



CYC 310

Supervised Practicum Manual

**Child and Youth Care
Degree Program**

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Child and Youth Care: The Profession

Child and youth care is a profession founded on a commitment to the well-being of children, adolescents and their families. It is based on a perspective which emphasizes normative development, social competency and use of relationship in therapeutic interactions. This pattern of characteristics is unique to child and youth care. The child and youth care profession shares its investment in and study of children and youth with other disciplines, e.g. Psychology, Anthropology, and Education.

Child and youth care is based in (but not restricted to) direct, day-to-day work with children and youth in their environment. Unlike many other professions, child and youth care does not operate in a single setting, or on an interview or session-oriented basis. Professional practice occurs in the settings in which the children and youth are.

An Introduction to the Child and Youth Care Degree Program at the University of the Fraser Valley (UFV)

The field of child and youth care has seen unprecedented growth and change since the 1980's. The School of Child and Youth Care at the University of Victoria (UVic), an acknowledged leader in the field, is one of the oldest undergraduate programs of its kind in North America.

In 1993, a partnership was established between UVic, the University College of the Fraser Valley in Abbotsford (now UFV), and Malaspina University College in Nanaimo (now VIU) to all offer Bachelor of Arts degrees in Child and Youth Care. These are parallel programs using similar curricula and course objectives. In 1996, UCFV celebrated its first graduating class who had attained a Bachelor of Arts in Child and Youth Care. Since then, UFV has partnered in the development of a BA in CYC at Douglas College in New Westminster.

UFV's BA in CYC provides education and training to prepare individuals for practice in a variety of service settings, and assists experienced child and youth care professionals to build upon current assets in the areas of knowledge, skills and understanding and use of self. Graduates and student/practitioners are employed in community-based programs, schools, alternate education programs, residential centers, hospitals, mental health centers, day care centers, group homes, infant development programs, government organizations, child welfare and protection positions, professional associations, colleges, universities and family service agencies.

Introduction to CYC 310

Welcome to Child and Youth Care 310, the first practicum course in the B.A. in Child and Youth Care. The primary aim of this course is to enhance professional development and proficiency of Child and Youth Care practitioners by providing opportunities to practice under structured, ongoing supervision from competent, experienced professionals in the field.

This is a 6 credit course, requiring a minimum of 250 hours of direct contact time with children, adolescents and families. Students should expect to spend a total of 305 hours for this course, including 25 hours of direct supervision by a field supervisor and 30 hours of seminar, which includes 5 hours orientation time. (It is suggested that students allocate an additional 50 hours for preparation time.)

Direct client contact	250
Direct supervision	25
Seminar	25
Orientation	5
	<hr/>
	305 hours over 2 semesters

Direct client contact provides learning opportunities to integrate theoretical models and processes as a developing practitioner while working with children and adolescents.

Direct supervision provides an opportunity for constructive and immediate feedback from an experienced professional in a specific site.

Seminar provides a forum with an instructor for students to discuss relevant issues and be supported with guidance and information.

Child and Youth Care 310, provides the student with opportunities to experience CYC practice in the field. This practice will be aimed at enhancing the student's professional development as a Child and Youth Care practitioner, specifically in 10 key content areas:

1. Activities / Intervention
2. Developmental Understanding
3. Organizational Systems
4. Professional Practice
5. Relationship Building
6. Reporting
7. Self Care
8. Suitability
9. Supervision
10. Use of Observation

Course Objectives

Students are expected to develop their own specific learning goals in their learning plans to achieve the following objectives:

1. to practice (under supervision) basic child and youth care assessment and communication skills.
2. to demonstrate use of a normative developmental perspective when planning and carrying out effective assessment techniques and intervention strategies.
3. to demonstrate readiness for the field of child and youth care through appropriate attitude, and to increase self awareness through self reflection of one's own suitability
4. to increase their information base of core child and youth care concepts and skills, and to build strength and practice proficiency in the areas of knowledge, skills, and use of self.
5. to develop competence in the following key content areas:
 - developmental understanding
 - relationship building
 - use of observation
 - supervision
 - reporting
 - activities / intervention
 - organizational systems
 - professionalism
6. to have direct experience in working with children, adolescents and/or their families.
7. 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.
8. to have an opportunity to relate theory to practice.
9. to experience a high level of supportive supervision and have the opportunity to observe skilled and knowledgeable practitioners at work.
10. to show an understanding of the need for self-care as a practitioner in a human service field.

