

SPRING/SUMMER 2024

Child and Youth Care Educational Accreditation Board of Canada

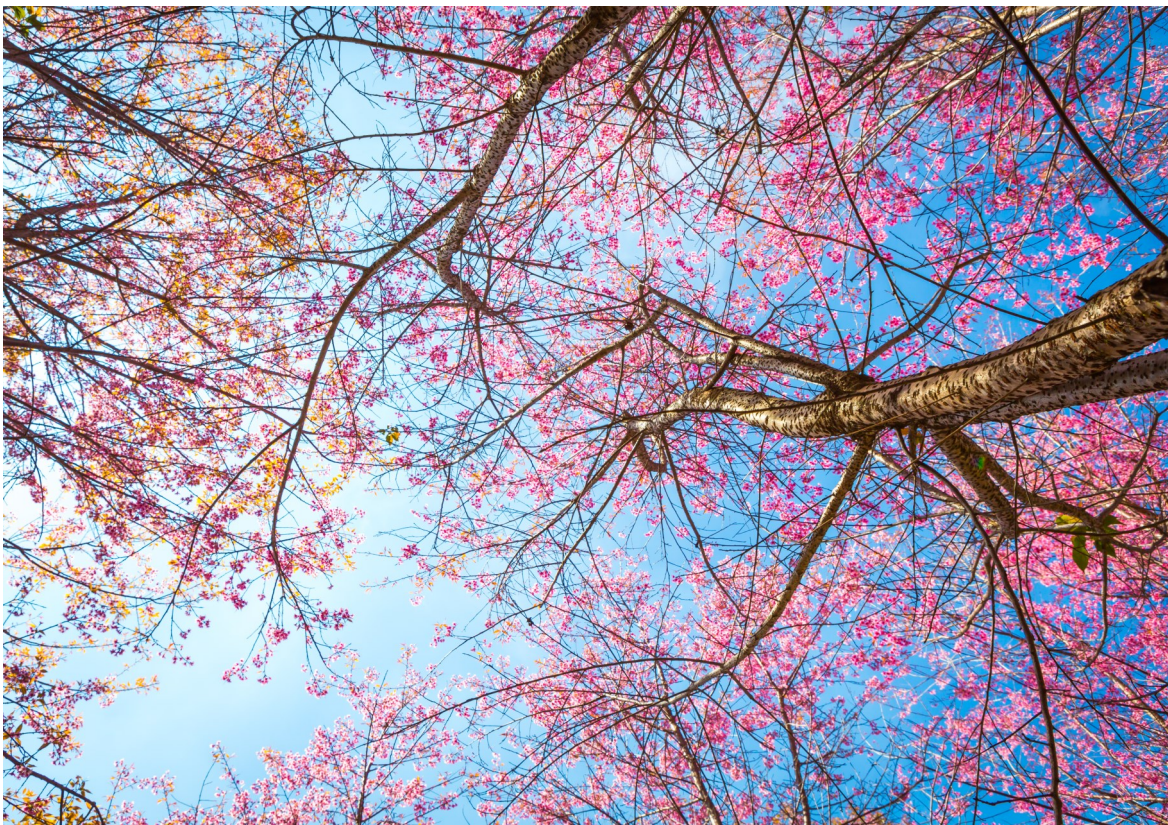


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CACEJ

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

Let's hear from you!

This newsletter is intended to be a networking resource, firstly for the members of CYCEAB, and secondly for the broader public interested in the educational practice in the field of Child and Youth Care. Our board wants to celebrate the wonderful work that is occurring within the member programs. Over the next publications of the CYCEAB newsletter, you will get the opportunity to read about what is going on across Canada, and internationally, as we invite members from each region to share the work that goes on within their programs.

