

UNIVERSITY OF THE FRASER VALLEY

CHILD AND YOUTH CARE
DEGREE PROGRAM

ADVANCED SUPERVISED PRACTICUM

CYC 410

COMPREHENSIVE FIELD GUIDE

Revised September 2010

Table of Contents

Introduction.....	3
Course Objectives.....	3
Schedule	4
Roles and Responsibilities.....	4
The Student.....	4
The Field Supervisor	4
The Course Instructor.....	5
Practicum Process: Sequences and Tasks	5
Stage 1	5
Stage 2	5
Stage 3	8
Assessment and Evaluation of Student Work.....	10
Evaluation of Student Performance:.....	10
Assessment Components: CYC 410.....	11
Overall Grading Criteria for CYC 410 Practicum	12
Development of a Learning Portfolio	13
1. Evidence of Competencies.....	13
2. Time Sheets:.....	14
3. Log book/Journal:	14
Course Assignments	15
Assignment 1: Organizational Systems Analysis	15
Assignment 2: Role of Child & Youth Care Practitioner.....	16
Assignment 3: Clinical Case Report.....	16
Supervision: An Interactive Model	17
1. Considerations for Implementing an Interactive Model.....	18
2. Shared Responsibilities between Practicum Supervisors and Students.....	18
3a. The Roles of Supervisors.....	19
3b. The Roles of Practicum Students	19
4. Some Guidelines for Giving Feedback.....	19
Appendix A: CYC Practicum Responsibility Contract	21
Appendix B: Five Skill Clusters Portfolio Companion	23
Appendix C: Portfolio for CYC 410 – Advanced Supervised Practicum.....	29

INTRODUCTION

CYC 410 is the second of two required practica in the B.A. Program in Child and Youth Care 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. 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.

As this is the final practicum, every effort is made to provide a realistic work-related employment situation. Students who are successful in this course should have the confidence and the competence to step into appropriate employment situations, have a realistic assessment of their own strengths and limitations and be able to design, implement and evaluate programs and interventions appropriate to client and/or agency needs.

COURSE OBJECTIVES

Students are expected to demonstrate evidence of meeting CYC 410 competencies as part of their learning portfolio in order to achieve the following:

1. To have direct experience in working with children, adolescents 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 know how to apply case assessment, planning, intervention and evaluation skills;
5. To be able to demonstrate an acceptable level of integration of theory and practice within selected assignments and practice situations;
6. To demonstrate appropriate professional and ethical behaviour within an applied setting;
7. 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;
8. To be able to make an in-depth examination of the role of the child and youth care worker in relation to other human service professionals, and be able to articulate that role clearly;
9. 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 410 will run from September to April each year. Students are required to complete a minimum of 300 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 300 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 through brainstorming and problem- solving exercises; examination of case studies and presentations on special topics that may include guest speakers. 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 410 is derived from seminar attendance and participation.

ROLES AND RESPONSIBILITIES

In this section the roles of the student, field supervisor and course instructor are discussed.

The Student

will provide direct services to children, youth and families within the prescribed hours of operation for the particular agency/program placement assigned. The student is expected to provide the field supervisor with information about self, including an up to date resume and a self- assessment that identifies current baseline performance levels and learning needs. The student will create goals and a plan to achieve the competencies for practicum, with supporting evidence in their learning portfolio,. Students will also show the field supervisor how to access the online evaluation tool.

The Field Supervisor

is the employee of the sponsoring organization to whom the student reports directly and who provides the student with structured feedback. Field supervisors, in consultation with the course instructor, will also provide input into the student's final grade through the midpoint and final evaluation tools located on the UFV Website.

The Course Instructor

is a faculty member in the ECE/CYC Department at the University of the Fraser Valley who has overall responsibility for the delivery of the practicum course. The instructor handles enquiries about course content and process, facilitates seminars, provides consultation and direction as requested, intervenes in conflict situations, offers problem solving strategies and visits the field site at least 2 times during the practicum experience (midpoint and final) and at other times on request.

PRACTICUM PROCESS: SEQUENCES AND TASKS

Over the next several pages, the stages of the practicum are mapped out in some detail. Included are detailed checklists of tasks and responsibilities for each of the major participants in the practicum: the student, the field supervisor and the course instructor. It is hoped that, by providing an overview of everyone's responsibilities, their interdependence will be highlighted.

Stage 1

Stage 1 consists of approximately 150 hours and includes:

- Learning portfolio development. (evidence for CYC competencies, logs and time sheets)
- Ongoing supervision
- Mid-point assessment

Goal: Stage 1 allows students to orient themselves to their practicum placement; complete the learning portfolio requirements for including development of learning goals and tasks that will allow them to consolidate current knowledge and skills, tasks and responsibilities.