Course Participants

The participants in the practicum process are:

The Child and Youth Care Student:

Name: _____

Phone: _____

Cell: _____

Email: _____

The Field Placement:

The agency or program within which the student will be fulfilling his/her CYC 310 practicum requirements

Agency/Program Name: _____

Website: _____

Mailing Address: _____

The Field Supervisor:

The person within the field placement to whom the student will report directly, and who will provide the student with structured feedback

The field supervisor in consultation with the student and course instructor will provide input towards the final grade.

Field Supervisor: _____

Phone: _____

Cell: _____

Email: _____

The Course Instructor:

Located at UCFV's Child and Youth Care Department, this person is the instructor for the course and will problem-solve and provide support to the student, and field supervisor. In consultation with the student and the field supervisor, the course instructor is responsible for assigning the final grade for the course. The Instructor will run the course Seminar.

Instructor: _____

Phone: _____

Email: _____

<p style="text-align: center;">Child and Youth Care Practicum Responsibility Contract CYC 310</p>
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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 310, 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, etc.)

Expectations of Participants

This section defines the roles and expectations for each participant.

During practicum, UFV students are provided with coverage by WorkSafe BC while on the practicum site, and involved in practicum responsibilities.

Please see <http://www.worksafebc.com> for further details.

All Practicum Participants are expected to have:

1. A commitment to actively create a mutually beneficial experience between the supervisor/agency and the student/UFV's CYC Department.
2. A desire to maintain, in each placement, a mutually beneficial relationship, and to identify and establish a balance between the practicum student's role as a learner and the student's role as a worker providing service within the agency/program.
3. A desire to understand and accept the roles, relationships, responsibilities and expectations of all the people involved in the practicum experience.
4. A commitment to be familiar with and accept the course structure: objectives, content, delivery and evaluation process.
5. A willingness to understand and participate in the interactive model of supervision of UFV's CYC Department.
6. A desire to provide or work in placements that will:
 - have the expertise/time for students;
 - provide opportunities to learn in variety, range and intensity of setting;
 - view the student as a learner/worker not a staff member;
 - recognize the needs of the client over the needs of the student.
7. A commitment to work within and take action based upon the code of ethics approved by an appropriate Child and Youth Care association. (There are a number of relevant professional associations to which students may belong, including ECE, CYC, Child Life, etc.)

Child and Youth Care Students are expected to take responsibility for their professional development in Child and Youth Care.

Therefore, the Child and Youth Care student will:

1. Advise the Practicum Instructor (in writing) of their preference for a particular field experience "stream" and identify appropriate levels of challenge by completing the Field Placement form with accurate and current info (ie. availability of hours)
2. Familiarize themselves with the practicum course outline; its objectives, content, structure, and process; evaluation and grading, etc., and all information in the Supervised Practicum Manual
3. Provide direct client service (term practicum - minimum of 10 hours per week) within the prescribed hours of operation for the particular agency/program placement assigned.
4. Provide the field supervisor with information that attempts to identify and communicate current baseline performance levels, learning needs and professional goals.
5. Participate in all orientation activities arranged by the field supervisor.
6. Initiate and maintain communication with all agency/program personnel for the purpose of describing the role and functions of child and youth care workers in general and to particularly clarify your specific role and responsibilities in practicum setting.
7. Participate with and meet with field supervisor weekly for a minimum of one hour as required in order to provide time for adequate, constructive feedback, planning and management related to practicum responsibilities and learning.
8. Develop a learning plan, in consultation with the field supervisor and the faculty instructor, that is a synthesis of course objectives and personal learning needs.
9. Participate in all skill training seminars, lectures or other professional development activities provided by the field supervisor and course instructor as mutually deemed appropriate and feasible.
10. Participate in pre-arranged progress/feedback discussions involving both the field supervisor and the course instructor, as requested or required.
11. Maintain contact with the course instructor regarding assignments and developments in the practicum.
12. Prepare for, and participate in the mid-point and final evaluations.
13. Arrange appropriate "endings" for individual cases and general practicum responsibilities for agency administration and staff upon completion of practicum.
14. Complete one course assignment—Advocacy--for presentation at seminar.

Field Placement Agencies/Programs provide an environment conducive to learning and training which offers meaningful, valuable work experience that actively and openly involves each practicum student in the milieu of the agency.

