



CHILD AND YOUTH
CARE DEGREE

SUPERVISED
PRACTICUM

CYC 310

COMPREHENSIVE FIELD
GUIDE

For Students and Field Supervisors

Revised Aug 2018
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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 working in the field, so they may be concerned about many aspects of the practicum process. Additionally, if students have been working in the field our faculty like to partner with the students to consider how this practicum can expand and/or deepen their experience and knowledge by working with a different client population and/or in a different milieu of practice. Students who are successful in this course should have the confidence and the competence to step into their last year of schooling and their final practicum with a clearer sense of the relationship of theory to practice and their own practitioner self-concept. They should also be able to support the design, implementation and evaluation of programs and interventions appropriate to the needs of the children, youth, family, community, and agency.

Course Objectives

Students are expected to demonstrate evidence of meeting CYC 310 competencies through assignments and evaluation, to achieve the following:

1. To have direct experience in working with children, youth, and/or their families, suitable to the students' learning needs and career goals;
2. To have continued and direct involvement with at least one agency or setting and develop an awareness of a variety of other child and youth care agencies and programs;
3. To have an opportunity to relate theory to practice;
4. To be familiar with the processes of applying case assessment, planning, intervention and evaluation processes in the milieu of practice;
5. To be able to demonstrate an acceptable level of integration of theory and practice within selected assignments and practice situations;
6. To identify a service gap and develop a collaborative process to advocate for filling the service gap;
7. To demonstrate appropriate professional and ethical behaviour within an applied setting;
8. To experience a high level of supportive supervision concerning clinical and professional functioning and have the opportunity to observe skilled and knowledgeable practitioners at work;
9. To be able to articulate the role of the child and youth care practitioner in relation to other human service professionals;
10. To have a developmental learning experience through a series of stages similar to an employment experience with increasing levels of responsibility and self-direction.

Schedule

CYC 310 will run from September to April each year, or from May to August in a condensed format. Students are required to complete a minimum of 326 hours which includes direct and indirect work with children, youth and families, as well as an orientation to the practicum site and supervisory/feedback meetings. While it is expected that the majority of hours are spent in direct work, there is some flexibility in the contact hours per week to meet the needs of the sponsoring agency.

In addition to time spent at the practicum site, students are required to attend a seminar at UFV with the Course Instructor for two hours every other week (*these hours are above and beyond the minimum 326 hours*) The general purpose of this seminar is to discuss practice issues and integrate theoretical knowledge. More specifically, the seminar provides an opportunity for peer consultation and reflective practice. The responsibility for structuring seminar time is shared between instructor and students. Attendance at seminar is required and students are expected to actively participate in discussion. A portion of the final grade for CYC 310 is derived from seminar attendance and participation.

Supervision: An Interactive Model

Effective supervision requires an investment in the process and relationship by the student and the field supervisor, with support from the course instructor. Both student and supervisor assume active responsibility for information exchange. This includes the development of a relationship that is mutually determined and involves open, clear communication and feedback that is constructive, practical and concrete. Both supervisor and student maintain a focus on respecting each person and their strengths. Supervisors facilitate the student's awareness, initiative, independence and growth, and help the student set concrete goals and plans based upon agreement regarding the student's learning objectives. More information about the roles of the student, field supervisor and course instructor are provided below.

Roles and Responsibilities

The Student

Is completing a third year practicum in Child and Youth care, which involves providing direct services to children, youth and families. The student:

- Intentionally practices self-care as a method of healthy practitioner balance for stress reduction to maintain a flexible and solution focused stance to approaching practicum experiences, practicum site considerations and fellow students
- Provides the field supervisor with information about self, including an up to date resume & cover letter identifying what learning opportunities they hope to experience at the site, and a self- assessment of baseline performance levels;
- Completes a criminal record check required by UFV prior to beginning practicum & potentially another for the practicum site (Site specific)
- Agrees to conduct themselves professionally and take responsibility for their actions