This newsletter is focused on the **Central and Northern regions**. We have membership from the following:

- Cambrian College
- Centennial College
- George Brown College
- Georgian College
- Humber College
- Lambton College
- Mohawk College
- Ontario Association of Child and Youth Care
- Seneca Polytechnic
- Sheridan College
- St. Clair College
- Toronto Metropolitan University

Enjoy the submissions from Centennial College and Mohawk College!

Our next newsletter will focus on our **Eastern region**. Please consider submitting something for our spring newsletter to admin@cycaccreditation.ca

Special Announcement

On behalf of the Executive Committee of the Board of Directors

We are excited to announce that, effective immediately, Rebecca Stiller will serve as the Acting President of CYCEAB given the resignation of Charlotte Serpa from this position. Rebecca is the former Vice President of the board, and as per the bylaws, the Vice President becomes acting president in the event of the absence or inability of the President to exercise the office of the President.

Charlotte Serpa has submitted her resignation as President because of personal commitments that need her attention. She also believes it is timely to ask Rebecca to step forward given the momentum building around the development of a strategic plan and the ending of her last term as a director on the board at the next AGM.

Charlotte was first elected to the board on January 30, 2018, and has served as President since November 7, 2018. Her leadership has resulted in increased visibility of CYCEAB and the importance of accreditation. Thirteen programs have achieved accreditation since Charlotte was elected President.

Charlotte's leadership has also resulted in improved operational efficiency, a sound governance structure, and a shared mission and vision. She has initiated the development of a strategic plan which will clarify direction and help CYCEAB respond to changes in the post-secondary environment. We are delighted that Charlotte will remain as a director until her term ends and then in an ex officio position on the board as Past President. We thank her for her outstanding contributions to the board and CYCEAB.

Rebecca was elected as a board director in the Western Region by the membership of CYCEAB on January 18, 2024, and shortly thereafter was elected Vice President by the Board of Directors. She has been an integral part of the board, chairing the Policies and Procedures Committee and participating on the Executive Committee. She has also been a driving force behind the development of the strategic plan. Her bio can be found at: [Board Members | Child and Youth Care Educational Accreditation Board of Canada \(cycaccreditation.ca\)](http://cycaccreditation.ca).

We, the Executive Committee, believe that Rebecca meets the competencies required in a President and has already demonstrated strong leadership skills. At this stage in our evolution as an accrediting organization, we need a strong leader who can capably lead the operations of the board while engaging/inspiring others, one who can manage change and lead us through the development and implementation of a strategic plan, and one who can commit the time needed to successfully fill the position.

Please welcome Rebecca to the position of Acting President. Officer nominations will be accepted at the first board meeting following the AGM.

If you are interested in a director position, see the announcement on the next page of this newsletter.

Respectfully,

The Executive Committee of the CYCEAB Board of Directors

Child and Youth Care Educational Accreditation Board of Canada

Seeking new members for the CYCEAB Board of Directors.

Click on this link to learn more: [CYCEAB Opportunities](#)

Application Deadline September 1, 2024

Submit your CV/resume
with cover letter to
admin@cycaccreditation.ca

Elections will be held at the
AGM to be held in
November 2024

- Are you an advocate for quality education in child and youth care?
- Are you interested in decision-making and collaborative work in educational accreditation?
- Have you thought about how you might contribute to the future of CYC education?

CYCEAB is embarking on an exciting time as it looks to the future and the needs of the CYC post-secondary community and the profession.

If you have questions, contact Dianne at 587-220-7557 or admin@cycaccreditation.ca

Time Commitment

- One 2-hour meeting per month during academic year
- Two 3-hour virtual planning sessions in April/May.
- No scheduled board meetings in July and August.
- Committee leadership and participation with volunteers across Canada – approximately 8-10 hours over the academic year.
- All meetings are virtual.

Eligibility Criteria

- Individuals who are 18 years or over.
- Affiliation to a post-secondary institution or a child and youth care association or program.
- Ability to serve a term of three years.

A board director from each region, as defined in the [bylaws](#), is elected annually by CYCEAB members.

Board members can serve a maximum of two terms.

