UNIVERSITY OF THE FRASER VALLEY

CHILD AND YOUTH CARE DEGREE

ADVANCED SUPERVISED PRACTICUM

CYC 410

COMPREHENSIVE FIELD GUIDE
For Students and Field Supervisors

Revised 2017
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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, and have a realistic assessment of their own strengths and limitations. They should also be able to design, implement and evaluate programs and interventions appropriate to the needs of the children, youth, family, community, and agency.

Course Objectives

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

1. To have direct experience in working with children, youth, and/or their families, suitable to the students’ learning needs and career goals;
2. To have continued and direct involvement with at least one agency or setting and develop an awareness of a variety of other child and youth care agencies and programs;
3. To have an opportunity to relate theory to practice;
4. To 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 articulate the role of the child and youth care practitioner in relation to other human service professionals;
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, or from May to August in a condensed format. 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.

Note: Students in the Child Protection Specialization will complete a minimum of 400 hours in their practicum site.

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 and reflective practice. The responsibility for structuring seminar time is shared between instructor and students. Attendance at seminar is required and students are expected to actively participate in discussion. A portion of the final grade for CYC 410 is derived from seminar attendance and participation.

Supervision: An Interactive Model

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

Roles and Responsibilities

The Student

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

- Provides the field supervisor with information about self, including an up to date resume, and a self-assessment of baseline performance levels;
- Completes a criminal record check required by UFV prior to beginning practicum
- Agrees to conduct themselves professionally and take responsibility for their actions
- Reviews and discusses the CYC 410 Practicum Responsibility contract with their supervisor (see Appendix A), signs the contract upon agreeing to its terms, and asks the supervisor to sign the contract;
• Clearly communicates learning needs and style, professional goals and priorities
• Participates actively in activities related to practicum
• Takes initiative to seek clarity in understanding duties, information and expectations at the practicum site;
• Requests direction and supervision when needed;
• Takes initiative to identify and raise issues, concerns and questions with the supervisor and/or course instructor in a timely fashion;
• Analyses situations, and collaborates with the supervisor to generate options and solutions;
• Creates goals and a plan to achieve the competencies for practicum, with consultation and agreement from the field supervisor;
• Takes initiative to put into action their goals, and information received in supervision;
• Provides the field supervisor with the mid-point and final evaluation tool
• Prepares for and participates in the mid-point and final evaluations

The Field Supervisor

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

• Provides an orientation of the program/agency to the student
• Informs the student of practices required of the student before the placement can commence, such as criminal record check or car insurance limits;
• Arranges for students to have access to suitable agency resources (e.g. space, materials, equipment,), staff meetings, and training sessions
• Demonstrates/models effective practice;
• Mutually-defines tasks with the student, based on their learning goals
• Observes the student in practice;
• Listens to the student and asks questions to facilitate their learning and how they are making meaning about their experiences;
• Provide suggestions, give direction, and raise issues
• Communicates clear and concrete feedback about the student’s strengths and opportunities for development in CYC competencies (see CYC 410 evaluation)
• Encourages independence and growth by providing opportunities for students to increase their awareness, to find solutions to challenges, and to direct students’ actions towards increasing learning and performance.
• Meets with the student regularly to provide ongoing supervision, review their practice and learning
• Notifies the Course Instructor immediately of any breaches of ethics or professional practice issues, and participates in any meetings deemed necessary to resolve specific concerns related to the practicum experience;
- Completes the midpoint and final evaluation, and meets with the student and course instructor to provide reflections that are considered in the development of a final grade for practicum.

**The Course Instructor**

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

- Works with the student and agency to help arrange the practicum
- Shares information with Field Supervisors about the CYC Program and the 410 practicum
- Orients students to the practicum course, its objectives, content, structure and process, evaluation and grading
- Facilitates seminars; to support practicum students and share information
- Handles enquiries about course content and process;
- Provides ongoing support, consultation and direction to the student and field supervisor, as requested;
- Intervenes to manage challenges in the practicum at the request of field supervisor or student;
- Participates in the midpoint and final evaluations and at other times on request;
- Grades assignments and determines each student's final grade, after consulting with the student and the field supervisor

**Logistics**

There are two logistical matters that CYC 410 practicum students must address:

**Criminal Record Checks**

Prior to starting at practicum, students must have a valid Criminal Record Check completed for UFV from the Ministry of Justice (not the local police). This process is completed using a specific UFV login and will be sent directly back to our CYFS department. The criminal record check completed in 3rd year practicum will be used as long as it is no longer than five years old. Please note that some sites will require an additional criminal record check, at the student’s expense.