- 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;
- Clearly communicates learning needs and style, professional goals and priorities
- Participates actively in activities related to practicum
- Takes initiative to seek clarity in understanding duties, information and expectations at the practicum site;
- Requests direction and supervision when needed;
- Takes initiative to identify and raise issues, concerns and questions with the supervisor and/or course instructor in a timely fashion;
- Analyses situations, and collaborates with the supervisor to generate options and solutions;
- Creates goals and a plan to achieve the competencies for practicum, with consultation and agreement from the field supervisor;
- Takes initiative to put into action their goals, and information received in supervision;
- Provides the field supervisor with the mid-point and final evaluation tool
- Prepares for and participates in the mid-point and final evaluations

The Field Supervisor

Is the employee of the sponsoring organization, who is a resource for the students, and to whom the student reports. The Field supervisor:

- Provides an orientation of the program/agency to the student
- Informs the student of practices required of the student before the placement can commence, such as criminal record check or car insurance limits;
- Arranges for students to have access to suitable agency resources (e.g. space, materials, equipment, staff meetings, and training sessions
- Demonstrates/ models effective practice;
- Mutually-defines tasks with the student, based on their learning goals
- Observes the student in practice;
- Listens to the student and asks questions to facilitate their learning and how they are making meaning about their experiences;
- Provide suggestions, give direction, and raise issues
- Communicates clear and concrete feedback about the student's strengths and opportunities for development in CYC competencies (see CYC 310 evaluation)
- Encourages independence and growth by providing opportunities for students to increase their awareness, to find solutions to challenges, and to direct students' actions towards increasing learning and performance.
- Meets with the student regularly to provide ongoing supervision, review their practice and learning
- Notifies the Course Instructor immediately of any breaches of ethics or professional practice issues, and participates in any meetings deemed necessary to resolve specific concerns related to the practicum experience;

- Completes the midpoint and final evaluation and meets with the student and course instructor to provide reflections that are considered in the development of a final grade for practicum.

The Course Instructor

Is a faculty member in the Child, Youth, and Family Studies Department at the University of the Fraser Valley, who has overall responsibility for the delivery of the practicum course. The practicum Instructor:

- Works with the student and agency to help arrange the practicum
- Shares information with Field Supervisors about the CYC Program and the 310 practicum
- Orients students to the practicum course, its objectives, content, structure and process, evaluation and grading
- Facilitates seminars; to support practicum students and share information
- Handles enquiries about course content and process;
- Provides ongoing support, consultation and direction to the student and field supervisor, as requested;
- Intervenes to manage challenges in the practicum at the request of field supervisor or student;
- Participates in the midpoint and final evaluations and at other times on request;
- Grades assignments and determines each student's final grade, after consulting with the student and the field supervisor

Logistics

There are two logistical matters that CYC 310 practicum students must address:

Criminal Record Checks

Prior to starting at practicum, students must have a valid Criminal Record Check completed for UFV from the Ministry of Justice (not the local police). This process is completed using a specific UFV login and will be sent directly back to our CYFS department. Please note that some sites will require an additional criminal record check, at the student's expense.

Use of Personal Vehicles in the Practicum Placement

The UFV-CYFS department does not require students to use their personal vehicles in practicum. However, some practicum placements will ask students to use their personal vehicle to transport clients, as it is part of an outreach role. Students who are willing to do this must purchase additional insurance for Commercial Liability prior to transporting clients on practicum.

Assessment and Evaluation of Student Work

The student's field performance evaluation counts for 20% of the final grade assigned for this course. The remaining 80% is based on graded tasks and assignments that each student must

complete, which represent coverage of the CYC 310 competencies seen in the evaluation. Although assignments will be assessed by the course instructor, field supervisors are encouraged to review assignments and give feedback to the student before submission. Further details about evaluations and assignments are outlined in the next section.