Nominations for officer positions are accepted at the first board meeting following the AGM.

If you are interested in a leadership opportunity, please contact Dianne at admin@cycaccreditation.ca

More information can be found in the position description at:

[CYCEAB-Board-Position-Description-June-2022.pdf](#)
(cycaccreditation.ca)

The Board of Directors is comprised of nine directors, four of whom are appointed as officers to Executive Committee positions: President, Vice President, Secretary, Treasurer.



Child and Youth Care Educational Accreditation Board of Canada (CYCEAB)

The CYCEAB Board of Directors is happy to announce the election of the following new directors:

- ❖ Rebecca Stiller, Western Region
- ❖ Kate Pipe, Central and Northern Region
- ❖ Travis Sampson, Eastern Region

Director profiles can be found at the link below.



Rebecca Stiller



Kate Pipe



Travis Sampson

<https://cycaccreditation.ca/board-members/>



At each Annual General Meeting, members elect a new board director from each region (Western, Central and Northern, and Eastern) to serve a three-year term on the Board of Directors.

To learn more, visit : <https://cycaccreditation.ca/opportunities/>

Deadline for applications: September 1, 2024

The next AGM is scheduled for November 2024.





BENEFITS OF MEMBERSHIP

**Inclusiveness, engagement, reflective practice,
and commitment to quality**



Quality Assurance

Enhance the quality of education in Child and Youth Care.



Practice

Influence the future of CYC practice



Building Relationships

Build relationships with colleagues from across Canada and beyond



Developing Leadership

Showcase your program as a leader in the teaching of CYC

High quality education is a result of sound evaluation and continuous improvement. Accreditation 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. Consider becoming a member today! Email admin@cycaccreditation.ca for further information.

Seeking new members!

Standards Development and Implementation Committee

As a committee member, actively engage in processes to:

- Seek feedback from accredited programs, reviewers, and board members for annual revisions to accreditation documents.
- Help refine data gathering options for the accreditation process, including defining parameters for focus groups, reviewing surveys for alignment to the self-study, and explore recommendations for survey response rate targets.

Are you interested in sharing feedback about accreditation requirements for CYC programs?

Responsibilities:

- Work collaboratively to achieve the committee's purpose.
- Provide perspective of what is best for the organization.
- Meet as a committee and sub-committees to complete tasks set for the upcoming year.
- Support the success of the committee and its projects.

For more details, visit:

cycaccreditation.ca/committees/

Email: admin@cycaccreditation.ca

Upcoming Events

**UNGRADING: DECOLONIZING CHILD & YOUTH
CARE EDUCATION AND DEVELOPING
INTERNALLY MOTIVATED LEARNERS
WITH TRAVIS SAMPSON- NSCC**



This CYCEAB Monthly Member Meetup will briefly explore the history of grading practices, and offer a general definition of the concept of 'ungrading.'

Travis share his experiences with ungrading and offer the framework for which he approaches the incorporation of this concept into his teaching practice.

Participants will explore the benefits of using an ungraded approach to assessment & evaluation and explore the intentional ways it can be effectively implemented into Child and Youth Care Education.

JUNE 19th noon EDT - Zoom

free for CYCEAB members

RSVP to admin@cycaccreditation.ca

Local times:

9-10:30am Pacific
10-11:30am Mountain and Central
12-130pm Eastern
1-2:30pm Atlantic

MONTHLY MEMBER MEET UPS

- **June 19th noon -Ungrading: Decolonizing Child and Youth Care Education and Developing Internally Motivated Learners with Travis Sampson**
- **September 20th- Research incubation and mentorship through the CYCEAB with Rebecca Stiller**
- **October TBA -Developing and Engaging in CYC Curriculum with Kate Pipe**
- **December - Student mental health- a forum to discuss struggles and best practices - with Sheva leon**



2024 Education Day

National CYC Conference, Winnipeg, MB



The tradition of a pre-conference Education Day at the National CYC Conference continues! This year it was held in the most beautiful space hosted by Red River College (RRC) at [Manitou a bi Bii daziigae](#) (please check out this link). We were welcomed to the space by Elder Paul Guimond and the President of Red River College Fred Meier.

