



**CHILD AND YOUTH CARE DEGREE
SUPERVISED PRACTICUM CYC 310
COMPREHENSIVE FIELD GUIDE**

For Students and Field Supervisors

Revised June 2025

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Land Acknowledgement

Together, the Child, Youth and Family Studies community respects and acknowledges S'olh Temexw, the territory of the Halq'em'eylem speaking Sto':lo peoples, who have cared for these lands since time immemorial. As we enact reconciliation and journey towards wellness in this interconnected web of life, we are grateful for the generosity, stewardship, and guidance of Indigenous peoples.

Introduction

CYC 310 is the first of two required practica in the B.A. Program in Child and Youth Care at the University of the Fraser Valley. This practicum plays an important part in the professional preparation of students in the third year of the program. The practicum provides an opportunity for the learner to relate theory to practice as well as to develop some of the many professional skills required in the work setting. The support and guidance of the field supervisor is critical to the process by providing structured and specific on-site feedback.

Students who are successful in this course will have the confidence and competence to step into their last year of schooling and their final practicum with a clearer sense of the relationship of theory to practice and their own practitioner self-concept. They should also be able to support the design, implementation and evaluation of programs and interventions appropriate to the needs of the children, youth, family, community, and agency. Finally, students will leave 3rd year practicum with an early foundation of the use of “PRAXIS “as a core aspect of their ethical reflective practice (White, 2007).

Practicum Learning Outcomes

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

1. Demonstrate professional behaviour and boundaries when engaging with the practicum supervisor, colleagues, and clients.
2. Incorporate the principles of cultural safety, cultural humility, equity, inclusion, and decolonization while conducting strengths-based assessments and planning intervention strategies.
3. Use helping skills informed by person-centered theory, trauma-informed, and relational approaches to connect with clients individually and in group settings.

4. Implement appropriate activities to support children and youth based on their developmental stage and individual needs.
5. Pursue self-reflective learning by locating oneself, recognizing strengths and areas for development in skills, abilities, and theory application.
6. Articulate in detail their level of practice in each competency domain and provide examples that support their assessment

Schedule

CYC 310 will run from September to April each year, or from May to August in a condensed format. Students are required to complete a minimum of 326 hours which includes direct and indirect work with children, youth and families, as well as an orientation to the practicum site and supervisory/feedback meetings. While it is expected that 80% of the hours are spent in direct work, there is some flexibility in the contact hours 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 weekly in summer semester or every other week (these hours are above and beyond the minimum 326 hours on site) for a total of 24 seminar hours. The general purpose of this seminar is to discuss practice issues and integrate theoretical knowledge. More specifically, the seminar provides an opportunity for peer consultation and reflective practice. The responsibility for structuring seminar time is shared between instructor and students. Attendance at seminar is required and students are expected to actively participate in discussion.

Supervision and Support: A Collaborative Model

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

The CYC Practicum Coordinator

Becomes the bridge to connect the student, the community, faculty, and field supervisor within the practicum experience. Works with the student and agency to help arrange the practicum and shares initial information with Field Supervisors about the CYC Program and the 310 practicum.

The CYC Student

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

The Field Supervisor

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

The Course Instructor

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

Roles Working in Collaboration

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

Relationships

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

learning and service in the practicum and beyond. To begin this relationship, the following tasks should be completed:

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

Respect

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

Relevance

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

Reciprocity

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

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

Responsibility

Student, Field Supervisor and Course Instructor demonstrate responsibility by mindfully considering their thoughts and responses as they work together. This includes taking responsibility for respectful and reciprocal relationships with young people, families and

community served in practicum, and the rights of Indigenous, racialized, and other marginalized populations. Some specific tasks each partner in the process agrees to are highlighted below:

The student:

- Takes initiative to actively participate in practicum opportunities, seeks clarity in understanding duties, information and expectations, and requests direction and supervision from their field supervisor and practicum instructor.
- Shares and discusses the CYC 310 Practicum Responsibility contract with their supervisor (see Appendix A), and signs it as an agreement to conduct themselves professionally and take responsibility for their learning and actions.
- Raises issues, concerns, and questions with the supervisor and/or course instructor in a timely fashion and collaborates with both to generate options and solutions.
- Creates goals and a plan to achieve the competencies for practicum, with consultation and agreement from the field supervisor.
- Takes initiative to put into action their goals, and information received in supervision.
- Provides the field supervisor with the mid-point and final evaluation tool and participates in both evaluations.
- Assignments to be completed: Service Gap, Self-Assessment & Goal Planning, Reflective Praxis Learning Summaries, Final Reflection/learning narrative

The Field Supervisor:

- Provides an orientation of the program/agency to inform the student of any practices required before the placement can commence, such as car insurance limits.
- Arranges for students to have access to suitable agency resources (e.g., space, materials, equipment,), staff meetings, and training sessions.
- Demonstrates/models effective and professional practice.
- Mutually-defines tasks with the student, based on their learning goals.
- Observes the student in practice, to offer clear and concrete feedback about their strengths, and opportunities for development in CYC competencies.
- Meets with the student regularly to listen to how they are making meaning of their experiences, ask and answer questions to facilitate awareness, learning, and solutions to challenges, and encourages the student's increasing independence and growth.
- Notifies the Course Instructor immediately of any professional practice issues or breaches of ethics and participates in meetings to resolve concerns related to the practicum experience.
- Meets with the student to review, provide feedback, and complete the midpoint and final Evaluation. Then meets together with the student and course instructor to provide reflections that are considered in the development of a final grade for practicum.

The Course Instructor

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

Logistics

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

Criminal Record Checks

Prior to starting practicum, students must have a valid Criminal Record Check completed for UFV from the Ministry of Justice (not the local police). This process is completed using a specific UFV login and will be sent directly back to our CYFS department. The criminal record check is valid for 5 years. Please note that some sites will require an additional criminal record check, at the student's expense.

Use of Personal Vehicles during Practicum Placement

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

Assessment and Evaluation of Student Work

Practicum experiences are graded on a Credit/No Credit basis. Faculty assigns credit when students meet field performance competency standards after 326 hours in practicum, in addition to having met standards for all assignments that deepen learning within the practicum experience. Feedback on assignments and in practicum evaluations assists the student to continue to work towards credit in their developmental learning journey. A grade of No Credit is only assigned when the student has not made sufficient adjustments to meet the standards set out

within the criteria for practicum field performance and all assignments. The table below shares a breakdown of all assessment components and their timeframes:

Assessment Components: CYC 310

Stage I (first half of placement = 1-163 hours)	
Activity	Approx timeframe
Self-assessment and initial SMART Goals by student (after 2-3 weeks in practicum), development of preliminary goals and actions, then goal and action revisions at midpoint evaluation (at approx. 163 hours)	45 hrs.
Mid-point evaluation completed by supervisor and student and mid-point collaborative meeting. Revision of Smart Goals for 2nd half of stage I of practicum	163 hrs.
Service gap assignment	120 - 163 hrs.
5 Praxis reflections including a record of hours completed	163 hrs.
Stage II (second half of placement = 163-326 hours)	
5 Praxis reflections including a record of hours completed	326
Final evaluation completed by supervisor and student and mid-point collaborative meeting	310-326
Learning narrative identifying personal and professional outcomes of practicum along with details on SMART goal journey	326

Note:

A student may be removed from placement for inappropriate behaviour or serious issues about performance. An assessment of below standard competency in any of the four areas of evaluation at the midpoint evaluation will result in an examination and review of a student's potential for successful completion of the practicum. If a student is removed from a placement, the decision whether a second placement will be arranged for the student rests with the practicum course instructor in consultation with the CYFS Program Head.

The evaluation of the practicum will be informed through discussion and meetings between the student, site supervisor and faculty at the mid-point and final evaluations, with a final grade provided by the Course Instructor. The agenda for these discussions will focus on student goals created to achieve the CYC 310 competencies.