Stage 2

Stage 2 also consists of approximately 150 hours and includes:

- Learning portfolio development. (continued)
- Ongoing supervision
- Final assessment and presentation of portfolio (when all contact and on-site supervision hours have been completed)

Hours 1 to 30

<p>Tasks for the Student</p> <p>Review practicum course package, in particular, focusing on course objectives, assignments, CYC 410 competencies, evaluation criteria and tools, expectations for all those involved in practicum and the interactive supervision model.</p> <ul style="list-style-type: none"> • Prepare up to date resume to share with field supervisor. • Set-up log book to record hours. • Arrange supervision meeting(s) with your field supervisor. • Arrange meeting with your field supervisor and course instructor to discuss/confirm the learning portfolio requirements based on the CYC 410 competencies.
<p>Tasks for the Field Supervisor</p> <ul style="list-style-type: none"> • Review the field guide focusing on course objectives, time lines and time use, and the interactive model of supervision. • Read Field Performance Evaluation form found on the UFV website. • Make necessary adjustments to your work schedule to accommodate supervision of a student. • Ensure that the agency/program has established suitable learning opportunities for a practicum student and make any necessary changes in physical space to accommodate an extra person. • Arrange orientation to the program for your practicum student(s). • Begin the process of reviewing and commenting in your student's log book as well as signing time-sheets. – Question: Do we still want supervisors to review?
<p>Tasks for the Student and Field Supervisor together:</p> <ul style="list-style-type: none"> • Arrange meetings as needed to: <ul style="list-style-type: none"> ○ exchange information about each other ○ discuss working styles and 'fit' with the interactive model of supervision ○ schedule orientation of program/agency to include physical plant, significant personnel, and ○ operational policies, et cetera. • schedule student's work times and regular supervision times • negotiate student's on-site duties and responsibilities • discuss learning opportunities that will support the CYC 410 competencies in the five skill clusters and create some goals and a plan to begin. The CYC competencies should be looked at together within the first 30 hours so that the students can begin to work on a plan for achieving those competencies.

Hours 31 to 150**Tasks for the Student:**

- Ensure that the course instructor reviews your goals/plan to meet the 410 competencies
- Attend Seminar on a regular basis and complete assignments.
- Complete and submit Assignment #1
- Complete weekly log recordings and record times worked (reviewed by your supervisor on a regular basis and submitted to the course instructor at the end of the first half of the placement.)
- Prepare for and meet with your field supervisor on a regular basis.
- Keep the course instructor informed of progress in the practicum, as well as any issues, concerns, etc.
- For the mid-point assessment, ensure that your field supervisor has access to the field performance evaluation form on the UFV Website, that log book entries are up-to-date as well as the time sheets. Complete your own self assessment using the mid point evaluation form.
- Inform your field supervisor and the course instructor when 150 hours will be completed. Arrange for a meeting with yourself, and your field supervisor to review the mid-point evaluation, and then arrange a meeting with the course instructor for the three of you to discuss your mid point evaluation
- After the assessment meeting, ensure that the course instructor receives a copy of the mid-point assessment, and submit log book and signed time sheets.

Tasks for the Field Supervisor

- Meet with your student regularly to provide ongoing supervision and feedback.
- Read and note comments in your student's log book and sign time sheets.
- Review assignment #1
- Prepare for mid-point assessment.
- At the end of 150 hours, complete the mid-point evaluation (on the UFV website).
- Arrange a meeting with your student to discuss the mid-point assessment before you meet with and review the assessment with the course instructor.

Tasks for the Student and Field Supervisor

- Maintain regular contact and supervisory meetings.
- Put into action the interactive supervisory model.

- At the end of 150 hours meet to review mid-point assessment.
- Meet with the course instructor to review the mid-point assessment.

Tasks for the Course Instructor

- Communicate with the student and the field supervisor
 - at the beginning, to discuss course, review the student's goals and plans to meet competencies.
 - at the end of the first 150 hours, to review the mid-point assessment with the student and field supervisor, including progress towards competencies in the 5 skill clusters.
- Provide ongoing support and consultation to the student and to the field supervisor.
- Grade and return assignment #1
- Review students' time-sheets and log books and provide written and/or verbal feedback where appropriate and return.

Stage 3

Stage 3 also consists of approximately 150 hours and includes:

- Learning portfolio development. (continued)
- Ongoing supervision
- Final assessment and presentation of portfolio (when all contact and on-site supervision hours have been completed)

Goal: The goal of Stage 3 is to develop learning opportunities that facilitate students' development of specialized skills related to their area of professional interest.

Tasks for the Student

- Refine and modify goals to meet competencies in the 5 skill clusters and gather evidence for the portfolio (consult with your field supervisor and course instructor during this review).
- Meet with your field supervisor and the course instructor to discuss and confirm your progress towards the competencies
- Complete and submit assignments #2 & #3.
- Complete weekly log book recording and log times worked (submit timesheets to your field supervisor regularly and discuss issues you have written about in your logbook.
- Attend all Seminars
- Meet on a regular basis with your field supervisor.