Evaluation of Student Performance by Field Supervisors

Field supervisors are directly involved in the student's assessment by providing specific feedback about performance in the practicum placement. Although field supervisors are not responsible for assigning a final letter grade, your feedback plays a key role in assisting the course instructor with grading.

Supervisors will complete an evaluation of the student at the midpoint (163 hours) and final (326 hours). When completing the student's evaluation, please attend to the following:

- check the criteria descriptors for the level assigned to be sure the student's performance matches the descriptor
- complete the anecdotal comments section to add specific information that supports the evaluation of each domain of practice
- be sure to leave room in the midpoint rating to acknowledge improvement during the second term, as elevated midpoint ratings leave less room for student growth and development

Assessment Components: CYC 310

Stage I (first half of placement = 1-163 hours)	
• Service Gap advocacy assignment (delivered in seminar)	15%
• Self-evaluation by student (after 2-3 weeks in practicum), with development of preliminary goals and actions, then goal and action revisions at midpoint evaluation (at approx. 163 hours)	15%
• Mid-point evaluation completed by supervisor and student (at approx. 163 hours)	no grade assigned
• Weekly reflective practice summaries due, including a record of hours completed each week)	10%
Stage II (second half of placement = 163-326 hours)	
• Weekly Reflective practice summaries for second half due, including a record of hours completed each week)	10%
• Final reflection/learning narrative, discussing learning, and progress towards revised goals	20%

<ul style="list-style-type: none"> Final evaluation completed by supervisor and student (at approx. 326 hours) 	20%
<ul style="list-style-type: none"> 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 mid-point 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 gap (consider how to engage all impacted by the gap); some broad suggestions for solutions themes that may help fill the gap (make sure your suggestions leave room for conversation, collaboration and adaption)

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:

- Tell their classmates who they are as the audience (the target of the advocacy presentation – board of directors, staff, families, youth, all)
- Provide the handouts to the students
- 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:

- student's ability to organizes their written work clearly and professionally
- the appropriateness of the articles chosen
- 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-reflective and goal oriented to create learning opportunities during your practicum.

Step 1:

At the beginning of practicum, complete a self-assessment using the practicum evaluation. Read each of the competencies in the four evaluation categories and think about your skill level compared to the standard. Make notations in the margins to highlight examples that allow you to better self-assess.

Step 2:

Based on your self-assessment and learning needs, and opportunities available to you at practicum (discussed with your supervisor), create a SMART goal plan including 1 major goal with several specific actions/steps/task to take for each of the following categories: Application of Knowledge, Reflective Practice, Professionalism, and Therapeutic Skills. Complete after the first 50 hours on practicum, and hand in as a typed document.

Step 3:

Just before the midpoint of practicum, complete another self-evaluation. Make notations in the margins to highlight examples that demonstrate each competency and ideas or opportunities for future development. Share this with your supervisor and ask them to also assess you using the evaluation tool.

Step 4:

After the midpoint evaluation, review your goals and actions to reflect your continued learning needs for the second half of practicum (you may need to add 1 or more new goals to maintain learning), provide a written learning plan update to the instructor.

***All documents, including self-evaluations, supervisor evaluations, initial goals/actions and revised goals/actions are due to the course instructor one week after your midpoint evaluation.**

Grading Criteria: Completion of initial self-assessment, midpoint self-evaluations, development of SMART goal/s in each category with specific actions/steps for each goal, and revised new goals with specific actions based on midpoint assessment.
SMART Goals = Specific, Measurable, Attainable, Realistic/Relevant, Time bound

Reflective Praxis learning Summaries

Read Building a Child & Youth Care Culture of Relational -centered Praxis: ours to make

Due at Midpoint (approx. 163 hours) and Final (approx. 326 hours)

Students are expected to present 13 Praxis learning summaries representing their practitioner growth and development. This can serve as a basis for highlighting interactions with children, youth and families, making meaning of interactions to integrate learning, and understanding issues that need to be raised in supervision meetings and practicum seminar. These summaries will also provide the data for your final reflection/learning narrative assignment.

