

UNIVERSITY OF THE FRASER VALLEY

CHILD AND YOUTH
CARE DEGREE

ADVANCED SUPERVISED
PRACTICUM

CYC 410

COMPREHENSIVE FIELD
GUIDE

For Students and Field Supervisors

Revised for implementation beginning in Fall 2023

Table of Contents

Table of Contents

Introduction.....	3
Practicum Learning Outcomes.....	3
Schedule	4
Supervision and Support: A Collaborative Model.....	4
The CYC Practicum Coordinator.....	4
The CYC Student.....	4
The Field Supervisor.....	4
The Course Instructor	4
Roles Working in Collaboration	4
Relationships.....	5
Respect.....	5
Relevance.....	5
Reciprocity.....	5
Responsibility	6
Logistics.....	7
Criminal Record Checks.....	7
Use of Personal Vehicles in the Practicum Placement	7
Assessment and Evaluation of Student Work.....	7
Midpoint and Final Field Performance Evaluation Process	8
Appendix A: CYC Practicum Responsibility Contract	9

We recognize and acknowledge the Fraser Valley's Stó:lō Nation, along with other Coast Salish People, on whose territories we learn, and complete practicum experiences.

Introduction

CYC 410 is the second of two required practica in the B.A. Program in Child and Youth Care (CYC) at the University of the Fraser Valley. This senior practicum plays an important part in the professional preparation of students in the final year of the program. It provides an opportunity for the learner to relate theory to practice, and develop 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.

Students focus on developing the confidence and the competence to step into CYC employment situations and have a realistic assessment of their own strengths and needs. They should also be able to design, implement and evaluate programs and interventions appropriate to the needs of the children, youth, family, community, and agency.

Building on White's (2007) concept of Praxis used within third year, fourth year practicum calls upon students to examine their practicum experiences and opportunities through the lens of a socially just, decolonized, and antiracist "Politicized Praxis". This focus acknowledges the complex sociopolitical and material inequities that exist for young people, families, and communities, with the goal of preparing practitioners to transform CYC milieus into places where equity and social justice are practiced. A Praxis of social justice that is politicized assists students to challenge exclusionary notions of CYC, decolonize ways of knowing, being and doing, and respond to the needs of the diverse children, youth, families, and communities who are impacted by the inequities in CYC systems of care and communities (Loiselle & de Finney, 2012; Kouri, 2015).

Practicum Learning Outcomes

Students demonstrate evidence of meeting CYC 410 competencies through assignments and evaluation, to achieve the following:

1. Assess the experience of working directly with diverse children, adolescents, and/or their families through the lens of social justice praxis.
2. Demonstrate cultural safety, cultural humility, and respect for diversity.
3. Apply CYC approaches and theories that are relevant for diverse and Indigenous populations.
4. Apply culturally relevant relational case planning.
5. Demonstrate ethical behavior through the lens of CYC competencies and characteristics, that attend to relationships, respect, relevance, responsibility and reciprocity.
6. Incorporate active sub-visioning, co-visioning and supervising as part of professional practice.
7. Examine the role of the child and youth care practitioner within the interdisciplinary work environment.
8. Apply a developmental learning process to increasing levels of responsibility and self-direction

Schedule

CYC 410 runs from September to April each year, or from May to August in a condensed format. Students complete 401 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 most hours are spent in direct work, there is 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 attend a seminar at UFV with the Course Instructor typically for two hours every other week in the fall & winter term or weekly in summer block placement, and these hours are above and beyond the 401-hour practicum. The purpose of this seminar is to discuss practice issues, integrate theoretical knowledge, and engage in peer consultation and reflective practice.

Supervision and Support: A Collaborative Model

Supervision and support of the fourth-year practicum is facilitated through collaboration between the Practicum Coordinator, CYC student, Field Supervisor, and Course Instructor. Below are the key roles that serve the practicum placement:

The CYC Practicum Coordinator

Becomes the bridge to connect the student, the community, faculty, and field supervisor within the practicum experience. Works with the student and agency to help arrange the practicum and shares initial information with Field Supervisors about the CYC Program and the 410 practicum.

The CYC Student

Honours the opportunity to learn with the sponsoring agency by bringing their CYC lens, curiosity, and service for the benefit of children, youth, and families. The student actively notices how theory and a CYC lens is being applied in practice.

The Field Supervisor

Anchored in the agency, the supervisor connects agency specific practice and CYC learning. They help the student develop a sense of belonging in the agency and are a resource and support throughout the practicum. The supervisor nurtures the student's strengths, inquires about their hopes and intentions for practicum, and helps them to grow within the placement.