- Keep your field supervisor and the course instructor informed about the progress of practicum learning, issues, hours worked, etc.
- Inform your field supervisor and the course instructor when your total required hours will be completed. Arrange for a meeting with yourself, and your field supervisor to review the final evaluation, and then arrange a meeting with the course instructor for the three of you to discuss your final evaluation.

Note: After your final evaluation meeting, it is your responsibility to ensure that the course instructor receives copies of the final evaluation (completed by both you and your supervisor) along with your log book and final signed time sheets.

Tasks for the Field Supervisor

- Provide ongoing supervision, and sign time sheets.
- When your student has completed the total number of required hours, complete and discuss with the student the final field performance evaluation (similar process as at the end of Stage I).
- Confirm meeting with the course instructor to review the final field performance evaluation and portfolio.

Note: The course instructor assigns all letter grades.

Tasks for the Student and Field Supervisor

- Discuss with your student the goals and areas of focus needed in the second half of practicum to complete the competencies in the five skill clusters .
- At the beginning of Stage II meet with the course instructor to discuss and confirm revised learning goals (this can follow from the discussion of the mid-term evaluation).
- Meet on a regular basis for ongoing supervision.
- When the student has completed the total number of required hours, and when the supervisor and student have completed the field performance evaluation, meet to discuss the evaluation.
- After the student and the field supervisor have reviewed the final evaluation, a meeting will be arranged with the course instructor for the three of you to review the final evaluation and portfolio of evidence.

Tasks for the Course Instructor

- When the student has completed all required hours, arrange to meet with the student and the field supervisor to review the final field evaluation.
- Provide ongoing support and consultation to the student and to the field supervisor.
- Facilitate on-campus Seminars.
- Grade assignments #2 & #3.
- Based on the evaluation and feedback from the field supervisor, and the student's portfolio, establish a grade for the student's field performance.
- Review log books.
- Confirm hours logged by each student.
- Establish a final grade for each student.
- Arrange for the return of all student's material

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. As a field supervisor, you are directly involved in your student's assessment by providing specific feedback about his/her performance in the practicum placement

This information is provided in a two stage process: at the mid-point (150 hours), you and the student will each fill out a mid-point assessment of the student's performance -- no grade is attached. After your student has completed 300 hours, the final field performance evaluation will be carried out by you. Your student will also complete the evaluation to self assess.

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.

All other assignments and a learning portfolio, which represents coverage of the CYC 410 competencies seen in the evaluation will be assessed by the course instructor. However, field supervisors are encouraged to review these assignments and give feedback to their students before they submit them.

EVALUATION OF STUDENT PERFORMANCE:

We have noticed a tendency in some supervisors to be overly generous in rating the performance of practicum students. Often the performance of students at the mid-term evaluation point will be rated entirely at levels 4 and 5. While this is very complimentary to the student, there are problems associated with this practice that we would like to note:

1. An upper rating in the first term leaves no room to acknowledge improvement during the second term.

2. Elevated performance ratings limit the potential for continued growth of the student in response to constructive feedback from the field supervisor.
3. Performance ratings that are all high contribute to a collective evaluation in final grades for the practicum course that make it difficult to compare a student's performance across all courses taken at the university.

When evaluating your student's performance, please ask yourself the following questions:

- Have I checked the criteria descriptors for the level assigned to be sure the student's performance matches up with them?
- Has the student consistently demonstrated excellence for a level 4 rating or consistently demonstrated outstanding performance for a level 5 rating?

It is natural to want to give the student as high a rating as possible but unless the performance consistently matches the criteria for the level, it is best to use a lower category. Elevated ratings do not provide the accurate reflection of your student's performance that is necessary for continued professional growth and are not fair to other student's in the course whose ratings are in keeping with the criteria. Thank you for your attention to this issue.

ASSESSMENT COMPONENTS: CYC 410

Stage I (first half of placement = 150 hours)	
• Organizational Systems Assignment #1	10%
• Mid-point Assessment	no grade assigned
• Review of Log book/time sheets	no grade assigned
• Gathering of Portfolio evidence for competencies	no grade assigned
Stage II (second half of placement = 150-300 hours)	
• Continued gathering of Portfolio evidence for competencies	no grade assigned
• Role of CYC Assignment #2	10%
• Clinical Case Presentation/ Report Assignment #3	10%
Overall (over length of entire practicum)	
• Final Field Performance Evaluation	20%
• Learning Portfolio	40%
• Seminar	10%
Total	100%

Please note:

A student may be removed from placement for inappropriate behaviour or serious issues about performance. The decision whether or not a second placement will be arranged for the student rests with the practicum course instructor in consultation with the 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 and evidence of these competencies.*