Reflective practice summaries should be succinct and yet complete. Organize your thinking with the following format in mind: activity summary, critical learning and action planning.

Note: Summaries can be completed orally and turned in as a digital audio recording, if that better meets your learning style and needs.

Learning event/s

This section is a short or point-form summary of the learning event or events that occurred for you, and includes a record of the dates and hours completed each week

Critical Learning

This section is used to identify specific knowledge (knowing), skills (doing), and self-awareness (being) that you are developing, have gained or are needing to develop. You should explore the personal and professional strengths and challenges you are experiencing in your professional development as a child and youth care practitioner.

Action Planning

This section moves from awareness to action planning, developing specific goals and strategies to deal with challenges and build on your strengths in achieving your learning goals today and for future practice

Grading Criteria: Succinct summary of activities, analysis of critical learning shows depth and clarity, actions are specific, realistic and linked to the critical learning

Final Reflection/Learning Narrative with seminar presentation

6-8 pages double spaced

This assignment aims to help you reflect on your entire practicum experience and summarize the learning and shifts that have occurred for you as a result of the practicum. Your reflective practice summaries, evaluations, goals and action plans serve as a rich source of data for this reflection.

Specifically, your narrative should include the following:

- Goals and actions you set, and evaluation of the progress made towards them;
- Critical learning, skills and self-awareness you are taking away;
- Key experiences that have contributed to your learning, skill development and self-awareness.

Grading Criteria: Depth and quality of assessment to examine content above, organization and clarity of writing, use of tangible evidence to support assessed learning

Final Field Performance Evaluation

Completion of a reliable final evaluation requires the student and supervisor to have had clear, open, and consistent communication throughout the practicum.

Near the end of practicum, the student and supervisor should discuss the student's progress, in preparation for the completion of the final evaluation by the supervisor. If the supervisor has not seen the student in action for some competencies, the student should be sure to discuss their activities, learning, and progress towards goals that were set to provide a broader picture prior for the evaluation being completed. The student and supervisor can also collect information from other colleagues who have seen the student's work.

Grading Criteria: See the Practicum Assessment Criteria and Standards for guidance

Participation

Active attendance and participation in seminars for CYC 310 is an important way to integrate knowledge, skills and self-awareness from field experience in the practicum. Seminars provide an opportunity to share experiences – including strengths, successes and challenges, gain mutual support from other students, brainstorm solutions to challenges in the practicum, identify new areas of learning and set goals, and get clarification from the instructor about the practicum assignments and expectations.

Grading Criteria: Attendance, active participation including sharing of experiences, involvement in discussions, and support and feedback to other students. This includes participation in an online component, when applicable.

Overall Grading Criteria for CYC 310 Practicum

Letter	Percent	Level	Evaluation Criteria
A+	90-100	4.33	Represents an outstanding performance at the level of job entry or beyond. In written work and in practicum, the student has consistently demonstrated an outstanding level of comprehension and application of knowledge, skills, and self-awareness. Student is self-directed and has developed professionally within the practicum site.
A	85-89	4.0	
A-	80-84	4.67	Represents an above average performance. In written work and in practicum, the student has demonstrated a clear level of comprehension and application of knowledge, skills and self-awareness. The student has been self-directed and has developed professionally.
B+	77-79	3.33	
B	73-76	3.0	
B-	70-72	2.67	Represents basic competency in a standard beginning student. In written work and in the practicum, the student has demonstrated satisfactory comprehension and application of knowledge, skills and self-awareness. The student has been able to be self-directed and develop professionally with prompting from the supervisor.
C+	67-69	2.33	
C	63-66	2.0	Represents a minimal level of performance which is below standard for a CYC student. Areas in the comprehension and application of knowledge, skills, and self-awareness have not met the necessary level of competence. The student has been unable develop sufficient self-direction or professional growth during the practicum.
C-	60-62	1.67	
D	50-59	1.0	Represents less than minimal performance
F	<50	0	
NC	<50	Fail	

