



CHILD, YOUTH & FAMILY STUDIES

## Application for Partial PLAR (Prior Learning Assessment & Recognition) for Child and Youth Care Practicum

### **Introduction:**

The Partial PLAR is different from requesting PLAR to challenge an entire practicum at either 3<sup>rd</sup> or 4<sup>th</sup> year. In the partial PLAR, you **could** qualify for up to 20% (65 hours for CYC 310, or 80 hours for 410) of the required hours in practicum if you have significant volunteer or work experience with children, youth, and families. The partial PLAR could be applied to **one of either** CYC 310 or CYC 410, but not both. As part of the PLAR process, you will demonstrate learning you have gained through that experience in the context of the CYC competencies that are a part of the evaluation process for CYC310 and CYC410.

### **Note:**

PLAR is applied for, in consultation with the practicum coordinator before you begin your practicum. The Practicum Coordinator may consult with the practicum committee before recommending you proceed with PLAR and will send your PLAR submission to a faculty member on the Practicum Committee to evaluate your PLAR submission. Please read the information below and follow the steps to apply for and complete the PLAR process. *Note: the partial PLAR cannot be used during the fourth year Child Protection Practicum*

### **Timelines for PLAR:**

<b><u>For summer semester practicum</u></b>	<b><u>PLAR application due by March 31<sup>st</sup></u></b>
<b><u>For Fall semester practicum</u></b>	<b><u>PLAR application due by May 31<sup>st</sup></u></b>

## **Step 1 – Choose the practicum you are registering in**

I am applying for my prior learning to be utilized towards practicum hours in the following course (please check one)

CYC 310

CYC410

## **Step 2 – Read the following explanation of PLAR & confirm**

*Credit for Learning, not Experience*

The idea behind PLAR is that the learning that takes place

- in different educational settings and
- through experience outside classrooms like work or volunteering

Learning experiences are important, but it's essential to understand that learning does not come automatically with experience and learning differs from person to person.

Credit and recognition are given when you demonstrate and validate learning from experiences and not for the experiences themselves. In fact, the Golden Rule of PLAR is: **“credit for learning, not experience”**.

In PLAR, it is learning, not experience, that counts. What's more, depending upon your goal, your knowledge or skills must be related to workplace standards, professional skills and competencies as identified by professional bodies, or learning outcomes as described in the course outlines of post-secondary institutions.

(Canadian Association for Prior Learning Assessment <https://capla.ca/>)

I confirm that I understand that this evaluation is about my prior learning as it relates to my developing CYC practice.

---

Print name

Signature

Date

### **Step 3– Choose and list the work or volunteer setting(s) you would like to consider for this PLAR request**

You need to have completed at least 6 months of work or have at least hours 65 (CYC 310) or 80 (CYC 410) hours of volunteer time to be considered here. You can list more than one site if needed.

1.

---

Name of employer or volunteer agency

---

How long have you worked or volunteered here? And what is your role?

2.

---

Name of employer or volunteer agency

---

How long have you worked or volunteered here? And what is your role?

## **Step 4– Demonstrate Learning**

For you to be able to have 20% of your practicum hours recognized for prior learning, you must demonstrate/provide evidence of your emergent knowledge and skills as they relate to the course objectives and competencies of CYC practicum.

### **Part 1 – Overview of CYC learning from Experience(s): 4-5 pages (double spaced, 12 pt. font)**

Considering your experiences in the workplace or volunteer site listed above, provide evidence of learning through engagement with the children, youth, or families you have spent time with. Specifically highlight the following:

- a) Describe how you build relationship and develop respectful rapport with children, adolescents and/or their families.
- b) Provide an example of an interaction you have had with a child, youth or family that illustrates how you utilized your understanding of developmental theory to engage appropriately.
- c) How does your CYC orientation and perspectives influence your work or volunteerism with children, youth, and families?
- d) Reflect on a situation from your work or volunteerism where you learned from a situation/experience. Describe who was involved, what happened, and what you learned. How does this continue to influence the way you work with children, youth and families?

### **Part 2 – Connection to CYC Competencies: 4-5pages (double spaced, 12 pt. font)**

Produce three narrative summaries for each of the four CYC competencies sections (Application of Knowledge, Reflective Practice, Professionalism, Therapeutic Skills), demonstrating how you have met competencies through your work/volunteer experience (total of 12 narratives). Feel free to include artifacts that illustrate your learning to go with your narratives.