OVERALL GRADING CRITERIA FOR CYC 410 PRACTICUM

Letter	Percent	Level	Evaluation Criteria
A+ A	96-100 91-95	V	Represents an outstanding performance. In written work and in practicum, the student has consistently demonstrated an outstanding level of comprehension and application of knowledge, skills and self. Is self-directed and has developed professionally within the practicum site.
A- B+ B	86-90 81-85 76-80	IV	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. The student was able to be self-directed and has developed professionally. Also, the student has demonstrated excellence or a clear potential for excellence, in one or more of these areas.
B- C+	71-75 66-70	III	Represents basic competency. In written work and in the practicum, the student has demonstrated satisfactory comprehension and application of knowledge, skills and self. The student has been able to be self-directed and develop professionally.
C C-	61-65 56-60	II	Represents a borderline or minimal level of performance. Two or more areas in the comprehension and application of knowledge, skills and self have been identified as failing to meet a basic level of competence. The student has unable to be self-directed or develop professionally.
NC	<56	I	Represents less than borderline performance.

Specific Criteria: With each assignment, specific grading criteria are listed.

Practicum: An assessment of less than basic competency (level 3) in any of the five areas of evaluation will result in an examination and review of a student's potential for successful completion of the practicum.

DEVELOPMENT OF A LEARNING PORTFOLIO

The Portfolio is the organizer of a student's evidence of learning. It contains a selection of records and data that support the completion of the CYC 410 competencies, in the five skill clusters. Portfolio evidence includes examples of thoughtful reflection and an ability to personalize learning, such as showing innovation or unique approaches. Not only is the portfolio a record of your learning, it provides the tool for you to discover ways to bridge the gap between where you are and where you aspire to be. In this way it is both a learning and assessment tool. A portfolio allows you to explore the possibilities and directions you can take in the future as a lifelong learner. See appendix C for the specific grading rubric.

The Portfolio is made up of three components, and represents 40 % of your grade, with the following breakdown:

1. Organized Presentation of Portfolio (10%)
2. Timesheets and Journal (10%)
3. Evidence of competencies in the five skill clusters (20%)

1. Evidence of Competencies

A key requirement for the development of the portfolio is to provide evidence of your learning in relation to the course objectives and competencies. The student will provide direct and indirect evidence that provides substantial documentation of the depth and breadth of knowledge, skills and abilities relevant to the goals, objectives and learning outcomes of the course.

Sometimes it is difficult to recognize the true value of learning that has been acquired in the practicum as a result of specific experiences. Therefore deciding how to provide proof of learning can be difficult. The first step is to recognize that learning is something that happens every day. The second step is to think about how to provide evidence of that learning.

Steps to take ...

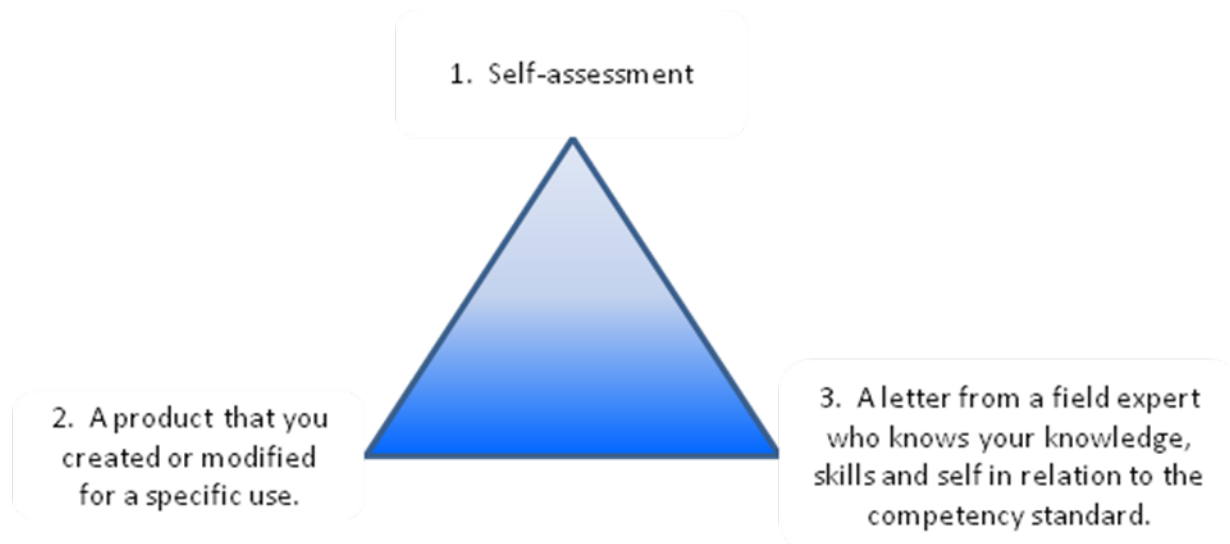
Self-assessment is the first step. Read each of the competencies and ask yourself how or when you might have acquired those skills. Think about your skills level compared to the standard. Is your skill level well developed or still needs further development.

