Supervised CYC Practicum Developmental Evaluation Form

This evaluation is for: _____ who is completing CYC 410.

The following people were involved in completing this evaluation document.

_____ on MM/DD/YY_____

	CYC 310		CYC 410		Who is involved
Initial	Approx 15 hrs	☐	Approx 15 hrs	☐	Student
Mid-point	Approx 155 hrs	☐	Approx 195 hrs	☐	Student, field supervisor & faculty
Final	Approx 310 hrs	☐	Approx 390 hrs	☐	Student, field supervisor & faculty

Rationale

Child and youth care practice (CYCP) often occurs in the life space of children, youth, and families within many milieus, and recognizes the "significance of place, history, and politics" in the lives of children, youth, families and communities (White, 2015 p. 499). CYC practice requires students to develop a self-reflective framework that considers the complexities of our times, and facilitates ethical, self-aware, responsive, and accountable practice. This CYC practicum evaluation locates student learning as developing within the reciprocal relationships at the practicum site over time. Students begin by listening, watching, shadowing, and receiving guidance from experienced practitioners, and should progress to demonstrating increasing levels of responsibility, leadership and independence by the end of practicum.

The student uses this framework to scaffold their evolving, complex, and unique reflective practice. The process begins with the student analyzing their own practice and then seeking input from those around them to deepen their self-awareness for ethical and competent CYC practice.

Process for completing the evaluation.

The student always reviews, reflects, and evaluates themselves first. They identify their current level of practice and provide some details and examples about how they have drawn their conclusions about where they locate themselves. The supervisor then shares their observations, feedback, and assessment of the student.

Evaluation

Please review each statement in the competency areas below and consider where these statements show up in practice. In the spaces that follow, student and field supervisor share examples of strengths, as well as opportunities for the student to develop and deepen their learning and practice. Finally, identify 1 or 2 evolving "SMART" goals for each competency that will be the focus as the practicum learning continues. Note: SMART stands for Specific, Measurable, Attainable, Relevant & Realistic, and Time limited.

Application of Knowledge– Please read the statements below

1. Accesses, and uses information from a broad range of appropriate theories to plan, deliver and evaluate interventions.
2. Verbalizes how a CYC orientation and CYC perspectives influence practice.
3. Applies a decolonizing and Indigenizning way of knowing, doing, & being to their practice
4. Can articulate how they are integrating theory into practice.
5. Demonstrates knowledge of developmental theory to meet the needs of children, youth, and families.
6. Demonstrates knowledge of change theory to meet the needs of children, youth, and families.
7. Continually identities strengths and preferences, ecological context, and vulnerabilities
8. Explores protective factors and resources (that can support change)
9. Demonstrates creativity in decision making and problem solving.
10. Mindfully considers the multiple factors that influence behaviour, adjustment, and current needs.
11. Effectively considers the impact of trauma and utilizes trauma informed practice.
12. Considers the unique life space of children, youth, families, and communities, and utilizes it in planning and delivering interventions.
13. Constructs innovative practices based on own learning and experiences and feedback from others.

Student - use the number identifiers above and reflect on strengths & opportunities, with specific examples
Field supervisors - reflection on strengths & opportunities

Proposed 1-2 smart goals for evolving practice development in this competency area (***consider statements above as you develop goals***)		
1	S	
	M	
	A	
	R	
	T	
2	S	
	M	
	A	
	R	
	T	

Reflective Practice - Please read the statements below

1. Applies a "praxis" approach to practice.
2. Initiates questions, processes situations, and verbalizes observations related to practice.
3. Seeks additional knowledge when needed.
4. Demonstrates an ability to learn from experience.
5. Demonstrates an openness and ability to learn from others, receive feedback and integrate recommendations.
6. Critically reflects on social and structural inequality and adjusts their practice to be an agent for change in the practicum context.
7. Examines own strengths and needs as a practitioner.
8. Continually reflects upon/appraises their practice.
9. Sets goals for new learning based on self-appraisal.
10. Takes initiative in seeking supervision.
11. Aware of personal biases and triggers, and mindfully regulates their responses for professional practice.
12. Continuously monitors personal wellness and uses self-care strategies.
13. Aware of when personal needs are interfering with job performance and takes appropriate action.
14. Identifies and reflects on the relationships between the practicum agency, the larger community, and systems it is connected to.
15. Initiates discussion about tensions that are occurring between knowledge of CYC practice and experiences and expectations in the practicum setting.

Student - use the number identifiers above and reflect on strengths & opportunities, with specific examples
Field supervisors - reflection on strengths & opportunities

Proposed 1-2 smart goals for evolving practice development in this competency area (***consider statements above as you develop goals***)		
1	S	
	M	
	A	
	R	
	T	
2	S	
	M	
	A	
	R	
	T	

Professionalism - Please read the statements below

1. Understands and works within the mission, vision, values, and relevant policies and procedures of the agency.
2. Demonstrates professional values, attitudes, and behaviours.
3. Understands the variety of services offered within the host agency.
4. Meets agency administrative requirements, such as current and complete record keeping, and timelines.
5. Utilizes networking to develop a community of practice and working knowledge of community resources.
6. Constructs and actively participates in new opportunities to enhance their learning and practice.
7. Flexibly deals with unanticipated workload demands.
8. Writes and presents clear, logical, organized, and objective case notes and records.
9. Manages time effectively, setting priorities and following through with agreed upon plans.
10. Works with increasing independence and responsibility within the context of the team.
11. Works with sensitivity and humility when engaging with Indigenous and/or other cultural individuals, families, and communities.
12. Demonstrates ethical practice, including respecting confidentiality, using power and authority responsibly, respecting client self-determination and choice, negotiating boundaries, regarding welfare of client as primary obligation.
13. Develops effective and respectful working relationships with colleagues and community.
14. Can verbalize roles and responsibilities of self, other staff and community professionals.
15. Utilizes professional judgement and effective communication strategies to manage conflict and differences of opinion.
16. Takes increasing responsibility for leadership.