The focus of the morning workshops were supports and considerations for international students in the CYC post-secondary education. We heard from Graham McPheat from Strathclyde University and Rebecca Stiller from McEwan and Strathclyde universities, who explored how in our increasingly globalized world, CYC programs are faced with the opportunity and challenge of effectively teaching diverse cohorts of students. We discussed concept of relational teaching as a powerful approach to fostering inclusive learning environments for all students, with a specific focus on the diverse cultural experiences that students bring to the classroom. Graham and Rebecca had us creating visual representations of our ideas with Play-Doh, pipe cleaners and more! They left us with these questions to consider:



When we daydream about a future for CYC where we are “best in class” for supporting and engaging diverse cohorts of students,

- What are the tensions that would need to be managed or resolved for this to happen?
- What could your role be in moving this forward?
- What can you control that could work toward this effort?



Next up, we heard from Dr. Jaspreet Bal from the World Sikh Organization and Centennial College. Dr. Bal presented from this combined lens. She highlighted the need for difficult and nuanced conversations on how to support students while continuing to build quality practitioners alongside the business practices of community colleges and the immigration practices of the country. Dr. Bal asked us to explore these questions:

- What does equitable, respectful and quality education look like?
- What is the larger context of neo-colonization and capitalism?
- Where does education, and more importantly, where do children, youth, and families, fall into all of this?
- How do we move forward in a strengths-based way?

The whole group then walked over to the Kings Head Pub for lunch and then back to RRC Manitou a bi Bii daziigae for an afternoon workshop about generative artificial intelligence and AI potential uses in CYC practice and CYC Education with Dr. Wolfgang Vachon and Dr. Deb Getz. We engaged in big group conversations exploring ways to design AI in and design AI use out of assignments, what is working or not in their CYC programs/institutions, ethics, and shared links, resources, and tools.



Overall it was a fantastic day of learning, sharing, and networking. We can't wait to do it again in **Newfoundland in 2026!**

Accreditation Updates

by Wendy Weninger, Accreditation Coordinator



Hello to all CYC educators! As a faculty member (now retired), I often found that I measured time by where I was in the academic year – starting the new term in September or January, mid term when I was often immersed/overwhelmed by grading assignments, at end of term when I was trying to submit final grades, or between terms when I might be able to take a breath, but then quickly needing to alter directions again to prepare for a new term/academic year, and then

the celebration of graduation, my favourite time! As you are most likely winding down your academic year, I hope it has been rich in the areas of success, achievement, celebration, relationship building, and ongoing learning.

As the Accreditation Coordinator for CYCEAB, my timeline landmarks are also cyclical, but somewhat different than when I was teaching. I find that I focus a lot of my time and attention in the spring to supporting programs who are OH, SO CLOSE to finishing their Self-Study, getting ready for a final push for completion so that they can submit in the late spring or mid-fall. They are very focused on completing each section, adding in information that they believe will assist Reviewers in fully understanding their program, making sure they have all of their supporting documents in order, doing final edits, and often having their report proofread by their leadership team prior to uploading it all to the secure data sharing platform.

I also spend time in the spring connecting with programs who are considering, or have already decided, to apply for accreditation by September 15. This is an exciting time indeed! Some of these programs will be engaging in the process for the first time. Others, who completed the process previously, are engaging again so that they can maintain accreditation status for another 7 years. I appreciate that they see CYCEAB's accreditation process as valuable, credible and worth their time and efforts.