Identifying evidence is the second step. Evidence can be anything from a statement that you write about yourself to a performance appraisal like the midpoint and final evaluation tools. If you write something about yourself then you need to substantiate that claim by some other means. Evidence therefore falls into two categories. There is evidence that you can provide about your own knowledge, skills and abilities, and there is evidence that others can provide about your knowledge, skills and self.

So you might ask yourself, "What is the strongest piece of evidence I have that might prove I have these skills?" You might then ask, "What evidence can I present to support my claim?"

In order to develop a system for identifying evidence, it is helpful to be aware of the principle of **triangulation of evidence**.

An example of Triangulation of Evidence



Keep in mind you do not need to find a new piece of evidence for every competency. It is possible and encouraged that you find quality evidence that provides proof of learning for multiple competencies.

2. Time Sheets:

It is the responsibility of the student to keep track of time at the practicum setting. On time sheets provided by the instructor, there are places for 3 signatures: the student, the field placement supervisor and the course instructor. These time sheets are to be reviewed at the mid-point assessment and again at the final evaluation, and are to be submitted, at the end of the course to the course instructor as part of the final learning portfolio.

3. Log book/Journal:

Each practicum student is expected to keep a running record of their experience that serves many purposes:

- a) As a record of any self issues that the student is dealing with.
- b) As a basis for supervision meetings (some students find that a journal helps them structure their time assisting a student with their learning).
- c) As a record of interaction with children, youth and families, observations, running log of learning.
- d) As evidence that 410 competencies in the five skill clusters are being met.

Entries in journals should be succinct and yet complete in their summary of key experiences. Try to organize your thinking with the following format in mind: activity summary, critical learning and action planning.

Activity Summary

This section is a short, point-form summary of the activities you have done (the purpose is to keep track of activities and to keep the field supervisor and the course instructor informed.)

ALTHOUGH THE ACTIVITY SUMMARY IS IMPORTANT, THE BULK OF WRITING WILL BE IN THE AREAS OF CRITICAL LEARNING AND ACTION PLANNING.

Critical Learning:

Focusing on knowledge, skills and self, this section is used to identify knowledge and/or skills that you are developing, have gained or are lacking. This section also can be used to explore issues of self and how these issues are helping or hindering your professional development as a child and youth care practitioner.

Action Planning:

The purpose of this section is to use the log book to move from awareness to action planning, developing specific strategies or plans to deal with your deficits and build on your strengths in achieving your learning goals.

COURSE ASSIGNMENTS¹

In this section, the requirements for the three assignments are described.

Assignment 1: Organizational Systems Analysis

Students undertake a systems analysis of their practicum agency. They are asked to describe in 6 to 8 double spaced pages the agency or program in which they are doing their CYC 410 placement.² From a general systems point of view, provide a structural analysis of the organization, specifically addressing the following aspects:

1. Goals and objectives of the program;
2. History of the development of the program;
3. Program philosophy;
4. Children and families being served;
5. Referral and admission mechanisms;
6. Number and type of staff -- outline their duties and responsibilities;
7. Organizational structure showing lines of responsibility and communication (provide an organizational chart);
8. Funding structure of the program;
9. Program relationship to other agencies and organizations;
10. Evaluation and research mechanisms within the program;
11. Analysis of strengths and weaknesses of the organizational structure.

¹ Note: Assignments can be used towards evidence of some CYC competencies.

² Be sure to reference the sources of information, using APA style.

Note: It will be necessary to review operation manuals for the program and talk to the field supervisor to gather information for this assignment. It may also be necessary to talk to other individuals within the organization in order to get the information required. Students should ensure they clear this with their field supervisor before proceeding.

Assessed by Course Instructor:	10% of grade
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Assignment 2: Role of Child & Youth Care Practitioner

This assignment requires the student to articulate in 4-6 double spaced pages, his/her role as a child and youth care practitioner in relation to other human service professionals. The paper should clearly describe what theoretical knowledge and skills the student as a CYC practitioner utilizes in daily interactions, focusing on the student's experiences and personal practice issues.³ As well, the student should reflect on "self" and how personal meaning has been created from these interactions.

Important note: Remember, it is critical to have clarity about which theories and frameworks gave direction to your work. By the end of the assignment, the reader should know how you view yourself as an intentional therapeutic agent of change.

Assessed by Course Instructor:	10% of grade
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Assignment 3: Clinical Case Report

For the purpose of the files in your practicum placement, write up a case report on a child, youth or family with whom you are working. The report should be no longer than 5 pages and is based on knowledge about case planning and reports from previous courses. The following content areas are to be considered:

1. Case Description/Presenting Issues
2. Assessment/Identified Needs/Strengths and Resources
3. Goals
4. Intervention
5. Evaluation
6. Follow-up

You may wish to reorganize and adapt the above sections to fit the particular style of recording used in your agency, but be sure all of the necessary information is included in your intervention/ case report. Occasionally, significant adjustments have to be made to this assignment in order to meet agency requirements or circumstances. If this is the case, any changes must be discussed with the course instructor and field supervisor in advance.