**Use of Personal Vehicles in the Practicum Placement**

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

The student’s field performance evaluation counts for 20% of the final grade assigned for this course. The remaining 80% is based on graded tasks and assignments that each student must complete, which represent coverage of the CYC 410 competencies seen in the evaluation. Although assignments will be assessed by the course instructor, field supervisors are encouraged to review assignments and give feedback to the student before submission. Further details about evaluations and assignments are outlined in the next section.

Evaluation of Student Performance by Field Supervisors

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

Supervisors will complete an evaluation of the student at the midpoint (150 hours) and final (300 hours). When completing the student’s evaluation, please attend to the following:

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

Assessment Components: CYC 410

<table>
<thead>
<tr>
<th>Stage I (first half of placement = 1-150 hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Agency Profile Presentation (delivered in seminar)</td>
<td>10%</td>
</tr>
<tr>
<td>• Self-evaluation by student (after 2-3 weeks in practicum), with development of preliminary goals and actions, then goal and action revisions at midpoint evaluation (at 150 hours)</td>
<td>20%</td>
</tr>
<tr>
<td>• Mid-point evaluation completed by supervisor and student (at 150 hours)</td>
<td>no grade assigned</td>
</tr>
<tr>
<td>• Weekly reflective practice summaries due, including a record of hours completed each week)</td>
<td>5%</td>
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</tbody>
</table>

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<tr>
<th>Stage II (second half of placement = 150-300 hours)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Project for practicum agency (confirmed at midpoint evaluation and completed in second half of practicum)</td>
<td>10%</td>
</tr>
</tbody>
</table>
### Course Assignments and Assessment

In this section, the requirements for assignments and evaluation are described.

**Agency Profile Presentation**

The goal of this assignment is to gain a better understanding of the organization you are completing your practicum in. Use orientation information, operation manuals, and discussion with your supervisor and other staff to organize a summary of your practicum agency. This will be delivered to fellow students in practicum seminar, in a succinct, 10 minute format, including questions from class.

Areas to cover include: Relevant history, goals, objectives and program philosophy, children and families being served, how people are referred and admitted, the roles and disciplines represented by staff, funding sources, the relationship of your program to other agencies and organizations, and how practice is evaluated. Your preliminary assessment of some of the strengths and opportunities for the organization would also be helpful to comment on.

**Grading Criteria:** Knowledge of organization, professional, succinct and clear presentation, ability to thoughtfully answer questions

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reflective practice summaries for second half due, including a record of hours completed each week)</td>
<td>5%</td>
</tr>
<tr>
<td>Final reflection/learning narrative, discussing learning, and progress towards revised goals</td>
<td>20%</td>
</tr>
<tr>
<td>Final evaluation completed by supervisor and student (at 300 hours)</td>
<td>20%</td>
</tr>
<tr>
<td>Seminar participation grade assigned (after the final seminar)</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Note:

A student may be removed from placement for inappropriate behaviour or serious issues about performance. An assessment of below standard competency in any of the four areas of evaluation at the midpoint evaluation will result in an examination and review of a student’s potential for successful completion of the practicum. If a student is removed from a placement, the decision whether or not a second placement will be arranged for the student rests with the practicum course instructor in consultation with the CYFS Program Head.

The evaluation of the practicum will be lead primarily by the student through discussion and meetings between the student, site supervisor and faculty at the mid-point and final. The agenda for these discussions will focus on student goals created to achieve the CYC 410 competencies.
Self-Assessment and Goal Planning

This is a three part assignment that requires you to self-reflective and goal oriented to create learning opportunities during your practicum.

Step 1: At the beginning of practicum, complete a self-assessment using the practicum evaluation. Read each of the competencies in the four evaluation categories, and think about your skill level compared to the standard. Make notations in the margins to highlight examples that allow you to better self-assess.