Regardless of whether or not a program has been through accreditation previously, I would like to share some key things I have been discussing most recently with potential applicants:

- CYCEAB reviews/edits/revises all accreditation documents annually. The most current documents for a program applying for accreditation in a given year will be posted by August 15. This includes the application form, FAQ, process flowchart, Self-Study Guide and Site Review Guide. Programs are required to use the versions of documents dated the year of their application, and encouraged to review the prior versions found on the website.
- You will want to make sure you have time to meet regularly together as a faculty team to talk specifically about accreditation. One key distinguishing component for CYC accreditation, as you know, is the reflective nature of the narrative responses required in the Self-Study Guide (vs. simply providing documents that show policies, procedures, etc.). This content is best gathered as you engage in rich discussions, reflections and analysis as a cohesive team.

Beyond your team's meetings, there is also a component of gathering feedback from current students, graduates, and community partners. Data gathering options include surveys created by CYCEAB looking specifically at components of your program and the move of student into professional practice, focus groups, or other methods I would discuss with you on an individual basis. Each of these methods have advantages and challenges. Some things to consider:

- If using the CYCEAB surveys, we encourage you to involve your institutional research/data analysis department right away to determine things such as revisions to the survey questions, acceptable response rates, distribution timelines (they do not all need to be distributed at the same time), and data analysis once the summary reports are compiled.
- You will want to look as early as possible at creating the distribution lists for each of the surveys. This takes time. We know that high response rates are a result of ensuring the correct person has received the survey – this is particularly challenging with regards to community partners.
- Students surveys can reach a response rate 90-100% if students are given time in class to complete them.
- The use of social media seems to have positive results in connecting with graduates you may have lost contact with.
- You may want to look into your institution creating a QR code for survey completion.
- Parameters around the use of focus groups is something we can discuss. A goal for CYCEAB is to provide these parameters, but this is not yet finalized as I write this message. We are working on it!
- Use of other data gathering methods are indeed an option. Let's chat about what this might look like for your program.

Continued on next page

Think now about the CYC competency/outcome framework you will use to show curriculum alignment (Section 1.2 of the Self-Study Guide). The 2024 version of the Self-Study Guide will have some revisions to the listing of CYC frameworks compared to previous versions – feel free to contact me if you have any questions about this. We have an excellent “Sample Curriculum Alignment to Competency Framework” document posted on the website for your reference – thank you to University of the Fraser Valley for allowing us to share this!

Section 1.8 of the Self-Study Guide is focused on the Quality Enhancement Plan (QEP). If a program has previously been accredited, you will need to provide a summary of how the previous QEP goals have been met, or not (and that is okay!) what new initiatives may have become priorities, etc. I can provide some guidance for how easiest this summary may be to do. As the CYCEAB accreditation process looks at ongoing improvement, programs will always develop a QEP for the upcoming 5-7 year period, providing a written update to CYCEAB at year two of accreditation being granted.

I am often asked about the format for writing the Self-Study narrative. Two key pieces of advice to share:

The “What You Need” listings in each section of the Self-Study Guide are the documents that you will include as supporting documents to your submission. These documents include information you will be reflecting on in your narratives. Use the listings as checklists. You may even begin to have supporting departments assist you in gathering these as soon as you decide to apply for accreditation.

Use the questions in “Engaging the Evidence” as a checklist as well. Most programs have found it quite easy to use the question-answer format where you actually include each set of questions, then provide your reflective, narrative response. This makes it so easy for the Reviewers to see that every question has a detailed narrative response, and that all questions within a section have been answered.

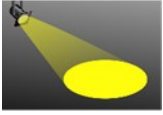
I am hoping this information is informative, yet acknowledge it may be overwhelming. Feel free to contact me with any questions about the accreditation process, to discuss your program’s readiness to apply, or to provide any feedback on the process. I am available via email or we can set up a virtual meeting at your convenience.

Happy summer to everyone! May you find time to do the things over the summer months that bring you rest, joy and celebration.

-Wendy Weninger

Accreditation Coordinator, CYCEAB





President Spotlight

Welcome our new president, Rebecca Stiller!