The Course Instructor

Supports safe and meaningful practicum relationships, processes, and learning, acting as a resource for students and field supervisors. The Course Instructor provides guidance for the student and field supervisor, delivers the practicum course, facilitates evaluation processes, and can mediate any areas of conflict.

Roles Working in Collaboration

With support from the UFV practicum course instructor, the student and practicum supervisor collaboratively develop their relationship and a process for supervision and

information exchange. This relationship is guided by a strength based, relational, and developmental growth focus, and is grounded in a philosophy of Social Justice, Equity, Diversity, and Inclusion. Open, clear communication and feedback that highlights strengths and promotes growth facilitates learning for all involved in the practicum. As CYC moves to Decolonize and merge Indigenous pedagogy into the design, structure and process of practicum learning, a collaborative model of supervision within is framed below within the five interconnected R's of **Relationships, Respect, Relevance, Reciprocity and Responsibility** (adapted from Kirkness and & Barnhardts, 1991).

Relationships

Relationships form the basis for practicum learning and are the foundation of CYC Practice in which the other four R's of respect, reciprocity, relevance, and responsibility can be authentically practiced. The CYC student, supervisor and UFV course instructor will consciously attend to relationships with each other, young people and families, communities, and land to nurture learning and service in the practicum and beyond. To begin this relationship, the following tasks should be completed:

- Prior to practicum, the student shares their resume and completes the UFV required Criminal Record Check, and then contacts the agency field supervisor.
- Student and supervisor share information about themselves, their strengths and interests, professional goals and priorities, needs, and hopes for the practicum experience and their professional relationship.

Respect

Valuing each person, including their cultural knowledge, traditions and core values is inherent to respect. Students, Supervisor, Instructor, and other practicum connections practice respect by being open, accepting, and non-judgmental in their words and actions. They work to understand a diverse range of perspectives, circumstances, and opinions that contribute to the student's ways of knowing, being and doing on practicum. Honouring holism and the interconnection between all beings is a guiding principle of Indigenous and non-western world view that supports respectful CYC practice.

Relevance

Learning and CYC practice in practicum needs to reflect relevance for Indigenous and culturally diverse CYC students. Students and supervisors are invited to notice and discuss how programming and services respond to the needs and cultural context of young people and families served. Meaningful connections to community help to ensure that Indigenous and diverse worldviews are represented.

Reciprocity

Practicum highlights the giving and receiving of learning and service for the student supervisor, course instructor, and others to serve young people, families, and communities. Instances of Reciprocity are seen when:

- Listening and talking is shared between people.
- The supervisor offers a mentorship role based on their practice experience, and the student brings new ideas and energy to the practicum.
- A developmental learning trajectory happens as the student shadows and receives more guidance from their supervisor in the first half of practicum, and then can operate with more independence in the second half. It is recommended that student experiences in practicum follow a path of "first shadow-then participate- then lead".

Responsibility

Student, Field Supervisor and Course Instructor demonstrate responsibility by mindfully considering their thoughts and responses as they work together. This includes taking responsibility for respectful and reciprocal relationships with young people, families and community served in practicum, and the rights of Indigenous, racialized, and other marginalized populations. Some specific tasks each partner in the process agrees to are highlighted below:

The Student:

- Takes initiative to actively participate in practicum opportunities, seeks clarity in understanding duties, information and expectations, and requests direction and supervision from their field supervisor and practicum instructor.
- Shares and discusses the CYC 410 Practicum Responsibility contract with their supervisor (see Appendix A), and signs it as an agreement to conduct themselves professionally and take responsibility for their learning and actions.
- Raises issues, concerns, and questions with the supervisor and/or course instructor in a timely fashion and collaborates with both 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, and participates in both evaluations.

The Field Supervisor:

- Provides an orientation of the program/agency to inform the student of any practices required before the placement can commence, such as 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 and professional practice.
- Mutually-defines tasks with the student, based on their learning goals.
- Observes the student in practice, to offer clear and concrete feedback about their strengths, and opportunities for development in CYC competencies.
- Meets with the student regularly to listen to how they are making meaning of their experiences, ask questions to facilitate awareness, learning, and solutions to challenges, and encourages the students increasing independence and growth.
- Notifies the Course Instructor immediately of any professional practice issues or breaches of ethics, and participates in meetings to resolve concerns related to the practicum experience.
- Meets with the student to review, provide feedback, and adapt the midpoint and final Evaluation. Then meets together with the course instructor to provide reflections that are considered in the development of a final grade for practicum.