Midpoint and Final Field Performance Evaluation Process

The completion of a reliable midpoint and final evaluation requires the student and supervisor to have had clear, open, and consistent communication throughout the practicum. Please use the following link to access the CYC Practicum Evaluation.

This tool is used for the Midpoint and Final Evaluation completed by students and supervisors, as well as for the Initial Student Self Evaluation.

Steps for the midpoint and final field performance evaluation:

1. **The student** always reviews, reflects, and evaluates themselves first using the evaluation tool. They identify their current level of practice and provide some *details and specific examples* as to how they have drawn their conclusions on where they locate themselves. Students should schedule a time with their supervisor to review their activities, learning and progress towards practicum competencies and learning goals prior to the midpoint and final evaluation meeting with the course instructor.
2. **Field supervisors** are directly involved in the student's assessment by providing specific feedback about performance in the practicum placement and sharing comments in the CYC Practicum Evaluation. Field supervisors feedback plays a key role in helping the student to recognize and develop competency within their CYC practice. Supervisors can also collect information from other colleagues who have seen the student's work.
3. **Student and Field Supervisor** meet to jointly review their observations, feedback, and assessment of the student and complete the CYC Practicum Evaluation at the midpoint and final. When completing the evaluation, please attend to the following:
 - complete the anecdotal comments section reflecting on strengths and opportunities and provide specific examples and information that supports the evaluation of each domain of practice.
 - leave room in the midpoint rating to recognize development during the second half, as elevated midpoint ratings leave less room for student growth.
 - Be sure to complete the final elements of the evaluation form that ask both student and field supervisor to evaluate level of competence to practice. Once again, consider at the mid-point that the student has half of their practicum to continue to grow towards practice competence.
4. **Student, Field Supervisor and Course Instructor** meet to review the student's evaluation and goals, highlighting strengths, and opportunities for continued growth as a CYC practitioner in training.

Practicum Responsibility Contract

Practicum is an opportunity for students to apply their knowledge and practice their skills while reflecting on their function in the lives of children, youth, and families. Recognizing that these children, youth, and families are often vulnerable, there are responsibilities and expectations in this course that are different from any other in the CYC Degree Program.

As a part of CYC 310, I will:

- Acknowledge that if I have been charged or convicted of a relevant or specified offence subsequent to the Criminal Record Review Act, I am to notify UFV CYFS Practicum Coordinator, stop attending practicum and obligated to undergo a further Criminal Record Check;
- Familiarize myself with the contents of the Supervised Practicum Manual
- Read Practicum Day One: questions to ask on your first day of practicum and provide copies for the field supervisor;
- Provide a current resume to my Field Supervisor;
- Attend seminar sessions as scheduled by the Course Instructor;

**NOTE: the 24 hours seminar sessions are part of your total hours for practicum:
CYC 310 / 326 hours on site + 24 hours seminar sessions = 350 hours practicum**

- 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 to them, with a copy for myself;
- Adhere to UFV Student Conduct policy (Policy 310.12) and will bring forward to my instructor in a timely manner, any changes that could alter policies and procedures from the Affiliation Agreement to my practicum instructor.
- Provide direct client service at hours negotiated with Field Supervisor;
- Participate in all orientation activities arranged by Field Supervisor;
- Initiate meetings with the Field Supervisor on a weekly basis to ask questions, receive feedback and supervision, and plan activities;
- Be proactive in taking responsibility for my learning;
- Ensure that I challenge myself to try new experiences, meet the required learning goals/competencies and assess my progress;
- Recognize and adhere to the parameters of confidentiality at it pertains to the practicum site, site personnel, clients, and practicum seminar peers;