Therefore, the field placement agency agrees:

1. To allow for an agreed upon number of hours (averaging 10 per week) of direct client contact/work by each practicum student placed in the agency/program.
2. To provide an environment conducive to learning and training; offering meaningful, valuable experience that actively and openly involves each practicum student in the milieu of the agency/program.
3. To provide field supervisors who have the desire to supervise practicum students and who are suitably qualified and experienced.
4. To provide sufficient time for the supervising person to carry out their responsibilities with the student (one to two hours of preparation/supervision per ten hours of direct service provided by each student).
5. To provide practicum students, through the assigned field supervisor, with access to suitable agency resources (space, materials, equipment, etc.), staff meetings, and training sessions.
6. To reimburse students for expenses incurred in carrying out required tasks and responsibilities such as: gas expenses, recreation expenses, snack expenses, etc.

Field Supervisors are the people in the agency or program to whom the students report directly and who provide the student with structured feedback. The field supervisor, in consultation with the course instructor, provides input into the student's final grades.

It is expected that the field supervisor:

1. Has relevant academic credentials, experience and professional expertise with recognized ability to supervise practicum students, i.e.:
 - Demonstrated skill in giving accurate and constructive feedback,
 - General knowledge of adult learning,
 - Willingness to interact with the student in a mutually beneficial manner.
2. Will provide the student with an appropriate orientation to the agency/program: introduce relevant staff members, and make available the necessary policy and procedure manuals.
3. Will arrange for necessary physical resources -- work space, materials, equipment, etc., and will make available human resources deemed helpful to student's professional development -- workshops, seminars, staff or interagency meetings, etc.
4. Agrees to work out a learning contract with each practicum student in conjunction with the course instructor that includes the student's goals, planning, implementation strategies, and evaluation criteria.
5. Understands and accepts UFV student assessment and evaluation process.
6. Agrees to the ratio of ten hours of client contact provided by the student, to a minimum of one hour of direct supervision. Supervision activities include: observing, or working directly with each student (or ensuring that this is done by a suitably qualified and experienced person); giving feedback and discussing progress; recommending corrective or novel approaches to problem solving; assisting with general planning and management.
7. Agrees to spend the additional time, where necessary, for tasks such as reading log books, providing written comments, general planning and organizing functions and supervisory/evaluation meetings with the student and the faculty instructor.
8. Agrees to notify the course instructor immediately concerning any breaches of ethics or other issues regarding professional practice (i.e. continuing lateness, absence without informing supervisor/agency, etc.), and to participate in any meetings deemed necessary to resolve specific concerns related to the practicum experience.
9. Agrees to inform the student of any required practices for which the agency has established policy and will be required of the student before the placement can commence, such as criminal record check, car insurance limits, etc.

The Course Instructor at UFV is the instructor for the course and will problem-solve and provide support to the student and field supervisor. In consultation with the student and the field supervisor, the course instructor is responsible for assigning the final grade for the course.

More specifically, the course instructor agrees:

1. To orient students to the practicum course, its objectives, content, structure and process, evaluation and grading, etc.
2. To teach, supervise and support practicum students through regular contact (through seminars, phone calls and correspondence).
3. To make contacts in each stage of the practicum and, as requested or required by field supervisor and student(s), provide consultation or direction, as appropriate, that will:
 - Ensure both clarity of roles and relationships, and of all course requirements and timelines.
 - Assist in defining acceptable student goals for the establishment and approval of student's learning contracts.
 - Ensure that progress is being monitored with effective, constructive feedback and those respective expectations and requirements are being met within timelines.
 - assess attainment of mutual benefits and suggest corrective action as necessary, in terms of supervisor/agency satisfaction on the one hand; and students' assessment of the practicum experience as meaningful, valuable and supportive training and instruction on the other hand.
4. To make visits or calls to the agencies: to visit the agency/program of the student a minimum of once each term. This is done to monitor the practicum student's performance and to review and discuss the student's performance with the field supervisor and the student, and can be more frequent as requested or required.
5. To intervene for the purpose of problem solving, conflict resolution, or the handling of any other concern at the request of the field supervisor or the student only after attempts by the field supervisor or student to resolve the situation or issue have failed.
6. To determine, after consulting with the student and the field supervisor, each student's final grade.

Time Commitment

For Students:

Activities	Hours invested	
•Direct client contact time	250	hours (minimum)
•Direct supervision time between student and supervisor	25	hours (minimum)
•Seminar class & orientation	30	hours
•		
Sub-Total	305	hours
•Practicum activities, log books, assignments, preparations, meetings, etc.	50	hours (approx.)
Total	355	hours

For Supervisors:

Activities:

•Direct supervision time with student	25	hours (minimum)
•Preparation times (reading log books, orientation, assessment forms, etc.)	25	hours
•Assessment and Evaluation	4	hours
Total	54	hours

** On average, for every one hour of direct supervision time a CYC practicum student will provide ten hours of additional service to the agency or program.

