



**CHILD AND YOUTH
CARE DEGREE**

**SUPERVISED
PRACTICUM**

CYC 310

**COMPREHENSIVE FIELD
GUIDE**

For Students and Field Supervisors

Revised Aug 2018
By RoseAnne Timbell & Mark Littlefield

Table of Contents

Introduction	3
Course Objectives	3
Schedule	4
Supervision: An Interactive Model	4
Roles and Responsibilities	4
The Student	4
The Field Supervisor	5
The Course Instructor	6
Logistics.....	6
Criminal Record Checks	6
Use of Personal Vehicles in the Practicum Placement	6
Assessment and Evaluation of Student Work.....	6
Evaluation of Student Performance by Field Supervisors.....	7
Assessment Components: CYC 310.....	7
Course Assignments and Assessment.....	8
Agency Profile Presentation.....	8
Self-Assessment and Goal Planning.....	8
Reflective Practice Summaries	9
Project for Practicum Agency.....	10
Final Reflection/Learning Narrative	11
Final Field Performance Evaluation.....	11
Participation.....	12
Overall Grading Criteria for CYC 310 Practicum.....	13
Appendix A: CYC Practicum Responsibility Contract.....	14
Appendix B: CYC 310 Practicum Evaluation.....	16
Practicum Evaluation Criteria and Standards	16
Application of Knowledge.....	18
Reflective Practice	20
Professionalism	22
Therapeutic Skills.....	24

Introduction

CYC 310 is the first of two required practica in the B.A. Program in Child and Youth Care at the University of the Fraser Valley. This practicum plays an important part in the professional preparation of students in the third year of the program. The practicum provides an opportunity for the learner to relate theory to practice as well as to develop some of the many professional skills required in the work setting. The support and guidance of the field supervisor is critical to the process by providing structured and specific on-site feedback.

This practicum this might be the first-time students are exposed to work

-
- x Reviews and discusses the CYC 310 Practicum Responsibility contract with their supervisor (see Appendix A), signs the contract upon agreeing to its terms, and asks the supervisor to sign the contract;
 - x Clearly communicates learning needs and style, professional goals and priorities
 - x ip(m)2T2 (sa)6

x Final evaluation completed by supervisor and student (at approx. 326 hours)	20%
x Seminar participation grade assigned (after the final seminar)	10%
Total	100%

Note:

A student may be removed from placement for inappropriate behaviour or serious issues about performance. An assessment of below standard competency in any of the four areas of evaluation at the midpoint evaluation will result in an examination and review of a student's potential for successful completion of the practicum. If a student is removed from a placement, the decision whether or not a second placement will be arranged for the student rests with the practicum course instructor in consultation with the CYFS Program Head.

The evaluation of the practicum will be lead primarily by the student through discussion and meetings between the student, site supervisor and faculty at the midpoint and final. The agenda for these discussions will focus on student goals created to achieve the CYC 410 competencies

Course Assignments and Assessment

In this section, the requirements for assignments and evaluation are described.

Service gap / advocacy assignment

Rationale:

CYC students are often in a perfect position to see gaps in service delivery; this is true because, they have fresh eyes and fresh perspectives to see things that staff in the milieu may have become so familiar with that they are invisible to them. Therefore, the purpose of this assignment is to provide an opportunity for students to identify a service gap in the milieu and prepare a process to engage the people in the milieu in a dialogue concerning how to potentially fill the identified gap, based in a CYC perspective/theme/approach.

Activities:

The student will identify a potential service gap, then develop and present a strategy that will promote a dialogue with others (staff? youth? families?) in the milieu to seek a potential resolution for the gap (this can be in theory only, if so, please discuss with the practicum instructor). The student will prepare an annotated bibliography (3 articles/resources) that supports their advocacy work. They will also prepare a one-page brief that covers the following categories: description of the gap and what CYC theme or principle it relates to; what area of service within the milieu it speaks to; their rationale for identifying and filling the gap; the process they are suggesting to explore the service

The student will then copy and present to their fellow classmates the annotated bibliography and their one-page brief. Finally, they will present, during our class round table, their gap and process suggestion. This will be accomplished over a period of five (5) minutes the following way:

- x Tell their classmates who they are as the audience (the target of the advocacy presentation – board of directors, staff, families, youth, all)
- x Provide the handouts to the students
- x Present the contents of the brief to the audience (5 mins max) followed by an opportunity for fellow students engage with them about the presentation (content, ideas, process) = 10min max.