Step 2: Based on your self-assessment and learning needs, and opportunities available to you at practicum (discussed with your supervisor), create a SMART goal plan including 2-3 goals and specific actions/steps to take for each of the following categories: Application of Knowledge, Reflective Practice, Professionalism, and Therapeutic Skills. Complete after the first 50 hours on practicum, and hand in as a typed document.

Step 3: Just before the midpoint of practicum, complete another self-evaluation. Make notations in the margins to highlight examples that demonstrate each competency and ideas or opportunities for future development. Share this with your supervisor and ask them to also assess you using the likert scale in the evaluation tool.

Step 4: After the midpoint evaluation, create new goals and actions to reflect your continued learning needs for the second half of practicum, also following the SMART format in a typed document.

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

Grading Criteria: Completion of initial self-assessment, midpoint self-evaluations, development of 2-3 SMART goals in each category with specific actions/steps for each goal, and revised new goals with specific actions based on midpoint assessment.

SMART Goals = Specific, Measurable, Attainable, Realistic/Relevant, Time bound

Assessed by Course Instructor: 20% of grade

Reflective Practice Summaries

Due at Midpoint (150 hours) and Final (300 hours)

Each practicum student is expected to keep a weekly record of their experience on practicum. This can serve as a basis for highlighting interactions with children, youth and families, making meaning of interactions to integrate learning, and understanding issues that need to be raised in supervision meetings and practicum seminar. These summaries will also provide the data for your final reflection/learning narrative assignment.

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

Note: Summaries can be completed using another medium (e.g. digital audio recording, art journal, video) if that better meets learning style and needs for reflection in the areas below.
Activity Summary
This section is a short, point-form summary of the activities you have done, and includes a record of the dates and hours completed each week.

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

Action Planning
This section moves from awareness to action planning, developing specific goals and strategies to deal with challenges and build on your strengths in achieving your learning goals.

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

Assessed by Course Instructor: 5% each half – total of 10% of grade

Project for Practicum Agency
The goal of this assignment is to design and implement a special service-oriented project that you will leave as a legacy of your work for the practicum agency.

The selection of a service project is composed of a great deal of thought, interest, skill, and reflection of your learning experience. The idea is that you will either redesign a current tool, or develop an original project that will have benefit the site or program. This project will be presented to fellow students in a seminar.

By the midpoint evaluation, you should have initiated a conversation with your supervisor about a project that would be helpful to the program, and would further your learning. At this point, develop clear objectives and a rational for the project, identify the need(s) that it meets, and create specific steps you will take to complete the project. Find a way to capture evidence of your completed project. The objectives, rationale, need(s) steps, and evidence of your completed project can be shared and handed in to your instructor in writing or another creative fashion.

Grading Criteria:
1. Clear objectives and rationale for the project are described. Content is generated based on need and using theory when appropriate (5)
2. The project is logical, organized and complete. It is appropriate for the target audience. It is useful/contributes to the field. It is innovation and creative (3)
3. The project has a cohesive form and appearance. If a written project, content has been proof-read and edited. Spelling is correct. The style and mechanics of the materials flows well for the reader (2)

Assessed by Course Instructor: total of 10% of grade

Final Reflection/Learning Narrative

6-8 pages double spaced (or alternative creative medium negotiated with the instructor using criteria below)

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

Specifically, your reflection/narrative should include the following:

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

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

Assessed by Course Instructor: 20% of grade

Final Field Performance Evaluation

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

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

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

Assessed by Course Instructor: 20% of grade
Participation

Active attendance and participation in seminars for CYC 410 is an important way to integrate knowledge, skills and self-awareness from field experience in the practicum. Seminars provide an opportunity to share experiences – including strengths, successes and challenges, gain mutual support from other students, brainstorm solutions to challenges in the practicum, identify new areas of learning and set goals, and get clarification from the instructor about the practicum assignments and expectations.