³ Be sure to reference theoretical concepts, using APA style.

Place a cover sheet on your report with identifying data such as client name, birth date, address, date of report and your name. On the copy which you hand in to your instructor, however, **do not include the client's full name, birth date and address, so as to maintain confidentiality.**

Your report should be professionally written, and comprehensive, without being too. Leave a copy of your report on the agency file when you finish your practicum so that there is a clear outline of what you did with the client(s) during your intervention. This will provide a documentation of the wonderful and never-to-be-replicated clinical work you did, while helping to ensure continuity of care for your client(s).

The following are some of the dimensions which will be used in evaluating your case report: clinical rigor, professionalism, literary soundness, organization and creativity/innovation.

Students who need further information on assessing case planning models or criteria should consult their course instructor.

Assessed by Course Instructor:	10% of grade
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SUPERVISION: AN INTERACTIVE MODEL

The Child and Youth Care Program has found that if the practicum experience is to be successful for both student and field supervisor, supervision needs to be viewed as both an interactive process and a resource for the student. It is a process in which both the student and the field supervisor assume active responsibility for the provision of clear, constructive feedback that is practical and useful.

As a resource for the student, supervision exists to foster professional development and is effective only when the practicum student is “open” to ongoing supervision and invests in the process. In other words, effective supervision is a process of exchanging information which involves performance review and concrete planning for change between two or more people for the purpose of improved work performance.

This model or approach to supervision stresses that all participants share the responsibility for success, and accept the challenge of directing their own learning and professional development.

On the following pages is an outline of the interactive processes between the student and the field supervisor, including:

1. Considerations for Implementing an Interactive Model;
2. Shared Responsibilities;
3. The Roles of Practicum Students and of the Supervisors; and
4. Guidelines for Giving Feedback.

1. Considerations for Implementing an Interactive Model

The following considerations are intended to help create and maintain an interactive process between student and field supervisor:

- Supervision is an active process of information feedback and exchange requiring active involvement of both the field supervisor and the student.
- Supervision involves the adoption of a facilitative position by the supervisor built upon clear agreement regarding the learning objectives of the student.
- Supervision is a goal oriented, contractual, interpersonal relationship that is mutually determined; it is not what one person “does” to another.
- Supervision promotes the student’s development of greater initiative, awareness, performance motivation, independence and growth.
- The process of supervision is both facilitative and action oriented.
- Supervision involves clear and concrete communication of what the supervisor has observed relating to student performance.
- Supervision involves problem solving with, not for, the student.
- Supervision demonstrates or models the integration of knowledge, skills and self which constitutes effective practice.
- Supervisors must function as observers, communicators, facilitators and demonstrators.
- Evaluation describes performance in relation to mutually-defined tasks and the achievement of jointly-developed learning goals.

2. Shared Responsibilities between Practicum Supervisors and Students

The sharing of responsibility stems from the view of supervision as a valuable and valued resource. The key responsibilities involved here are:

- maintaining focus: both on a particular task in supervision and, in more detail, on exactly what is requested as an outcome of supervision.
- maintaining respect: both parties are also responsible for maintaining respect in this relationship. Such respect would be demonstrated by showing sensitivity to one another’s feelings, respect for confidentiality of discussions, and consideration for practicalities such as adherence to set appointment times, reasonable notice of appointment cancellations, and mutual updating on current issues. In other words, supervision is founded on relationship, and therefore should include all of those elements involved in a sound and effective relationship base.

3a. The Roles of Supervisors

Effective supervisors, as a resource for practicum students, are

- keen observers of student performance, and of student reports of performance, i.e., written log book entries and written and verbal reports in supervision sessions.
- clear and concrete communicators of what they observe, and of what they observe as missing in the repertoires of the students.
- facilitators or guides, i.e., experienced colleagues who encourage independence and growth by providing opportunities for students to increase their awareness, to problem- solve with, but not for, students, and to direct students' actions towards improved learning and performance.
- demonstrators or models of effective practice. These 'hands-on' skills are requisite in human services where the integration of knowledge, skills and self often constitutes effective practice. Like a gestalt which cannot be accurately captured through verbal description and discussion alone, these integrated, effective practices are given form and shaped by the skilled supervisor.