This assignment is worth 15% of the grade and will be marked on the following:

- x student's ability to organizes their written work clearly and professionally
- x the appropriateness of the articles chosen
- x focus and clarity of the presentation to the audience and the student's ability to dialogue with their fellow students.

In most cases this will be a completion assessment process, so try not to be too concerned.

Grading Criteria: Rubric will be provided

Self-Assessment and Goal Planning

This is a three-part assignment that requires you to be self-

Grading Criteria: Attendance, active participation including sharing of experiences, involvement in discussions, and support and feedback to other students.

This includes participatipats.s participaticpa(pa)c(r)-6 TQ116.4 741.84 124.799 12.96 reW nBT/TT0 74

Appendix A: CYC Practicum Responsibility Contract

Practicum is an opportunity for students to apply their knowledge and practice their skills while reflecting on their function in the lives of children, youth, and families. Recognizing that these children, youth, and families are often vulnerable, there are responsibilities and expectations in this course that are different from any other in the CYC Degree Program.

As a part of CYC 310, I will:

Fami-6 (e)-2 6-6 (e)- (m)71 ()](z)4 (i)5 ()10 (i-6y (e)13 3)-2 6-6f(i)- (l)5 (ty f.9 (e)3)6 (e)3 (s)8 (ogr

*Good professional judgment, includes but is not limited to:

- o Regarding the welfare of the child, youth, family, and/or community as the primary obligation
- o Respecting confidentiality and exceptions
- o Understanding roles and responsibilities of self and others
- o Developing effective working relationships
- o Being mindful of actions, and their impact on others
- o Maintaining appropriate self-care and self-regulation
- o Respond thoughtfully, rather than reacting to situations
- o Knowing when personal biases or circumstances are impacting practice, and taking actions to minimize their impact
- o Seeking supervision and consultation when necessary
- o Being trauma informed, including recognizing of the impact of vicarious trauma and taking steps to manage it
- o Maintaining a focus on strengths and needs, rather than behavior
- o Observing/asking questions to learn from others, before acting independently
- o Taking steps to improve effectiveness
- o Producing clear and logically organized written work
- o Using discretion in use of all electronic communication, both professional (e.g. email) and personal (public social networking)

Additional Requirements may be specified by the host practicum agency below:

*Failure to comply with the CYC Practicum Responsibility Contract will result in a meeting with department personnel to determine suitability to proceed. Department personnel reserve the right to remove the student from the practicum site, remove the student from the practicum course, place the student on academic probation in the CYFS department, and/or possibly terminate the student from the CYC program.

By signing below, I agree to adhere to the CYC Practicum Responsibility Contract:

Student's name, printed	Student ID Number
Student's signature	Date
Supervisor's signature	Date

Appendix B: CYC 3 10 Practicum Evaluation

Increasing Independence (B TO A-)

The student:

is very reliable in performance and needs only limited supervision

Application of Knowledge

Please check the standard that the student has achieved for each competency.						
	Below Standard	Standard Beginning Student	Increasing Independence	Job Entry or Beyond	Not Applicable	Student: use this section to record examples of practice
Accesses, and uses information from a broad range of appropriate theories to plan, deliver and evaluate interventions						
Verbalizes how a CYC orientation and CYC perspectives influences practice						
Considers Aboriginal history and Indigenous ways of knowing						
Can articulate how they are integrating theory into practice						
Demonstrates knowledge of developmental theory to meet the needs of children, youth, and families						
Demonstrates knowledge of change theory to meet the needs of children, youth, and families						
Continually identifies strengths and preferences, ecological context, and vulnerabilities						
Explores protective factors and resources (that can support change)						

Demonstrates creativity in



Reflective Practice

Please check the standard that the student has achieved for each competency.						
	Below Standard	Standard Beginning	Increasing Independence	Job Entry or Beyond	Not Applicable	Comments/Examples
Initiates questions, processes situations, and verbalizes observations related to practice.						
Seeks additional knowledge when needed						
Demonstrates an ability to learn from experience						
Demonstrates an openness and ability to learn from others, receive feedback and integrate recommendations						

Professionalism