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

Assessed by Course Instructor: 10% of grade
## Overall Grading Criteria for CYC 410 Practicum

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

Practicum Responsibility Contract
Child and Youth Care (CYC) 410

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

As a part of CYC 410, I will:

- Familiarize myself with the contents of the Supervised Practicum Manual and provide a copy for the field supervisor;
- Provide a current resume to my Field Supervisor;
- Attend seminar sessions as scheduled by the Course Instructor;
- Prepare for and participate in evaluation meetings with the Field Supervisor and Course Instructor;
- Ensure that all contact information for Field Supervisor, student, and Course Instructor is completed and copies are given them, with a copy for myself;
- Adhere to UFV Student Conduct policy (Policy 310.12);
- Provide direct client service at hours negotiated with Field Supervisor;
- Participate in all orientation activities arranged by Field Supervisor;
- Initiate meetings with the Field Supervisor on a weekly basis to ask questions, receive feedback and supervision, and plan activities;
- Be proactive in taking responsibility for my learning;
- Ensure that I challenge myself to try new experiences, meet the required learning goals/competencies and assess my progress;
- Recognize and adhere to the parameters of confidentiality at it pertains to the practicum site, site personnel, clients, and practicum seminar peers;
- Find out and comply with site dress code;
- Adhere to the CYC Code of Ethics;
- Exercise “immediacy” in communicating any issues with supervisor and course instructor, and a “solution focus” to resolving any problems;
- Adhere to agreed upon timelines for tasks to accomplish in practicum;
- Familiarize myself and comply with the policies of the practicum agency;
- Familiarize myself with the practicum agency website;
- Know I am personally accountable for my actions;
- At all times—classroom, seminar, practicum site—demonstrate good professional judgment*
*Good professional judgment, includes but is not limited to:
  - Regarding the welfare of the child, youth, family, and/or community as the primary obligation
  - Respecting confidentiality and exceptions
  - Understanding roles and responsibilities of self and others
  - Developing effective working relationships
  - Being mindful of actions, and their impact on others
  - Maintaining appropriate self-care and self-regulation
  - Respond thoughtfully, rather than reacting to situations
  - Knowing when personal biases or circumstances are impacting practice, and taking actions to minimize their impact
  - Seeking supervision and consultation when necessary
  - Being trauma informed, including recognizing of the impact of vicarious trauma and taking steps to manage it
  - Maintaining a focus on strengths and needs, rather than behavior
  - Observing/asking questions to learn from others, before acting independently
  - Taking steps to improve effectiveness
  - Producing clear and logically organized written work
  - Using discretion in use of all electronic communication, both professional (e.g. email) and personal (public social networking)

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

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

*Failure to comply with the CYC Practicum Responsibility Contract will result in a meeting with department personnel to determine suitability to proceed. Department personnel reserve the right to remove the student from the practicum site, remove the student from the practicum course, place the student on academic probation in the CYFS department, and/or possibly terminate the student from the CYC program.

By signing below, I agree to adhere to the CYC Practicum Responsibility Contract:

___________________________________________________________________________
Student’s name, printed  Student’s signature

___________________________________________________________________________
Student ID Number  Date

___________________________________________________________________________
Supervisor’s signature  Date
Appendix B: CYC 410 Practicum Evaluation

University of the Fraser Valley
Child and Youth Care
410 Practicum Evaluation

Completed by
______________________________

Date

______________________________

Initial Student Self-Assessment

Mid-Point Evaluation

Final Evaluation

Practicum Evaluation Criteria and Standards

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

Job Entry or beyond (A TO A+)

The student:

- is able to work both independently, and as part of a team
- demonstrates consistent performance and contributes significantly to the practicum setting in relation to all practice areas
- is able to articulate theoretical concepts, professional values and attitudes, and CYC perspectives, and integrate them into practice at a high level
- is able to establish and maintain effective professional relationships with children/youth and families, co-workers and the supervisor
- takes initiative and responsibility for own learning and reflecting on practice, analyzes own strengths and needs, demonstrates a high degree of self-awareness, and sets realistic goals to work toward growth
- rises to meet challenges, and is creative in finding solutions and strategies that are effective, and appropriate to the situation
- goes beyond available information and searches out new ways to integrate information and experiences to strengthen professional practice
- puts concepts and skills acquired through practice to immediate use, and takes advantage of all learning opportunities,
Increasing Independence (B TO A-)

The student:

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

Standard Beginning Student (C+ TO B-)

The student:

- can usually carry out responsibilities, with occasional supervision, direction and assistance
- is reliable in performance, and consults with supervisor in performing duties
- shows some initiative in all practice areas
- is able to relate to clients, co-workers and supervisor
- demonstrates some understanding of theoretical concepts, professional values, and CYC perspectives that relate to each of the practice areas but is not yet able to consistently apply to direct practice.
- is able to identify some of own strengths and needs, and set goals; should continue to develop self-awareness, reflection on and analysis of professional practice, integration of knowledge and skills, and work on creating goals that are realistic, and attainable for the practice setting

Below Standard (BELOW C+):

The student:

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

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

Please check the standard that the student has achieved for each competency.