Rebecca is an assistant professor in the Department of Child and Youth Care at MacEwan University and has taught in the department since 2017.

Additionally, she is a dissertation supervisor and lecturer for two courses, Child Development in the Lifespace and Research Methods, in the University of Strathclyde's MSc in Child and Youth Care program.

She began teaching full-time after almost a decade working with young people and families; a career spanning direct practice, supervision, and senior leadership in residential and community programming has equipped her with a nuanced understanding of youth and family-focused non-profit organizations and the equity-deserving populations they serve.

Rebecca's teaching practice emphasizes relational, activity-oriented pedagogy in the context of courses focused on child development, child intervention law, social justice, and family work, and her research centers on adult and community education with a keen emphasis on social justice.

She aims to foster a culture of authentic relationships, critical reflection, creativity, and staunch advocacy in the next generation of CYC professionals. She is a member of the Child and Youth Care Association of Alberta and an avid supporter of quality CYC education.



Centennial College

Contribution by Shiona Robertson, Centennial College - Toronto, ON.

In the Winter 2024 semester, second-year students in the CYC program engaged in the Be the Change project as part of their Advocacy and Children's Rights class. The Be the Change project is an assignment whereby students engage with a local organization serving children and youth. This assignment enables students to create an initiative that reflects their learning and practice as Global Citizens. Specifically, students engage in a social action project to raise awareness and funds. This semester, we partnered with Native Child and Family Services of Toronto (NCFST), a youth employment program.

In partnering with this program, students chose to host a bake sale, raffle, and Kandii bracelet-making station in our CCSAI building on March 21st, 2024. Students baked cheesecakes, muffins, carrot cakes, and brownies. One student creates hand-made cards, and donated several to be sold. The faculty donated raffle items. Students advertised the event by creating eye-catching posters and flyers and using social media. We raised \$855 to donate items that the program needed.

The program supervisor from NCFST, Jenny Town, also joined the class in April to share her experiences of advocating for and with BIPOC children and youth. Jenny shared her knowledge and skills impactfully, providing students with a rich learning experience.



Second year Centennial College students supporting customers purchasing baked goods and raffle tickets, and making Kandi bracelets.

Celebrate CYC students!

Showcase student awards
accomplishments, and
incredible work in our
newsletter and on social
media!

**Tag us on
Instagram Facebook, and Twitter!**
use #CYCEABcelebrates



CYCEACEDUCATIONACCREDITATION



Submit a picture
and short blurb!



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Mohawk College

Sheva Leon, faculty member at Mohawk College, sat down with Ryan McAlpine, alumni of the Child Youth Care (CYC) Program, class of 2020. Here are some highlights of the interview.

Sheva: Thanks for being here today! Please introduce yourself.

Ryan: Yeah, thanks. I'm Ryan McAlpine, a 2020 graduate of the Child Youth Care (CYC) Program. I'm a passionate educator currently working as an Educational Assistant (EA) with the Grand Erie District School Board and a lifelong student. I'm also a 2024 graduate of the BSW program at Laurier University and will be attending Laurier again come September for Teacher College.

Sheva: Tell us a little bit about your journey since graduating, and then we'll backtrack and talk about your experience in CYC.

Ryan: Since graduating, I've not only continued to build on my educational foundation by obtaining my social work degree, but I've also gained practical experience working with the John Howard Society of Hamilton. This opportunity came through my practical experience at Mohawk College, which was an incredible stepping stone for my career.

At John Howard, I spent a couple of years working closely with at-risk youth who were currently in the justice system or had conflicts with the law. This experience was both challenging and rewarding. I facilitated various youth programs that aimed to provide these young individuals with the tools and support they needed to make positive changes in their lives. One of my favorite roles was running after-school programs, which allowed me to connect with the youth in a more informal and engaging setting. These programs were essential for building trust and rapport, helping the youth feel valued and understood.