The Course Instructor

- 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 410 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. The criminal record check completed in 3rd year practicum will be used if it is no longer than five years old. 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 have their full licence and purchase additional insurance for Commercial Liability prior to transporting clients on practicum.

Assessment and Evaluation of Student Work

Practicum experiences are graded on a Credit/No Credit basis. Faculty assigns credit when students meet field performance competency standards after 401 hours in practicum, in addition to having met standards for all assignments that deepen learning within the practicum experience. Feedback on assignments and in practicum evaluations assists the student to continue to work towards credit in their developmental learning journey.

A grade of No Credit is only assigned when the student has not made sufficient adjustments to meet the standards set out within the criteria for practicum field performance and all assignments.

The table below shares a breakdown of all assessment components and their timeframes:

Stage I (first half of placement = 1-200 hours)	
• Initial self-evaluation by student	15 hours
• SMART goals and actions guiding 1 st half of practicum	20-50 hours
• Agency Profile Presentation (delivered in seminar)	50-80 hours

<ul style="list-style-type: none"> • Mid-point evaluation completed by student and supervisor, followed by meeting including instructor 	190-200 hours
<ul style="list-style-type: none"> • Revised SMART goals and actions for 2nd half of practicum 	210 hours
<ul style="list-style-type: none"> • Five Social Justice Praxis Reflections for first half of practicum 	20-200 hours
Stage II (second half of placement = 200 - 401 hours)	
<ul style="list-style-type: none"> • Project for practicum agency (confirmed at midpoint evaluation and completed in second half of practicum) 	200-401 hours
<ul style="list-style-type: none"> • Five Social Justice Praxis Reflections for second half of practicum 	200-401 hours
<ul style="list-style-type: none"> • Final evaluation completed by student and supervisor, followed by meeting including course instructor 	390-401 hours
<ul style="list-style-type: none"> • Final Reflection/Learning Narrative, discussing learning, and progress towards revised goals 	At Completion
<ul style="list-style-type: none"> • Practicum Seminar - 	At Course End

Note:

A student may be removed from placement for inappropriate behaviour, or serious issues about performance. If a student is removed from a placement, the decision whether a second placement will be arranged for the student rests with the practicum course instructor in consultation with the CYC Practicum Committee the CYC Department Head.

The evaluation of the practicum field performance will occur 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.

Midpoint and Final Field Performance Evaluation Process

The completion of a reliable midpoint and final evaluation requires the student and supervisor to have had clear, open, and consistent communication throughout the practicum. Please use the following link to access the [CYC Practicum Evaluation](#). This tool is used for the Midpoint and Final Evaluation completed by students and supervisors, as well as for the Initial Student Self Evaluation.

Steps for the midpoint and final field performance evaluation:

1. **The student** always reviews, reflects, and evaluates themselves first using the evaluation tool. They identify their current level of practice and provide some *details and specific examples* as to about how they have drawn their conclusions on where they locate themselves. Students should schedule a time with their supervisor to review their activities, learning and progress towards practicum competencies and learning goals prior to the midpoint and final evaluation meeting with the course instructor.
2. **Field supervisors** are directly involved in the student's assessment by providing specific feedback about performance in the practicum placement and sharing comments in the [CYC Practicum Evaluation](#). Field supervisors feedback plays a key role in helping the

student to recognize and develop competency within their CYC practice. Supervisors can also collect information from other colleagues who have seen the student's work.

3. **Student and Field Supervisor** meet to jointly review their observations, feedback, and assessment of the student and complete the **CYC Practicum Evaluation** at the midpoint and final. When completing the evaluation, please attend to the following:
 - complete the anecdotal comments section reflecting on strengths and opportunities and provide specific examples and information that supports the evaluation of each domain of practice.
 - leave room in the midpoint rating to recognize development during the second half, as elevated midpoint ratings leave less room for student growth.
4. **Student, Field Supervisor and Course Instructor** meet to review the student's evaluation and goals, highlighting strengths, and opportunities for continued growth as a CYC practitioner in training.

Appendix A: CYC Practicum Responsibility Contract

Practicum Responsibility Contract Child and Youth Care (CYC) 410

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 410, I will:

- Familiarize myself with the contents of the Supervised Practicum Manual and provide a copy for the field supervisor;
- Provide a current resume to my Field Supervisor;
- Attend 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