- Find out and comply with site dress code;
- Adhere to the CYC Code of Ethics;
- Exercise “immediacy” in communicating any issues with supervisor and course instructor, and a “solution focus” to resolving any problems;
- Adhere to agree upon timelines for tasks to accomplish in practicum;
- Familiarize myself and comply with the policies of the practicum agency;
- Familiarize myself with the practicum agency website;
- Know I am personally accountable for my actions
- At all times—classroom, seminar, practicum site--demonstrate good professional judgment*
 - Regarding the welfare of the child, youth, family, and/or community as the primary obligation
 - Respecting confidentiality and exceptions
 - Understanding roles and responsibilities of self and others
 - Developing effective working relationships
 - Being mindful of actions, and their impact on others
 - Maintaining appropriate self-care and self-regulation
 - Respond thoughtfully, rather than reacting to situations
 - Knowing when personal biases or circumstances are impacting practice, and taking actions to minimize their impact
 - Seeking supervision and consultation when necessary
 - Being trauma informed, including recognizing of the impact of vicarious trauma and taking steps to manage it
 - Maintaining a focus on strengths and needs, rather than behavior
 - Observing/asking questions to learn from others, before acting independently
 - Taking steps to improve effectiveness
 - Producing clear and logically organized written work
 - Using discretion in use of all electronic communication, both professional (e.g. email) and personal (public social networking)

Additional Requirements may be specified by the host practicum agency below:

*Failure to comply with the CYC Practicum Responsibility Contract will result in a meeting with department personnel to determine suitability to proceed.

Department personnel reserve the right to remove the student from the practicum site, remove the student from the practicum course, place the student on academic probation in the CYFS department, and/or possibly terminate the student from the CYC program.

By signing below, I agree to adhere to the CYC Practicum Responsibility Contract:	
Student Name, Printed	Student ID Number

Student Signature	Date: mm/day/year
Supervisor's Signature	Date: mm/day/year

PRACTICUM - DAY ONE: questions to ask

Make sure you are aware of a few things before your first day, namely the exact time you are expected to be there, any dress code(s) that you need to adhere to and who is the first point of contact.

Arrive on time, dress appropriately and take the initiative to introduce yourself and meet the people you'll be working with. Let them know you are excited to be there.

- Schedule: days of the week and times you are expected to be on site | any holidays or days that the organization will be closed.
- What is the process to inform the field supervisor if you cannot attend a scheduled practicum shift. Professional practice would mean providing as much lead time of changes in your schedule 24-48 hrs. minimum.
- Is there any parking space dedicated to staff and practicum students?
- Where can you put your personal belongings?
- What are the expectations with cellular phones?
- Time and where coffee breaks, and lunch occur
- What are the main objectives/expectations for week one?
- What are the expectations in the first 7 to 15 days?
- Read and become familiar with any Policies and Procedures of the agency
- Become aware of Fire Drills | Locked Down and any other procedures pertaining to safety
- When is the best time of the day for informal check-ins or to debrief
- Any opportunities for Professional Development?
- Meetings pertaining to the practicum placement? (Team meeting, how often, how long)
- Ask if you can join community meetings to learning how this services fits with others

How to report an injury/incident as a UFV Student

If you experience an injury during practicum hours

- Types of injury/incidents to report (among others): A first-aid incident | An injury from a traffic accident | A "near-miss" that could easily have caused harm | An accident or injury during a UFV field trip | A threat, assault, or other violence |
- Please follow agency policy and procedures for accidents and injury
- Inform your practicum faculty as soon as possible
- Report the incident to UFV Safety & Security within 24 hours at:
- <https://www.ufv.ca/safety-and-security/report-incident/>

Why is it important to report? Submitting an incident report is crucial. It's a way to capture the details of an incident while they're still fresh in everyone's mind. A report allows the Safety & Security team to investigate, follow up, and prevent future incidents. If you need time off, compensation, or accommodations after the incident, the report will help support your claim.

Final thoughts

Ask Questions if you are unsure about anything. Do not be afraid to clarify instructions or seek guidance. Practicum students are there to learn, your field supervisor will welcome you to ask questions.

You are a guest that brings knowledge and a willingness to learn be respectful, friendly, and open-minded. The key is to find a balance between being proactive, engaged and eager to contribute.

Having a good first impression through your positive attitude and willingness to learn; a strong start as a practicum student can lead to valuable learning experiences and potentially future job opportunities.