Additionally, I worked in a Section 23 classroom, which is designed for students who require a more structured and supportive educational environment due to their behavioral and emotional needs. This role required a high level of empathy, patience, and adaptability. It was incredibly fulfilling to see the progress these students made, both academically and personally, through the tailored support and interventions we provided. And probably was the experience which made me want to pursue education formally.



Overall, my time at John Howard Society has been a pivotal part of my professional journey, allowing me to apply my theoretical knowledge in real-world settings, develop practical skills, and truly make a difference in the lives of at-risk youth. This experience solidified my passion for working in the field of child and youth care and confirmed my commitment to supporting vulnerable populations through education and restorative practices.

Sheva: What was the transition from college to university like?

Ryan: Truthfully, I found it the same. If you're dedicated and hardworking, it's a similar environment. There are slightly higher expectations in university, especially with grades. But if you're passionate and dedicated, and if this is something you really want to do, then you'll find the transition a bit easier.

Sheva: I often think we need to tell people that if you want to achieve something, you can do it. That said, we must add that second half: 'if you work hard and you're passionate,' it's all possible. Let's backtrack a little bit. Tell me about your CYC program experience, including the placement piece.

Ryan: The CYC program was remarkable. It was such an enriching experience. I didn't know what to expect coming into the program, but the education, professors, and learning outcomes were fantastic! One thing that stood out was that all the professors had hands-on experience in the field. They offered that tangible piece of learning, combining theory and experience, which made everything come alive. The stories they shared really reinforced my learning and my passion for community building, as well as the importance of empathy and compassion. The experience in the program helped steer my focus toward youth development and community building. As the years went on, I fell more in love with this program. Taking the time to think about what I wanted to do and where I wanted to be, I realized that my goals aligned with the outcomes of this program.

Sheva: So let's talk a little about placement. What was that like?

Ryan: It was amazing and so much fun! Again, it came down to seeking out opportunities. One of the Mohawk faculty members, Stacy Money, introduced us to the concept of restorative justice, which was new to us. Her talk about restorative justice practices and teachings resonated with me. It aligned with my morals and values and was the opposite of punitive measures.

Interview continues on next page.

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I asked her about agencies working with a restorative justice lens, planning for my placement, and learned she worked for the John Howard Society, where this was their foundation. I knew I had to work there.

Taking the time to figure out what you like and don't like while seeking opportunities is key. When I heard John Howard was a placement opportunity, I immediately set my sights on it.

Sheva: From what I remember, you worked with young adults on managing their anger?

Ryan: I had the opportunity to work on a variety of tasks that deepened my understanding of restorative justice. During my placement, I specifically focused on assisting youth who were in conflict with the law. This involved participating in diversion programs, extrajudicial measures, and alternative sentencing processes. Instead of facing traditional sentencing and acquiring a criminal record, these youth were given the chance to engage in community service and other constructive youth programs. This approach not only helped them avoid the long-term consequences of a criminal record but also provided them with positive, rehabilitative experiences.

My experiences underscored the importance of restorative practices. It taught me that with the right support and intervention, youth can be guided away from a path of continued conflict with the law and towards more positive and productive futures. This is a crucial lesson for anyone working in child and youth care, as it highlights the transformative potential of empathy, understanding, and restorative justice.

Sheva: You've highlighted something one of my students asked after a restorative justice class: 'I'm so busy and have so much to do in my placement. How can I even start to do this?' What I'm hearing is that it starts with conversations and how you respond to people. Is that right?

Ryan: Yeah, that's it. Just a shift in language can make a difference. Asking open-ended questions can give you a bigger picture and better sense of what's happening.

Sheva: If you could go back to the start of the program and give advice to a younger you or future students, what would you say?

Ryan: Establishing meaningful connections within the academic community is not just beneficial; it's essential for your personal and professional growth. Your professors and classmates are not just faces in the crowd; they are valuable resources who can enrich your educational experience and support you on your journey.