Course Components

1. Seminar Participation

Requirements:

All students are expected to participate in a bi-weekly seminar class. This class will cover Learning Plan development and provide information on the creation of the Learning Portfolio. It is a forum for updates on students' progress, and a place to problem-solve any practicum issues that may arise.

Due dates:

On-going bi-weekly classes

Grading:

No grade assigned, but please note 75% attendance (ie 12 sessions) is required to receive a passing grade for CYC 310. Any hours missed in practicum seminar need to be made up on-site.

2. Learning Plan/Portfolio

Requirements:

All stages of the Learning Plan process must be completed. That is:

- performance baseline;
- assessment of learning opportunities;
- draft Learning Plan;
- revised Learning Plan;
- final Learning Plan and
- Learning Portfolio.

The development of the personalized Learning Plan promotes student (and field supervisor) involvement and ownership of the learning process and directs attention to learning opportunities within the site. Learning Plans are based on student learning needs for skill-building within the **10 key content areas**.

Due dates:

- **Draft Learning Plan** – (See Course Syllabus—early in Fall semester).

- **Revised Learning Plan** - (See Course Syllabus—end of Fall semester) and as required by course instructor and or as the student desires to keep the Learning Plan responding his/her developing learning needs.

- **Final Learning Plan** - (See Course Syllabus—end of Winter semester). The final Learning Plan should include the Learning Portfolio evidencing completion of the **10 key content areas** of the Learning Plan. Three of these **10 key content areas** must have evidences which are creative (i.e. not written).

Grading:

Potential 40% of final grade. A grade will be assigned upon completion of the course and based on the final presentation of materials accumulated from all stages of the Learning Plan process.

Specifically, in the Learning Portfolio, grading will be based upon:

- how well your goal, steps and evidence fit or flow together
- clarity and organization of your Learning Plan
- quality of evidence presented
- creativity of evidence presented
- variety of evidence presented
- organization and presentation of evidence
- thoroughness of plan and evidence.

3. Journal/Logbook and Time Sheets

Requirements:

The logbook and time sheet are to be completed weekly. You can develop your own time and logbook sheets, but the format outlined below must be followed:

The content of each log entry should include:

- a) **Activity Summary:** A brief description/overview of activity. What did you do? Who was involved? Provide detailed observations as necessary and appropriate.
- b) **Critical Learning:** Discuss any valuable insights gained, focusing on knowledge, skills and self. What did this experience teach you? What were your thoughts, insights, and/or learning? How will it or has it impacted on you as a Child and Youth Care worker? How does this learning relate to your learning goals? It is important to state a critical learning for each entry.
- c) **Action:** What will you do in response to this learning? What has changed? What should change? Are there actions you could take that would make you more effective in your role?

The development of a log book is a cumulative process; information should build upon previous entries. Criteria to keep in mind when writing your log entries are:

- provide appropriate self disclosures outlining personal growth and learning,
- write with clarity, coherence and focus,
- integrate information from other courses and readings,
- clearly state critical learning for each entry,
- plan activities/sessions on the basis of previous learning.

Due dates:

Mid point

Upon completion of practicum hours.

Grading:

Potential 15% of final grade. A grade out of 5% will be assigned at mid-point, and the course instructor may provide feedback on journal/log entries and time sheets.

The final grade, out of 10% will be based on second-half journal/log entries. The grading will be based on the student's adherence to the criteria and content outlined above.

4. Self-Assessments:

Requirements:

Students are required to complete two self-assessments: one at the mid-point and one upon completion of practicum hours.

MID-POINT SELF ASSESSMENT: The mid-point self-assessment is an opportunity for the student to reflect on what they have learned to date through their practicum experience. It should include thoughts and reflections on the student's learning as well as thoughts on feedback received from their field-supervisor, co-workers and course instructor. The format recommended for the mid-point self assessment is:

- 1) Summary of Critical Learning (at least five)
- 2) Brief discussion of information or experiences which support stated critical learning.
- 3) Formulate an action plan for the rest of the practicum and adjust Learning Plan accordingly.

FINAL SELF ASSESSMENT: Similar to the mid-point self-assessment the final self-assessment provides an opportunity for students to reflect upon learning and feedback received through the practicum experience, as well as the opportunity to look ahead and set goals for CYC 410. The format recommended for the 3-5 page final self-assessment is:

- 1) Identify key areas you wish to further develop (i.e. content area, age groups, types of clients, etc.)
- 2) Develop action plan for CYC 410
- 3) Provide rationale for this action plan based on your CYC 310 experiences and your professional performance or development goals.

