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We hope that people across Canada will continue to become involved, contributing a small amount of energy to an ever-growing force propelling us toward enhanced professional status and ultimately the highest quality of care and service for children, youth and families. It is only through our combined energy that the vision will become concrete.

Carol Stuart

Professional Regulation for Child and Youth Care

Executive Summary

The Canadian Council of Child and Youth Care Associations (CCCYCA)¹ is a national body comprised of representatives from the provincial child and youth care professional associations. Its function is to coordinate provincial efforts through consultation and mentoring. Major activities include advocating for consistent quality of care across Canada for children and youth, providing national and international opportunities for professional development, and supporting the development of professional regulation. At the pre-conference forum on Standards of Practice at the 12th National Child and Youth Care Conference in St. John's Newfoundland the CCCYCA was given a clear mandate to co-ordinate provincial efforts and develop national policy for standards of practice and professional regulation. A report was produced in February 2003 and this report represents the second update on the work of the CCCYCA Working Committees and our progress across Canada on professional regulation.

Approaches to Professional Regulation

Each province in Canada is responsible for the delivery of services to children, youth and families. At the federal level, Health Canada co-ordinates the Director's of Child Welfare to set policy recommendations for consideration by the provinces and to speak on issues of national concern, they know little about the profession of child and youth care. Each province must therefore determine the best route to professional regulation of child and youth care practice. A detailed summary of the existing approaches relevant to child and youth care is presented in the appendices of this document. Alberta and Ontario are the only two provinces that offer certification for child and youth care practitioners. Alberta, British Columbia, Ontario, and Quebec have the most extensive post-secondary educational system specific to child and youth care pre-service education. No province offers legislation to govern the practice of child and youth care or the use of the name. Therefore membership in the professional associations and certification or registration is voluntary. Provinces vary in their requirements for accreditation or licensing of programs and services that employ child and youth care practitioners. There is no national accrediting body for services and programs to children and families that could be approached regarding standards for employment.

The Work of the Working Committees

Definition of a Model for Standards

Unique theory and concepts > Competencies

Membership enhancement

Outcomes (dormant in 2004)

Advocacy, public relations, and communications to other sectors (dormant in 2004)

Introduction

Since Victoria, B.C. in 1980 child and youth care (CYC) practitioners have come together for national conferences in various locations across Canada to discuss issues related to their work with the disadvantaged and often discarded children and youth in our society. Starting with the 12th National Child and Youth Care Conference in St. John's Newfoundland, October 2002, a full day of discussions are held each year about standards of practice and professional regulation for the field of Child and Youth Care in Canada. Each year an update report provides information on the activities of the previous year and the discussions of the pre-conference day. This update is from Calgary 2004. Service providers, policy makers, and educators from across Canada met to discuss current approaches to regulating the standard of practice and develop a national strategy for ensuring children and youth receive the highest quality care and most up to date intervention approaches for through professional regulation of the field. The agenda for the 3rd Annual meeting on Professional Regulation in Canada was as follows:

- Overview and Welcome
- Provincial Updates
- Committee Reports
- Theories and Competencies
- Membership
- Models of Professional Regulation
- UVIC Presentation-Assessing Curriculum (not included in this report)
- Working Groups
- Summary of working groups and next steps

This report synthesizes the presentations and discussions of the 40-50 participants to form a basis for further discussion. It begins by comparing the 'state of the art' of professional regulation of Child and Youth Care (CYC) in each province and territory. There are, no doubt, some gaps in this information and it represents only what the participants of the day knew and could add to the discussion. It is an update from the previous report and based on notes that were taken during the meetings in 2004. Each province used a common set of elements to present information on the current status of professional regulation in their province. Information is presented in a chart format. Previous reports (in particular the 2003 update) summarize similar information and can also be consulted for additional detail.

Following this overview are the reports of three Working Committees and the minutes from their meetings on October 12, 2004 at the pre-conference day. Contained in the Appendices is an outline of the 'possible' approaches to regulation, including a summary of a report prepared for one of the working groups on the approaches used by other professions. Also in the Appendices is a list of people with their email addresses who have expressed an interest in this work and the committee membership from October 2004.

The author of this report takes full responsibility for the content and interpretation of the discussions that occurred during the day. Any errors or omissions are unintentional and can certainly be corrected: This is a living document.

Child and Youth Care Approaches to Professional Regulation and Standards of Practice

Information is arranged province by province in this section of the report and is arbitrarily presented from west to east, followed by the northern territories and provinces. The information was supplemented with additional expertise to present as accurate a picture as possible of the efforts at professional regulation and standards of practice across Canada.

British Columbia

The CYCABC <http://www.cycabc.org/> was funded by the government in the early 1990's to develop a **program of self-regulation** for their child and youth care practitioners in the province. Extensive work was undertaken and a detailed set of values, knowledge and skills identified and compiled into a manual. The planned program was never implemented. The initial thinking about requirements for certification included:

A minimum number of hours in the field in a paid or volunteer position.

Supervisory endorsement, including statements attesting to the values of the person.

Evaluations by peers or colleagues

Completion of an exam by the certification panel involving a panel interview and evaluation of the material submitted (above).

Application for transfer from another jurisdiction where CYC practitioners were certified.

Certification fees.