3b. The Roles of Practicum Students

Given the interactive model of supervision, practicum students (like supervisors) assume specific roles as:

- clear communicators: It is primarily the role of the students to let the supervisors know who they are in terms of existing competencies, needs, priorities, and learning style. Thus, the degree to which supervisors can serve as a resource very much depends upon the accuracy and comprehensiveness of the information provided to the supervisors.
- clarity-seekers: Only the student can affirm for themselves that they have understood well enough to apply the information which they have been given. Therefore, the responsibility for seeking clarity rests with the students.
- problem-solvers: While the supervisors may provide suggestions, give direction, and raise issues, the students are expected to be active partners in analysing a situation, in identifying key issues, and in generating options.
- risk-takers: Taking a risk involves putting into action the information received in supervision. Without this risk taking, there can be no progress, and there can be little or no growth.

4. Some Guidelines for Giving Feedback

Given the interactive nature of the supervisory process, it is important to establish some guidelines for the giving of feedback. Legitimate areas of feedback to a student include:

a) Basic Professional Behaviour

Professional behaviour would include items that fall in the categories of ‘basic’ conditions of employment and professional codes of ethics, ranging from hours of work, required paper work, recognition of lines of responsibility, to confidentiality, respect for clients and co-workers, and to assuming responsibilities for clear documentation regarding assessment and intervention plans.

b) Practitioner Knowledge Base, Skills and Style

Feedback concerning a practitioner’s knowledge base consists of discussion of skills and knowledge defined by a specific work setting and a generic knowledge base which is applicable across child and youth care settings. Students are expected to be able to learn from others and know when to seek supervision.

In terms of practitioner skills, a Child and Youth Care student would be expected to:

- be a skilled observer;
- have satisfactory recording and reporting skills;
- have basic communication skills;
- be effective in establishing and using relationship;
- have basic behaviour management skills; and
- have the ability to assess needs, plan interventions and evaluate effectiveness.

There is no one particular style which can be said to epitomize or capture an effective Child and Youth Care approach. However, key styles to be considered include independence, openness, directness, reflectiveness, and ability to organize.

c) Personal Growth

Personal growth involves both issues of style and issues of values. In this area, supervision is focused on the identification and resolution of value conflicts which interfere with effective practice.

APPENDIX A: CYC PRACTICUM RESPONSIBILITY CONTRACT

Child and Youth Care Practicum Responsibility Contract 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 and youth. These children and youth may be more vulnerable than typical kids. As such, there are additional 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;
- Provide a current resume to my Field Supervisor;
- Attend seminar sessions as scheduled by the Course Instructor;
- Download and print 2 copies of the Supervised Practicum Manual—one for the Field Supervisor and one for myself, and the Learning goals;
- 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 plan activities;
- Be proactive in taking responsibility for my own learning;
- Ensure that I challenge myself in meeting the required learning goals/competencies and assessing 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;
- At all times—classroom, seminar, practicum site--demonstrate good professional judgment*
- Know I am personally accountable for my actions

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 ECE/CYC 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

*Good professional judgment, for these courses, includes:

- Doing needs assessments
- Having a working knowledge of community resources
- Learning from others
- Developing effective working relationships
- Knowing when to seek supervision
- Using co-workers for consultation
- Understanding roles and responsibilities of self and others
- Regarding the welfare of the child, youth, family, and/or community as the primary obligation
- Taking steps to improve effectiveness
- Respecting confidentiality
- Taking risks
- Producing clear and logically organized written work
- Using discretion in posting and sending content in online communication, both professional (e.g. email) and personal (public social networking sites such as Facebook, MySpace, Twitter, etc.)

APPENDIX B: FIVE SKILL CLUSTERS PORTFOLIO COMPANION

UFV CYC 410 Competency Document – Five Skill Clusters Portfolio Companion

The following pages provide descriptions of the five skill clusters that comprise the competencies you are expected to demonstrate in this practicum.

This document can serve as a portfolio companion to assist you in organizing evidence of your learning in all of the five skill clusters. At the top of each skill cluster, you find space to set goals that are relevant to the competencies. Remember to create goals that are SMART – Specific, Measurable, Attainable, Realistic, and with a Timeframe.

As you work through the practicum and develop your portfolio you will use this tool to note where evidence of your accomplishments is reflected. Evidence can and should include the CYC 410 assignments, your journals, and the evaluation you receive from your supervisor.

A. Clinical Skills	
Goals to achieve competencies for this section (First 150 Hours)	
1.	
2.	
3.	
Goals to achieve competencies for this section (Second 150 Hours)	
1.	
2.	
3.	
Competencies for Clinical Skills	<u>Portfolio Evidence & Page # in Portfolio</u>
1. Demonstrates core communication skills	
2. Demonstrates problem-solving skills	
3. Possesses good interviewing skills	
4. Relates effectively with clients	
5. Demonstrates sensitivity to cultural and gender differences	
6. Can assess strengths, needs and concerns of clients and set clear objectives for working with clients	
7. Implements plans	
8. Evaluates effectiveness of interventions	
9. Manages/addresses difficult or challenging behaviors	
10. Adapts to different contexts (groups, families, case conferences)	
11. Seeks supervision when needed	