Due dates:

Mid-point

Upon completion of practicum hours

Grading:

Mid-point self assessment - 5%

Final self-assessment - 10 %

Grading will be based upon:

- organization and clarity of writing
- the depth and quality of assessment
- evidence to support assessed learning
- clarity of future learning goals

5. Field Performance Evaluation:

Requirements:

The field supervisor will evaluate the students according to the criteria on the Field Performance Evaluation form. This evaluation process will take place twice: at the mid-point and upon completion of the total practicum hours. Each time the field supervisor and student will complete the form separately, arrange a time to review the completed forms together, then both will sign the supervisor's evaluation and the student will submit the completed and signed form to the course instructor.

Due dates:

Mid-point

Upon completion of practicum hours

Grading:

No grade is assigned from the field supervisors evaluations, but based upon the field supervisor's evaluations and the course instructor's discussions; the course instructor will assign a grade totaling 20% of the final grade.

It is important to note that each field supervisor will evaluate students differently. In an attempt to ensure equity in the grading of students' field performance, the course instructor will use the written evaluation and discussions with field supervisors and students to determine the final grade.

6. Course Assignment:

Requirements:

One assignment is to be completed as stated and then presented in Seminar. Assignments will be evaluated by instructor based on both the written and verbal presentation.

Due Date:

(See Course Syllabus)

Grading:

This assignment is worth 10 % of the total grade.

Advocacy Presentation:

Design a 5 minute information presentation describing the purpose and program(s) of your agency. Determine a specific audience (eg. potential client, potential funder, parents, board of directors) and a purpose or goal for your presentation. The language, format, and flow show be influenced by this focus. Be prepared to field questions from your audience when you offer your presentation in class. A professional presentation style will be expected. A one page typed outline is required at the time of the presentation.

Course Grading

All assignments must be completed to receive a passing grade for CYC 310.

Students who fail to receive a C+ grade or higher in this core Child and Youth Care or other required course may be required to withdraw from the course or the program.

An assessment of less than basic competency (level 3) in any of the **10 key content areas** will result in an examination of a student's suitability for the field of CYC, and potential of program completion.

<u>The assignments are:</u>	<u>% of final grade</u>
September to April Seminar Participation	no grade assigned
September to December Learning Plan established	no grade assigned
Log books/time sheets	5%
Mid-point Self Assessment	5%
Mid-point Field Performance Evaluation (by field supervisor)	no grade assigned (but considered with Final Evaluation)
Advocacy Presentation	10%
January to April Learning Portfolio (including evidence/all versions of Learning Plans)	40%
Logbook/time sheets	10%
Final Self Assessment	10%
Final Field Performance Evaluation (by field supervisor)	no grade assigned
Final Field Performance Evaluation (based upon field supervisor's evaluation, mid-point field performance evaluation, and course instructor's discussions with field supervisor and student)	20%

PERFORMANCE RATING SCALE

The following is a guide to assist field supervisors in rating student performance on the various parts of the Field Performance Evaluation:

- 1 Performance unsatisfactory, needs constant supervision and assistance, unable to carry minimal responsibilities, has not developed this skill and/or has only some understanding of the task.
 - 2 Performance varied/inconsistent, needs frequent supervision and regular assistance, have understanding of skill or task and can perform when directed
 - 3 Performance is reliable and usually consistent, uses supervision as agreed, carries regular responsibilities, capable of some independent work and demonstrates some initiative
 - 4 Performance very reliable, with considerable initiative and some innovation, seeks and uses supervision appropriately, capable of independent work, can carry some additional responsibilities above regular assignment, may still be some gaps in skill usage in specific situations
 - 5 Performance demonstrates consistent initiative and adaptability, uses consultation, limited need for supervision, carries higher than usual workload and responsibilities, can supervise and teach others, and shows full integration of knowledge and skills in practice
- NA No opportunity to practice this skill

Student Name _____

Person Completing Evaluation _____

<i>MID-POINT FIELD PERFORMANCE EVALUATION</i>
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Please rate the student in the following 10 key competency areas based on the Performance Rating Scale from Page 20:

ACTIVITY AND INTERVENTION PLANNING

The student...