Student - use the number identifiers above and reflect on strengths & opportunities, with specific examples
Field supervisors - reflection on strengths & opportunities

Proposed 1-2 smart goals for evolving practice development in this competency area (***consider statements above as you develop goals***)		
1	S	
	M	
	A	
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	T	
2	S	
	M	
	A	
	R	
	T	

Therapeutic Care Skills - Please read the statements below

1. Demonstrates relational practice, support and therapeutic alliance though attending and attunement, expressing empathy, questioning.
2. Communicates in ways that demonstrate respect for and affirmation of individual experiences, preferences, and perspectives.
3. Maintains a focus on cultural safety and equity, to address power imbalances.
4. Maintains a strength based – resiliency focus.
5. Demonstrates a grounded presence with others.
6. Cares for others with authenticity and genuineness.
7. Creates interventions that are trauma informed.
8. Utilizes effective communication skills for therapeutic conversations and/or interviewing, to learn from children, youth and families.
9. Adjusts style and approach to the conditions, emotional states, developmental abilities, and cultural considerations of the child, youth, and family.
10. Collaboratively works with the child, youth and family, and community to create case plans that are strength based, family centred, and culturally responsive.
11. Demonstrates cultural agility and the ability to respond to the diverse social locations and needs of children, youth, and families.
12. Student responds effectively and respectfully to difficult or challenging behaviours.
13. Understands the role of attachment and utilizes the therapeutic relationship to promote healing and growth.
14. Learns the specific knowledge and skills to meet the unique needs in each setting.
15. Understands advocacy for social justice and can advocate on a client's behalf.

Student - use the number identifiers above and reflect on strengths & opportunities, with specific examples
Field supervisors - reflection on strengths & opportunities

Proposed 1-2 smart goals for evolving practice development in this competency area (***consider statements above as you develop goals***)		
1	S	
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2	S	
	M	
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	R	
	T	

<u>The next section is only used at the mid – point and final evaluation times</u>

Practicum Evaluation Criteria and Standards

Use the following criteria and standards when assessing the student's overall practicum work in the evaluation (midpoint and final). Note: Be sure to leave room for developmental growth over time when using the standards below:

Level of competence to practice – Minimum entry level job skills

Please use the following criteria and standards when identifying and assessing the student's CYC practice in your milieu

Practice ready – Competent - ready for professional practice

	As Student - I believe that I am competent in my application of CYC practice and see many of the characteristics listed below in my performance
	As field supervisor - I believe that this student is competent in their application of CYCP and see many of the characteristics listed below in their performance
• can work both independently, and as part of a team. • demonstrates consistent performance and contributes significantly to the practicum setting in relation to all practice areas. • can articulate theoretical concepts, professional values, and attitudes, and CYC perspectives, and integrate them into practice at a high level. • can establish and maintain effective professional relationships with children/youth and families, co-workers and the supervisor. • takes initiative and responsibility for own learning and reflecting on practice, analyzes own strengths and needs, demonstrates a high degree of self-awareness, and sets realistic goals to work toward growth. • rises to meet challenges and is creative in finding solutions and strategies that are effective, and appropriate to the situation. • goes beyond available information and searches out new ways to integrate information and experiences to strengthen professional practice. • puts concepts and skills acquired through practice to immediate use, and takes advantage of all learning opportunities.	
Additional details on strengths or opportunities to develop CYC Practice	

Practice Developing- Increasing competence - student growth continues.

	As Student - I believe that I am increasing competence in my application of CYC practice and see many of the characteristics listed below in my performance
	As field supervisor - I believe that this student is increasing their competence in their application of CYCP and see many of the characteristics listed below in their performance

- can usually carry out responsibilities, with occasional supervision, direction, and assistance.
- is reliable in performance and consults with supervisor in performing duties.
- shows some initiative in all practice areas.
- can relate to clients, co-workers, and supervisor.
- demonstrates some understanding of theoretical concepts, professional values, and CYC perspectives that relate to each of the practice areas but is not yet able to consistently apply to direct practice.
- can identify some of own strengths and needs, and set goals; should continue to develop self-awareness, reflection on and analysis of professional practice, integration of knowledge and skills, and work on creating goals that are realistic, and attainable for the practice setting.

Additional details on strengths or opportunities to develop CYC Practice

Practice Beginning – At this time does not meet practice ready criteria; practice concerns need to be addressed.

☐	**As Student - I believe that I have many criteria still to meet in my application of CYC practice and see many of the characteristics listed below in my performance**
☐	**As field supervisor - I believe that this student has many criteria still to meet for competence in their application of CYCP and see many of the characteristics listed below in their performance**

- Requires consistent supervision and direction from the supervisor for most responsibilities.
- Needs to carry out most of the tasks and responsibilities as identified in the evaluation forms.
- Needs to set realistic goals for professional practice, and consistently follow through on meeting them.
- Needs to strengthen their ability to relate to clients, co-workers, and supervisor.
- Needs to better articulate and demonstrate their understanding of theoretical concepts, professional values and attitudes, and CYC perspectives as these apply to practice areas identified in the practicum evaluation.
- Needs to better demonstrate reflection on many aspects of their CYC practice

Additional details on strengths or opportunities to develop CYC practice

Note: An assessment of practice concern will result in a detailed examination of the areas to develop in order to achieve practice standards. A collaborative plan will be designed to outline the path for student to meet credit requirements.