B. Critical Thinking Skills	
Goals to achieve competencies for this section (First 150 Hours)	
1.	
2.	
3.	
Goals to achieve competencies for this section (Second 150 Hours)	
1.	
2.	
3.	
Competencies for Critical Thinking Skills	<u>Portfolio Evidence & Page # in Portfolio</u>
1. Has knowledge of empirically-based interventions	
2. Has knowledge of developmental ages and stages	
3. Integrates theory (knowledge) with assessment and analysis of client/group	
4. Utilizes theoretical knowledge in decision-making and problem-solving	
5. Demonstrates creativity in decision-making and problem-solving	
6. Utilizes knowledge in understanding present behaviors and planning interventions	
7. Actively seeks information required to address gaps in knowledge – knows where/how to seek needed information	
8. Demonstrates an ability to learn from experience	
9. Demonstrates an ability to learn from others; receives and integrates feedback	
10. Seeks to understand community resources and refers appropriately	
11. Constructs innovative practices – based on own experiences and feedback from others	

C. Self-Reflective Skills	
Goals to achieve competencies for this section (First 150 Hours)	
1.	
2.	
3.	
Goals to achieve competencies for this section (Second 150 Hours)	
1.	
2.	
3.	
Competencies for Self-Reflective Skills	<u>Portfolio Evidence & Page # in Portfolio</u>
1. Realistically appraises own strengths and needs	
2. Realistically and critically reflects upon, and articulates own performance	
3. Demonstrates realistic expectations of self	
4. Sets goals for new learning based on self-appraisal	
5. Knows when to seek supervision	
6. Takes initiative in seeking supervision	
7. Is prepared and able to discuss issues of own performance during supervision	
8. Is receptive to feedback – demonstrates this by implementing suggestions for improvement	
9. Demonstrates a willingness to take risks	
10. Shows an awareness of personal biases and a willingness to explore the impact of these on practice	
11. Is aware of and utilizes a variety of self-care strategies	
12. Is aware when personal needs are impinging on job performance	
13. Laughs at self; has an available sense of humor	

D. Professional Skills	
Goals to achieve competencies for this section (First 150 Hours)	
1.	
2.	
3.	
Goals to achieve competencies for this section (Second 150 Hours)	
1.	
2.	
3.	
Competencies for Professional Skills	<u>Portfolio Evidence & Page # in Portfolio</u>
1. Keeps written work current and complete	
2. Meets required deadlines	
3. Written communication is clear, logical & objective	
4. Is self-reliant and self-directed	
5. Monitors own use of time & manages time effectively	
6. Meets agency administrative requirements	
7. Sets priorities and follows through	
8. Deals with unanticipated workload demand/crises	
9. Behavior is consistent with ethical guidelines	
10. Comes prepared to meetings and case conferences; presents information in a professional manner	
11. Develops effective working relationships with staff	
12. Is collegial and respectful with colleagues and community professionals	
13. Effectively manages conflict and differences of opinion with co-workers/professionals/supervisors	
14. Demonstrates professional values and attitude	

E. Contextual Skills	
Goals to achieve competencies for this section (First 150 Hours)	
1.	
2.	
3.	
Goals to achieve competencies for this section (Second 150 Hours)	
1.	
2.	
3.	
Competencies for Contextual Skills	<u>Portfolio Evidence & Page # in Portfolio</u>
1. Demonstrates an awareness of the larger systemic influences impacting a client's life	
2. Develops interventions within the context of the client's life	
3. Considers a wide range of systemic influences – family, community, school, culture, religion, gender, economic, political	
4. Understands the variety of services offered within the host agency	
5. Demonstrates effort in developing knowledge about the community at large and the variety of resources available (or not) to assist clients	
6. Demonstrates a willingness to learn about the uniqueness of the community within which the client lives	
7. Actively and appropriately refers to available resources	
8. Develops effective working relationships with community people	
9. Understands advocacy and can advocate on a client's behalf	

APPENDIX C: PORTFOLIO FOR CYC 410 – ADVANCED SUPERVISED PRACTICUM

Portfolio Grading Rubric /40

Instructor: _____

Name: _____ **Date:** _____

Below is a list of each of the items that must be part of the portfolio for CYC 410. Each section is worth a different point value. This point value appears on the left beside each item.

(2 marks) The portfolio was handed in on time /2

(4 marks) The portfolio is organized and presentable /4

- it is neat
- it has a title page
- it has a standard table of contents
- it has a front and back cover

(2 marks) The portfolio has been shared with class colleagues /2

(2 marks) The portfolio contents: /2

- Copy of CYC 410 Learning Narrative

(10 marks) The portfolio contents: /10

- Copies of assigned journal entries
- Copies of timesheets

(20 marks) The portfolio contents: /20

- Evidence that the 410 competencies in the **five** skills clusters have been met