1. Develops intervention and activity plans that are clear and easy to understand

1	2	3	4	5	NA
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2. Clearly identifies the goals and objectives of the plan

1	2	3	4	5	NA
---	---	---	---	---	----

3. Clearly outlines the key steps or elements of the plan to accomplish the goals

1	2	3	4	5	NA
---	---	---	---	---	----

4. Articulates the reasons behind the choice of plan

1	2	3	4	5	NA
---	---	---	---	---	----

5. Evaluates completed activities and interventions in order to identify successful outcomes and areas in need of improvement

1	2	3	4	5	NA
---	---	---	---	---	----

6. Creates and implements intervention plans that are suited to the unique needs of each client

1	2	3	4	5	NA
---	---	---	---	---	----

7. Demonstrates flexibility in intervention planning (eg. can adapt or discard plans in order to meet the present needs of the client or situation)

1	2	3	4	5	NA
---	---	---	---	---	----

8. Prioritizes client needs and selects appropriate areas for focus

1	2	3	4	5	NA
---	---	---	---	---	----

DEVELOPMENTAL UNDERSTANDING

While working within the child and youth care setting, the student...

1. Is able to identify specific behavior in individual clients that illustrates or contradicts expected behavior at that age

1 2 3 4 5 NA

2. Approaches and interacts with clients in a way that matches their age and cognitive level

1 2 3 4 5 NA

3. Can identify the influence that developmental differences and similarities have within the peer group

1 2 3 4 5 NA

4. Seeks to understand the client's age group by learning from the client

1 2 3 4 5 NA

5. Is able to plan and adapt activities to developmental stages and abilities of clients

1 2 3 4 5 NA

ORGANIZATIONAL SYSTEMS

While working in the practicum setting, the student...

1. Can articulate the organizations' history, purpose, goals, and programs

1 2 3 4 5 NA

2. Describes the pathway a client would follow to come into contact with this service

1 2 3 4 5 NA

3. Contacts and uses referral sources appropriately

1 2 3 4 5 NA

4. Works within the agency's established systems of formal and informal communication

1 2 3 4 5 NA

5. Takes initiative to establish connections with agencies and individuals associated with the practicum setting

1 2 3 4 5 NA

6. Represents the organization/service in a professional and informed manner

1 2 3 4 5 NA

PROFESSIONAL PRACTICE

The student...

1. Keeps written work up-to-date and complete, within agreed upon timelines	1	2	3	4	5	NA
2. Plans ahead and organizes work and time responsibly	1	2	3	4	5	NA
3. Meets agency administrative requirements effectively	1	2	3	4	5	NA
4. Takes steps to improve his/her own work effectiveness	1	2	3	4	5	NA
5. Sets priorities and follows through on plans and activities	1	2	3	4	5	NA
6. Critiques his/her own performance appropriately within the practicum setting	1	2	3	4	5	NA
7. Takes responsibility for his/her own professional work	1	2	3	4	5	NA
8. Develops effective working relationships with other staff	1	2	3	4	5	NA
9. Approaches personality conflicts or differences in opinion calmly and professionally	1	2	3	4	5	NA
10. Understands the roles and responsibilities of other staff	1	2	3	4	5	NA
11. Demonstrates professional values of confidentiality and respect	1	2	3	4	5	NA
12. Regards the welfare of clients as his/her primary obligation	1	2	3	4	5	NA
13. Uses authority or legal power responsibly and respects the legal rights of clients	1	2	3	4	5	NA
14. Seeks to provide maximum possible information and services to the client	1	2	3	4	5	NA

RELATIONSHIP BUILDING

The student...

1. Articulates his/her understanding of the importance of building relationships with clients

1 2 3 4 5 NA

2. Demonstrates the ability to establish rapport and use active listening skills

1 2 3 4 5 NA

3. Successfully identifies his/her own beliefs and value systems; recognizes and respects beliefs and values that differs from his/her own

1 2 3 4 5 NA

4. Demonstrates an awareness of how his/her beliefs and values can have an impact on relationships with clients

1 2 3 4 5 NA

5. Identifies issues or situations that he/she finds difficult to relate to when building relationships with clients and explores ways these may be addressed

1 2 3 4 5 NA

6. Demonstrates an ability to find balance between personal and professional roles

1 2 3 4 5 NA

7. Recognizes issues or concerns that may be identified within a helping relationship that require input from the field supervisor

1 2 3 4 5 NA

8. Challenges clients when necessary in an effective and appropriate manner to empower them

1 2 3 4 5 NA

9. Focuses on addressing client needs rather than meeting personal needs for acceptance or affirmation

1 2 3 4 5 NA

REPORTING (note: reporting is divided into written reporting and verbal reporting)

When performing written reporting, the student...