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<tr>
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<th>Below Standard</th>
<th>Standard</th>
<th>Increasing Independence</th>
<th>Job Entry or Beyond</th>
<th>Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>Accesses, and uses information from a broad range of appropriate theories to plan, deliver and evaluate interventions</td>
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<tr>
<td>Verbalizes how a CYC orientation and CYC perspectives influences practice</td>
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<tr>
<td>Considers Aboriginal history and Indigenous ways of knowing</td>
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<tr>
<td>Can articulate how they are integrating theory into practice</td>
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<tr>
<td>Demonstrates knowledge of developmental theory to meet the needs of children, youth, and families</td>
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<tr>
<td>Demonstrates knowledge of change theory to meet the needs of children, youth, and families</td>
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<tr>
<td>Continually identities strengths and preferences, ecological context, and vulnerabilities</td>
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<tr>
<td>Explores protective factors and resources (that can support change)</td>
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<tr>
<td>Demonstrates creativity in decision making and problem solving</td>
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<tr>
<td>Mindfully considers the multiple factors that influence behaviour, adjustment, and current needs</td>
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</tbody>
</table>

**Student:** use this section to record examples of practice
<table>
<thead>
<tr>
<th>Effectively considers the impact of trauma and utilizes trauma informed practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considers the unique life space of children, youth, families, and communities, and utilizes it in planning and delivering interventions</td>
</tr>
<tr>
<td>Student constructs innovative practices based on own learning and experiences and feedback from others</td>
</tr>
</tbody>
</table>

**Overall Rating for Application of Knowledge**

**Specific areas/examples of strength**

**Opportunities for development**

**Proposed goals and action plans**
### Reflective Practice

Please check the standard that the student has achieved for each competency.

<table>
<thead>
<tr>
<th>Below Standard</th>
<th>Standard</th>
<th>Beginning</th>
<th>Increasing Independence</th>
<th>Job Entry or Beyond</th>
<th>Not Applicable</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiates questions, processes situations, and verbalizes observations related to practice.</td>
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<tr>
<td>Seeks additional knowledge when needed</td>
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<tr>
<td>Demonstrates an ability to learn from experience</td>
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<tr>
<td>Demonstrates an openness and ability to learn from others, receive feedback and integrate recommendations</td>
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<tr>
<td>Critically reflects on social and structural inequality and adjusts their practice to be an agent for change in the practicum context</td>
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<tr>
<td>Examines own strengths and needs as a practitioner</td>
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<tr>
<td>Continually reflects upon/appraises their practice</td>
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<tr>
<td>Sets goals for new learning based on self-appraisal</td>
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<tr>
<td>Takes initiative in seeking supervision</td>
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<tr>
<td>Aware of personal biases and triggers, and mindfully regulates their responses for professional practice</td>
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<tr>
<td>Continuous monitors personal wellness, and uses self-care strategies</td>
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<tr>
<td>Aware of when personal needs are interfering with job performance, and takes appropriate action</td>
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<tr>
<td>Identifies and reflects on the relationships between the practicum agency, the larger community and systems it is connected to</td>
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<tr>
<td>Initiates discussion about tensions that are occurring between knowledge of CYC practice and experiences and expectations in the practicum setting.</td>
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</tbody>
</table>

**Overall Rating for Reflective Practice**

**Specific areas/examples of strength**

**Opportunities for development**

**Proposed goals and action plans**
### Professionalism

Please check the standard that the student has achieved for each competency.