First and foremost, forming relationships with your professors can be a game-changer. These individuals are experts in their field and have a wealth of knowledge and experience to share. By actively engaging with them inside and outside the classroom, you can gain insights, advice, and mentorship that can shape your academic and career trajectory. Don't hesitate to seek their guidance, ask questions, and participate in discussions—they are there to help you succeed.

Similarly, your classmates are more than just study partners; they are potential collaborators, friends, and future colleagues. Building strong connections with them fosters a supportive learning environment where you can share ideas, collaborate on projects, and provide mutual encouragement. These relationships extend beyond the classroom and can lead to valuable networking opportunities and lifelong friendships.

Moreover, cultivating relationships within the academic community opens doors to a wealth of opportunities you may not have considered. From research opportunities and internships to scholarships and extracurricular activities, your connections can introduce you to new possibilities and help you navigate your academic and professional path with confidence.

So, my advice to future and current students is this: prioritize building relationships and connections during your time at Mohawk College. Be proactive in reaching out to your professors and classmates, attend events and workshops, and participate in clubs and organizations. Invest in these relationships, and you'll find that they will enrich your college experience and pave the way for future success.

Remember, your academic journey is not just about acquiring knowledge; it's about forging meaningful connections that will support you along the way. Embrace the opportunities to connect, collaborate, and grow, and you'll find that the relationships you build will be invaluable assets throughout your academic and professional endeavours.

Sheva: Fantastic. Thank you for your time today!

Ryan: Thank you!



Resource Review

Characteristics of Practice

by Travis Sampson

The characteristics of practice have always been something that has helped me not only think about my practice, but to explain it to other folks when they ask what exactly Child and Youth Care is. I also believe in the power of stories in communicating ideas and serving as meaningful examples of potentially complex concepts that engage a reader differently than only theoretical descriptions. And so, one day I started writing a story about Rituals of Encounter because a student, during a class I was facilitating, was struggling to visualize what they might look like. Perhaps one day I'll have a story for all 25 Characteristics of a Relational CYC Approach and publish them as one collection. Perhaps it will be a useful learning tool. Perhaps not.

I also started writing for all the CYCs who've sat around with me during a debrief of some meaningful experience and said 'we need to write a book someday.' The stories belong to them too.

-Travis Sampson

Travis is a Faculty in the Child and Youth Care Program at Nova Scotia Community College and regular contributor to CYC-Net. Check out his series on the Characteristics of Practice. We are highlighting his story about Rhythmicity:

Rhythmicity

"I remember struggling to apply this characteristic of practice for the first few years of my career. Maybe a more accurate statement would be that I struggled to recognize that I was applying this characteristic. For whatever reason, I couldn't reflect on and identify myself using it. But I had an experience in 2014, in Moncton, New Brunswick at the Canadian National Child and Youth Care Conference that finally offered me the opportunity to see myself experiencing it.

A group of folks had facilitated a workshop on the use of African drumming in practice with young people. I missed the "official" workshop that day, but, that evening, I was fortunate enough to catch the "unofficial" version (and if you've been to a conference, you know that unofficial workshops are the best ones anyway). There were a few dozen of us in the large conference room.....

Click here to continue reading: [Characteristics of Practice - Rhythmicity](#)



Research opportunity

YOU'RE INVITED!

You're invited to take part in a research study about your experiences of assessment (including tests, essays, projects, etc.) in CYC education.

WHY YOU?

Your expertise and insight as a child and youth care student or educator make you the ideal potential participant for this study.

**ARE YOU A
CANADIAN
CYC STUDENT
OR EDUCATOR?**

QUESTIONS?

If you have questions about this study, feel free to connect with me via email:

r.stiller@lancaster.ac.uk

INTERESTED?

If you're interested in participating, you can find the info sheet and digital consent form here:
<https://forms.office.com/e/etZ4HDQxJM>



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 admin@cycaccreditation.ca to submit an article.

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!**

Child and Youth Care Educational Accreditation Board of Canada 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.

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