1. Demonstrates a proper and professional use of the English language

1 2 3 4 5 NA

2. Communicates clearly and concisely, and is organized and objective

1 2 3 4 5 NA

3. Correctly uses terminology as it applies to the setting

1 2 3 4 5 NA

4. Tailors language and style to the reader and purpose

1 2 3 4 5 NA

5. Formulates realistic recommendations based on observation and interpretation

1 2 3 4 5 NA

In verbal reporting, the student...

6. Communicates clearly, evidencing a logical outline and prior thought

1 2 3 4 5 NA

7. Seems confident and relaxed

1 2 3 4 5 NA

8. Is prepared to appropriately support his/her points with evidence

1 2 3 4 5 NA

SELF CARE

The student...

1. Finds appropriate balance between professional and personal life

1 2 3 4 5 NA

2. Is aware of personal boundaries in the professional setting

1 2 3 4 5 NA

3. Understands the debriefing process in professional environments

1 2 3 4 5 NA

4. Recognizes and is proactive when it is important to work through arising issues through debriefing

1 2 3 4 5 NA

5. Effectively utilizes available professional services to aid psychological health

1 2 3 4 5 NA

6. Appropriately initiates discussion about issues that have a personal impact within the professional environment

1 2 3 4 5 NA

7. Keeps issues and circumstances within personal life from affecting performance and attitude in the professional environment

1 2 3 4 5 NA

8. Is able to articulate personal habits (recreation, personal relationships, etc.) that enhance wellness and professional well-being

1 2 3 4 5 NA

SUITABILITY

The student...

1. Is open to ideas from others that may challenge his/her own beliefs and perspectives

1 2 3 4 5 NA

2. Recognizes his/her function in the lives of a vulnerable child or youth

1 2 3 4 5 NA

3. Can view problems from more than one perspective and develop alternative solutions

1 2 3 4 5 NA

4. Clearly understands the role of self in CYC practice

1 2 3 4 5 NA

5. Accepts and encourages diversity that may differ from his/her own

1 2 3 4 5 NA

6. Is proactive for own learning and willing to challenge self

1 2 3 4 5 NA

7. Demonstrates an appreciation of ethical practice and respects confidentiality

1 2 3 4 5 NA

8. Demonstrates self-awareness to a point where he/she is able to understand and appreciate client perspectives and that client needs are paramount over own needs

1 2 3 4 5 NA

9. Seeks help when needed

1 2 3 4 5 NA

10. Can give rationale for decisions made and actions taken

1 2 3 4 5 NA

SUPERVISION (note: this refers to the supervision between field supervisor and student)

The student...

1. Reports directly to the field supervisor before commencing with activities or client contact

1 2 3 4 5 NA

2. Initiates conversations with the field supervisor that are relevant to his/her role as a practicum student

1 2 3 4 5 NA

3. Asks questions to clarify any procedures or requests that are unclear to the student

1 2 3 4 5 NA

4. Takes an active role in sharing responsibility for the effectiveness of his/her supervision with the field supervisor

1 2 3 4 5 NA

5. Accurately assesses his/her strengths within the practicum setting

1 2 3 4 5 NA

6. Accurately identifies areas that are in need of improvement

1 2 3 4 5 NA

7. Initiates activities that allow for growth in the areas identified as needing improvement

1 2 3 4 5 NA

8. Appears receptive to constructive feedback from the field supervisor

1 2 3 4 5 NA

9. Uses a variety of basic communication skills, such as direct questioning, summarizing, and active listening to gather and clarify information relevant to the practicum setting

1 2 3 4 5 NA

10. Gives feedback and makes recommendations to the field supervisor

1 2 3 4 5 NA

USE OF OBSERVATION

The student...

1. Intentionally employs observations as a means of understanding the clients individually and within the peer group

1 2 3 4 5 NA

2. Arranges opportunities to use observational strategies within the client's natural setting to gather information

1 2 3 4 5 NA

3. Shows familiarity within a variety of observation and recording strategies and is able to select the appropriate strategy to fit a given situation, creating objective notes

1 2 3 4 5 NA

4. Applies observations for the purpose of adjusting or guiding the planning of interventions and activities

1 2 3 4 5 NA

5. Blends age/stage perspective with observations to gain understanding

1 2 3 4 5 NA

6. Shows insight in interpreting observations accurately

1 2 3 4 5 NA

MID-POINT PERFORMANCE SUMMARY for _____

Based on all of the data available, the overall evaluation of this student's performance at this point in the practicum is:

1 2 3 4 5

As a summary statement, the student's strengths are:

Areas of practice needing further development are:

Student Signature

Field Supervisor Signature

Faculty Signature

Date

Student Name _____

Person Completing Evaluation _____

<i>FINAL FIELD PERFORMANCE EVALUATION</i>
--

Please rate the student in the following 10 key competency areas based on the Performance Rating Scale from Page 20:

ACTIVITY AND INTERVENTION PLANNING

The student...