Appendix A: CYC Practicum Responsibility Contract

Practicum Responsibility Contract Child and Youth Care (CYC) 310

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:

- Familiarize myself with the contents of the Supervised Practicum Manual and provide a copy for the field supervisor;
- Provide a current resume and cover letter to my Field Supervisor;
- Attend 100% of seminar sessions as scheduled by the Course Instructor;
- Prepare for and participate in evaluation meetings with the Field Supervisor and Course Instructor;
- Ensure that all contact information for Field Supervisor, student, and Course Instructor is completed and copies are given them, with a copy for myself;
- Adhere to UFV Student Conduct policy (Policy 310.12);
- Provide direct client service at hours negotiated with Field Supervisor;
- Participate in all orientation activities arranged by Field Supervisor;
- Initiate meetings with the Field Supervisor on a weekly basis to ask questions, receive feedback and supervision, and plan activities;
- Be proactive in taking responsibility for my learning;
- Ensure that I challenge myself to try new experiences, meet the required learning goals/competencies and assess my progress;
- Recognize and adhere to the parameters of confidentiality at it pertains to the practicum site, site personnel, clients, and practicum seminar peers;
- Find out and comply with site dress code;
- Adhere to the CYC Code of Ethics;
- Exercise “immediacy” in communicating any issues with supervisor and course instructor, and a “solution focus” to resolving any problems;
- Adhere to agreed upon timelines for tasks to accomplish in practicum;
- Familiarize myself and comply with the policies of the practicum agency;
- Familiarize myself with the practicum agency website;
- Know I am personally accountable for my actions
- At all times – classroom, seminar, practicum site--demonstrate good professional judgment*

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

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

University of the Fraser Valley

Child and Youth Care
310 Practicum Evaluation

Completed by _____

Date _____

Initial Student Self-Assessment

Mid-Point Evaluation

Final Evaluation

Practicum Evaluation Criteria and Standards

Please use the following criteria and standards when assessing the student's practicum work in the evaluation (midpoint and final)

Job Entry or beyond (A TO A+)

The student:

- is able to 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
- is able to articulate theoretical concepts, professional values and attitudes, and CYC perspectives, and integrate them into practice at a high level
- is able to 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,

Increasing Independence (B TO A-)

The student:

- is very reliable in performance and needs only limited supervision
- is able to work independently and achieves consistent growth and development in all the practice areas
- collaborates with supervisor and co-workers, sharing ideas, knowledge and experiences
- is able to build relationships with the children/youth and/or families
- is able to initiate and generate specific plans that further personal learning goals
- demonstrates consistent self-awareness of own strengths and needs, self-direction, initiative and responsibility for learning and reflecting on practice
- has a solid understanding of theoretical concepts, professional values and attitudes and can effectively integrate these into practice
- quickly addresses issues that arise and takes optimal advantage of learning opportunities in both the practicum and course work

Standard Beginning Student (C+ TO B-)

The student:

- 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
- is able to 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.
- is able to 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

Below Standard (BELOW C+):

The student:

- is in constant need of supervision and direction from the supervisor
- has not carried out the tasks and responsibilities as identified in the evaluation forms
- has not set realistic goals for professional practice, and if goals are set, is unable to consistently follow through on meeting them
- has shown difficulty relating to clients, co-workers and supervisor
- has not demonstrated understanding of theoretical concepts, professional values and attitudes, and CYC perspectives as these apply to practice areas identified in the practicum evaluation
- has not demonstrated reflection on many aspects of their practice

Note: An assessment of below standard competency in any of the four areas of evaluation will result in an examination and review of a student's potential for successful completion of the practicum.