<table>
<thead>
<tr>
<th>Below Standard</th>
<th>Standard</th>
<th>Increasing Independence</th>
<th>Job Entry or Beyond</th>
<th>Not Applicable</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands and works within the mission, vision, values, and relevant policies and procedures of the agency</td>
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<tr>
<td>Demonstrates professional values, attitudes, and behaviours</td>
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<tr>
<td>Understands the variety of services offered within the host agency</td>
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<tr>
<td>Meets agency administrative requirements, such as current and complete record keeping, and timelines</td>
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<tr>
<td>Utilizes networking to develop a community of practice and working knowledge of community resources</td>
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<tr>
<td>Constructs and actively participates in new opportunities to enhance their learning and practice</td>
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<tr>
<td>Flexibly deals with unanticipated workload demands</td>
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<tr>
<td>Writes and presents clear, logical, organized, and objective case notes and records</td>
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<tr>
<td>Student manages time effectively, setting priorities and following through with agreed upon plans</td>
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<tr>
<td>Works with increasing independence and responsibility within the context of the team</td>
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<tr>
<td>Works with sensitivity and humility when engaging with Indigenous and/or other cultural individuals, families, and communities</td>
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<tr>
<td>Demonstrates ethical practice, including respecting confidentiality, using power and authority responsibly, respecting client self-determination and choice, negotiating boundaries, regarding welfare of client as primary obligation</td>
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<tr>
<td>Develops effective and respectful working relationships with colleagues and community</td>
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<tr>
<td>Can verbalize roles and responsibilities of self, other staff and community professionals</td>
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<tr>
<td>Utilizes professional judgement and effective communication strategies to manage conflict and differences of opinion</td>
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<tr>
<td>Takes increasing responsibility for leadership</td>
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</tbody>
</table>

**Overall Rating for Professionalism**

**Specific areas/examples of strength**
Opportunities for development

Proposed goals and action plans

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**Therapeutic Skills**

Please check the standard that the student has achieved for each competency.

<table>
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<tr>
<th></th>
<th>Below Standard</th>
<th>Standard Beginning</th>
<th>Increasing Independence</th>
<th>Job Entry or Beyond</th>
<th>Not Applicable</th>
<th>Comments/Examples</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates relational practice, support and therapeutic alliance though attending and attunement, expressing empathy, questioning</td>
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<tr>
<td>Communicates in ways that demonstrate respect for and affirmation of individual experiences, preferences and perspectives</td>
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<tr>
<td>Maintains a strength based – resiliency focus</td>
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<tr>
<td>Demonstrates a grounded presence with others</td>
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<tr>
<td>CARES FOR OTHERS WITH AUTHENTICITY AND GENUINENESS</td>
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<tr>
<td>Creates interventions that are trauma informed, with a focus on being:</td>
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<tr>
<td>• Relational (safe)</td>
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<tr>
<td>• Relevant (developmentally-matched)</td>
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<td>• Repetitive (patterned)</td>
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<tr>
<td>• Rewarding (pleasurable)</td>
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<tr>
<td>• Rhythmic (resonant with neural patterns)</td>
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<tr>
<td>• Respectful (of the child, family, and culture)</td>
<td>Perry (2010)</td>
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<tr>
<td>Utilized effective communication skills for therapeutic conversations and/or interviewing, to learn from children, youth and families</td>
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<tr>
<td>Adjusts style and approach to the conditions, emotional states, developmental abilities, and cultural considerations of the child, youth and family</td>
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<tr>
<td>Collaboratively works with the child, youth and family, and community to create case plans that are strength based, family centred, culturally appropriate.</td>
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<tr>
<td>Demonstrates sensitivity and the ability to respond to the diverse social locations and needs of children, youth, and families</td>
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<tr>
<td>Student responds effectively and respectfully to difficult or challenging behaviours</td>
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<tr>
<td>Understand the role of attachment and utilizes the therapeutic relationship to promote healing and growth</td>
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<tr>
<td><strong>Learns the specific knowledge and skills to meet the unique needs in each setting</strong></td>
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<tr>
<td><strong>Understands advocacy and can advocate on a client’s behalf</strong></td>
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<tr>
<td><strong>Overall Rating for Therapeutic Skills</strong></td>
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<tr>
<td><strong>Specific areas/examples of strength</strong></td>
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<tr>
<td><strong>Opportunities for development</strong></td>
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<tr>
<td><strong>Proposed goals and action plans</strong></td>
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