1. Develops intervention and activity plans that are clear and easy to understand

1	2	3	4	5	NA
---	---	---	---	---	----

2. Clearly identifies the goals and objectives of the plan

1	2	3	4	5	NA
---	---	---	---	---	----

3. Clearly outlines the key steps or elements of the plan to accomplish the goals

1	2	3	4	5	NA
---	---	---	---	---	----

4. Articulates the reasons behind the choice of plan

1	2	3	4	5	NA
---	---	---	---	---	----

5. Evaluates completed activities and interventions in order to identify successful outcomes and areas in need of improvement

1	2	3	4	5	NA
---	---	---	---	---	----

6. Creates and implements intervention plans that are suited to the unique needs of each client

1	2	3	4	5	NA
---	---	---	---	---	----

7. Demonstrates flexibility in intervention planning (e.g. can adapt or discard plans in order to meet the present needs of the client or situation)

1	2	3	4	5	NA
---	---	---	---	---	----

8. Prioritizes client needs and selects appropriate areas for focus

1	2	3	4	5	NA
---	---	---	---	---	----

DEVELOPMENTAL UNDERSTANDING

While working within the child and youth care setting, the student...

1. Is able to identify specific behavior in individual clients that illustrates or contradicts expected behavior at that age

1 2 3 4 5 NA

2. Approaches and interacts with clients in a way that matches their age and cognitive level

1 2 3 4 5 NA

3. Can identify the influence that developmental differences and similarities have within the peer group

1 2 3 4 5 NA

4. Seeks to understand the client's age group by learning from the client

1 2 3 4 5 NA

5. Is able to plan and adapt activities to developmental stages and abilities of clients

1 2 3 4 5 NA

ORGANIZATIONAL SYSTEMS

While working in the practicum setting, the student...

1. Can articulate the organizations' history, purpose, goals, and programs

1 2 3 4 5 NA

2. Describes the pathway a client would follow to come into contact with this service

1 2 3 4 5 NA

3. Contacts and uses referral sources appropriately

1 2 3 4 5 NA

4. Works within the agency's established systems of formal and informal communication

1 2 3 4 5 NA

5. Takes initiative to establish connections with agencies and individuals associated with the practicum setting

1 2 3 4 5 NA

6. Represents the organization/service in a professional and informed manner

1 2 3 4 5 NA

PROFESSIONAL PRACTICE

The student...

1. Keeps written work up-to-date and complete, within agreed upon timelines	1	2	3	4	5	NA
2. Plans ahead and organizes work and time responsibly	1	2	3	4	5	NA
3. Meets agency administrative requirements effectively	1	2	3	4	5	NA
4. Takes steps to improve his/her own work effectiveness	1	2	3	4	5	NA
5. Sets priorities and follows through on plans and activities	1	2	3	4	5	NA
6. Critiques his/her own performance appropriately within the practicum setting	1	2	3	4	5	NA
7. Takes responsibility for his/her own professional work	1	2	3	4	5	NA
8. Develops effective working relationships with other staff	1	2	3	4	5	NA
9. Approaches personality conflicts or differences in opinion calmly and professionally	1	2	3	4	5	NA
10. Understands the roles and responsibilities of other staff	1	2	3	4	5	NA
11. Demonstrates professional values of confidentiality and respect	1	2	3	4	5	NA
12. Regards the welfare of clients as his/her primary obligation	1	2	3	4	5	NA
13. Uses authority or legal power responsibly and respects the legal rights of clients	1	2	3	4	5	NA
14. Seeks to provide maximum possible information and services to the client	1	2	3	4	5	NA

RELATIONSHIP BUILDING

The student...

1. Articulates his/her understanding of the importance of building relationships with clients

1 2 3 4 5 NA

2. Demonstrates the ability to establish rapport and use active listening skills

1 2 3 4 5 NA

3. Successfully identifies his/her own beliefs and value systems; recognizes and respects beliefs and values that differs from his/her own

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Student Signature

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Date