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 decision making and problem solving						
Mindfully considers the multiple factors that influence behaviour, adjustment, and current needs						

Effectively considers the impact of trauma and utilizes trauma informed practice						
Considers the unique life space of children, youth, families, and communities, and utilizes it in planning and delivering interventions						
Student constructs innovative practices based on own learning and experiences and feedback from others						
Overall Rating for Application of Knowledge						
Specific areas/examples of strength						
Opportunities for development						
Proposed goals and action plans						

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						
Critically reflects on social and structural inequality and adjusts their practice to be an agent for change in the practicum context						
Examines own strengths and needs as a practitioner						
Continually reflects upon/appraises their practice						
Sets goals for new learning based on self-appraisal						
Takes initiative in seeking supervision						
Aware of personal biases and triggers, and mindfully regulates their responses for professional practice						

Continuously monitors personal wellness, and uses self-care strategies						
Aware of when personal needs are interfering with job performance, and takes appropriate action						
Identifies and reflects on the relationships between the practicum agency, the larger community and systems it is connected to						
Initiates discussion about tensions that are occurring between knowledge of CYC practice and experiences and expectations in the practicum setting.						
Overall Rating for Reflective Practice						
Specific areas/examples of strength						
Opportunities for development						
Proposed goals and action plans						

Professionalism

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
Understands and works within the mission, vision, values, and relevant policies and procedures of the agency						
Demonstrates professional values, attitudes, and behaviours						
Understands the variety of services offered within the host agency						
Meets agency administrative requirements, such as current and complete record keeping, and timelines						
Utilizes networking to develop a community of practice and working knowledge of community resources						
Constructs and actively participates in new opportunities to enhance their learning and practice						
Flexibly deals with unanticipated workload demands						
Writes and presents clear, logical, organized, and objective case notes and records						
Student manages time effectively, setting priorities and following through with agreed upon plans						

Works with increasing independence and responsibility within the context of the team						
Works with sensitivity and humility when engaging with Indigenous and/or other cultural individuals, families, and communities						
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						
Develops effective and respectful working relationships with colleagues and community						
Can verbalize roles and responsibilities of self, other staff and community professionals						
Utilizes professional judgement and effective communication strategies to manage conflict and differences of opinion						
Takes increasing responsibility for leadership						
Overall Rating for Professionalism						
Specific areas/examples of strength						

Opportunities for development
Proposed goals and action plans

Therapeutic Skills

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
Demonstrates relational practice, support and therapeutic alliance through attending and attunement, expressing empathy, questioning						
Communicates in ways that demonstrate respect for and affirmation of individual experiences, preferences and perspectives						
Maintains a strength based - resiliency focus						
Demonstrates a grounded presence with others						

Cares for others with authenticity and genuineness						
Creates interventions that are trauma informed, with a focus on being: <ul style="list-style-type: none"> • Relational (safe) • Relevant (developmentally-matched) • Repetitive (patterned) • Rewarding (pleasurable) • Rhythmic (resonant with neural patterns) • Respectful (of the child, family, and culture) Perry (2010) 						
Utilized effective communication skills for therapeutic conversations and/or interviewing, to learn from children, youth and families						
Adjusts style and approach to the conditions, emotional states, developmental abilities, and cultural considerations of the child, youth and family						
Collaboratively works with the child, youth and family, and community to create case plans that are strength based, family centred, culturally appropriate.						
Demonstrates sensitivity and the ability to respond to the diverse social locations and needs of children, youth, and families						
Student responds effectively and respectfully to difficult or challenging behaviours						
Understand the role of attachment and utilizes the therapeutic relationship to promote healing and growth						

Learns the specific knowledge and skills to meet the unique needs in each setting						
Understands advocacy and can advocate on a client's behalf						
Overall Rating for Therapeutic Skills						
Specific areas/examples of strength						
Opportunities for development						
Proposed goals and action plans						