for a career in Child and Youth Care practice (CYCP).

The details and timing of the original site visit were moments from being finalized in March of 2020 and scheduled for April 2020. Final details were being confirmed just days before what was originally going to be two weeks of learning at a distance. A short while before the announcement, non-essential travel was put on hold by the college, which kickstarted conversations with Wendy about timelines and if our site visit would be able to proceed. A few days later, the accreditation board made an announcement to suspend all travel for site reviews, so our program worked with Wendy to figure out next steps. What was originally slated to be an in-person process quickly had to shift. In June, a virtual site-visit was available as a possibility, and our program decided that was the best plan to work from.

Wendy, the Accreditation Coordinator was so helpful, approachable, and supportive throughout the process. She provided helpful suggestions, feedback, and guidance around the experience, which truly made the process feel smoother. There were so many unknowns, and we had to learn on the go.

Our faculty, staff, and program showed the true nature of CYCPs when we had to roll with it, think on our feet, adjust quickly and in-the-moment, and make the best of the situation. The accreditation board, and especially Wendy, were so supportive and flexible during this time.

The site visit took place virtually via Zoom in January 2021 over the course of a week. This

allowed for breaks in between meetings, time to address any technical difficulties that could arise, and regular screen breaks for all involved!

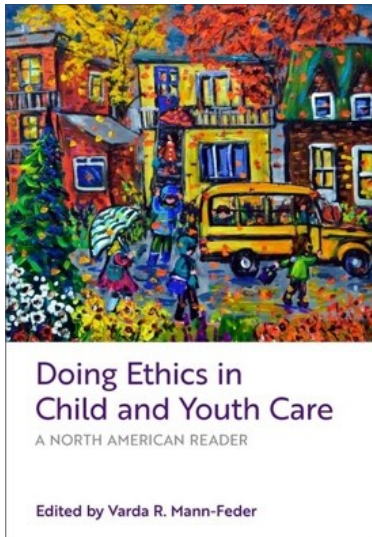
The site reviewers were thorough and transparent, really demonstrating the strong commitment to high education standards for the field of CYCP. The feedback received during the site review meetings as well as following the site visit by way of the site reviewers' report helped tie everything together and reinforce the importance of staying on the road to accreditation for our team.

Our program received accreditation status in April 2021, and we are thrilled! In hindsight, and on paper, the self-study and site visit felt like daunting endeavours at times. But like CYCPs, we know to trust the process and go with the flow.

Not only is the accreditation process important to support the important work we do as CYCPs, but it is an opportunity to reflect on our program, our growth, our experience, and our commitment to the profession, while showcasing and celebrating all the passion and hard work that goes into providing a rigorous and rewarding educational experience for the future changemakers of the field.



# Book Review



A unique text to the field, *Doing Ethics in Child and Youth Care*, serves as an essential introductory guide to ethical practice across a range of child and youth care settings within North America. In addition to providing an overview of the *Standards for Practice of North American Child and Youth Care Professionals*, with the full version included in an appendix, the text offers a practical and engaging introduction and explores the theoretical under-pinnings and field-specific application of ethics.

Organized into three parts, this volume begins by introducing the code of ethics for child and youth care professionals in North America as well as the ethical theories and the foundational skills to “do ethics,” including cultural humility, reflexivity, and ethical problem solving. The second part moves on to orient readers to a broad range of considerations for adopting an ethical stance, such as boundary management, responsibilities to the profession, community development and youth participation, and Indigenous perspectives on child and youth care ethics. Part three features some of the different settings in which child and youth care is practised in North America, such as substitute care, family work, intervention in schools, social media, research, and ethics training and supervision, and it examines the unique ethical challenges in each of these settings.

With contributions from leading child and youth care scholars in Canada and the United States, this is a must-read for students and professional training programs in child and youth care, child and youth studies, and youth work across North America.

## FEATURES

- contributions from researchers, practitioners, and scholars from Canada and the United States
- practice examples and reflective exercises to engage readers in developing an approach to ethical practice across a range of child and youth care settings
- appendices containing the full *Standards for Practice of North American Child and Youth Care Professionals* and a list of resources for ethical dilemmas and case studies to practise doing ethics

## **WINTER 2022**

### **CYCEAB- BE PART OF THE TEAM!**

#### **COMMITTEE MEMBER RECRUITMENT**

**Are you passionate about  
CYC Post Secondary  
education?**

**Do you want to be part of  
the field as it changes?**

**We want you!**

**CYCEAB is always looking for  
committee members! From research to  
policy to education.**

**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 for more information**







## 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.**

# CYCEAB PRESENTS



**Dr. Varda  
Mann-Feder**

## Teaching Ethics from the Inside Out: An Interactive Workshop

Discuss the unique challenges in teaching ethics in Child and Youth Care. A presentation of one current experience at Concordia University in Montreal will be shared that incorporates models from diverse sources. The hope is to open a conversation about the teaching and learning processes that facilitate the development of an ethical stance as a CYC practitioner. A brief overview of accreditation standards in relation to the teaching of ethics will also be offered.

**Tuesday, May 17, 2022, 1-2:30 pm EDT**

10-11:30 am Pacific, 11 am-12:30 pm Mountain, 12-1:30 pm Central,  
2-3:30 pm Atlantic, 2:30-4:00 pm Newfoundland)

**REGISTER NOW AT: TEACHING ETHICS.**

**PER PERSON  
\$35.00**

**Group rates  
available by contacting  
cyceab@  
lethbridgecollege.ca**

**VIRTUAL  
Link will be provided  
after registration.**

Varda Mann-Feder is Professor of Applied Human Sciences at Concordia University and the founding Program Director for the Graduate Diploma in Youth Work. She has taught Youth Work Ethics for the past eight years and is the Editor of the dedicated CYC text, "Doing Ethics in Child and Youth Care."

Dr. Mann-Feder is known for her research on aging out of care and her advocacy on behalf of youth in placement. She worked for thirty years as a consulting Psychologist in the Anglophone Child Welfare System in Montreal where she provided intervention training to front line workers across a range of domains.







**Save the Dates!**

## 2022 National Child and Youth Care Conference Information

Mark your Calendars for the 2022 National Child and Youth Care Conference to be held in beautiful Canmore, Alberta, on October 5th-7<sup>th</sup>.

**Education Day on October 4<sup>th</sup> is designed and facilitated by our Education Committee**

Speakers, conference details, and registration information will be coming soon! Please refer to the CYCAA website where the most current information can be found. <https://www.cycaa.com>