Agreed upon set of Standards and scope of practice.	Mandatory Compliance	Authority for monitoring compliance	Reciprocity Agreement with other provinces	Comments
BC CYC Association has a set of standards-also Human Service Standards			No	CYCABC focusing on membership-will bring forward certification to work on in spring 05
Agency accreditation-COA/CARF	Yes-CARF more prominent.	Government requires it (cannot be funded-after a certain size-\$250,000)		Not education specific-in Accreditation-some programs are not required to be accredited funding is received for 1st accred.
Ministry Working group-also on shelf for 'certifying' suggested grandfathering				Government changes lost everything previously done.
Educational programs for CYC co-operate to define		B.C. Consortium is expanding to include western		

minimum standards for exit points-cert/dip/degree		programs-Winnipeg west.		
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Alberta

CYC certification in Alberta <http://www.cycaa.com/index.html> began in the late 1970's as an in house training program for residential child and youth care counsellors employed by the provincial government. Successful completion of the Certification program enabled advancement on the pay grid and eligibility for promotion to supervisory status. The opportunity to become certified was extended to private agencies contracted by the provincial government in the mid 1980's when the Child and Youth Care Association of Alberta assumed responsibility for administering the program. There is a currently a certification board, which operates at arms length from the executive board and conducts the certification exams.

To become a Certified Child and Youth Care Counsellor in Alberta one must:

Membership in good standing in the Child and Youth Care Association of Alberta

A minimum of one year at your current place of employment.

Completion of a written and an oral exam.

Child and Youth Care diploma applicants can be exempted from the written exam.

Endorsement of your current supervisor.

Application fees

Once certified, in order to maintain certification, you must update your competencies via 16 hours per year of recognized training

An agreed upon set of Standards and scope of practice.	Mandatory Compliance	Authourity for monitoring compliance	Reciprocity Agreement with other provinces	Comments
Certification Standards for practitioners-300 fully	NO-working on legislation-dormant for last 2 years-2 ministry meetings scheduled-apply Under Health Professions Act-includes SW now- in spring	CYCAA certified- requires degree or dip in related field-1 yr. intern- endorsement of super. Written/ oral	No	CYCAA has 700 members Close Association/ College/ Agency working relationships
Accreditation of Agencies	Many agencies have decided to require certification after 2 years for CYC's or for supervision positions	Funding is provided to agencies for accreditation-choose standards-CCHSA COA CARF AASCF		AASCF becoming national-certif.. will be removed-not clear if 4 training requirements will be removed (TCI; suicide; aboriginal)
Education programs part of western consortium		Not yet		

Saskatchewan

An agreed upon set of Standards and scope of practice.	Mandatory Compliance	Authourity for monitoring compliance	Reciprocity Agreement with other provinces	Comments

CYC Association			Encouraging workers to take out associate memberships in Alberta and Manitoba CYW for support	Provincial Association is inactive-10 years Only prov. not officially on CCCYCA
Kelsey Campus of SIAST College-youth work program-offered to Dupont-				Comm. College offering youth worker dip.- difficulty connecting to college

Manitoba

The CYCWAM <http://www.garthgoodwin.info/CYCWAM.htm> developed a **certification** program for members that it planned to implement in 2003. The requirements include:

Two letters of support for the application.

A Baccalaureate degree or the CYC Diploma from the Red River College, Child and Youth Care Program are the minimum standard for full certification.

Two full years practice on the frontline.

Signed commitment to the Code of Ethics of the CYCAM.

To maintain certification, 40 hours direct practice on the frontline, as an educator, trainer, supervisor or administrator is expected plus an ongoing commitment to professional development of 40 hours per annum. This can include personal reading, research, writing, and workshop/conference attendance.

Annual performance review is required.

Professional development hours and evaluation are submitted annually.

An agreed upon set of Standards and scope of practice.	Mandatory Compliance	Authourity for monitoring compliance	Reciprocity Agreement with other provinces	Comments
Certification pkg was developed-aligned with Ontario and Alberta-	Government requires first aid, CPR	Certification involves oral exam test-on the core competencies-need volunteers to do this	no	70 members
Voluntary Agency accreditation				

Training competencies defined and trained to – through provincial agencies Red River has diplomas and cert articulated with degrees in west	Most agencies	-worker competency is evaluated annually by supervisor		Ruby Johnston-developed core competency program- 12 cores of training workshops 1 day to a week long sessions.
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Ontario

CYC certification in Ontario is administered by the Ontario Association of Child and Youth Counsellors (OACYC) <http://www.oacyc.org> and requires:

Membership in good standing in the OACYC (no additional fee is necessary).

College diploma or university degree in Child and Youth Care.

Signature indicating adherence to the Code of Ethics.

Completion 15 hours of professional development (annually).

The OACYC philosophy on the elements certification was detailed in the 2002 report and is fundamentally based on membership as a core foundation to developing professional regulation.

An agreed upon set of Standards and scope of practice.	Mandatory Compliance	Authourity for monitoring compliance	Reciprocity Agreement with other provinces	Comments
Certification based on CYW Educ.	NO	OACYC-Association stance is to 'self-regulate' through the OACYC	Accept CYC degree from other provinces as base-or Quebec educator dip. T.E.S. or special care counsellor Individual review of applicants	Annual PD; sign code of ethics- 800 certified-about 1600 total -Scope of Practice statement developed-consistent in format with regulated Health Professions Act
Vocational competencies for CYW educ. programs to meet at colleges (16).	NO-some discussion among educational programs about how to monitor	Gov'm does not intend to monitor		

Legislation attempted in 1974-regulatory college				
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Quebec

The **Quebec Educator's Association** is at <http://www.garthgoodwin.info/QAE.htm>

An agreed upon set of Standards and scope of practice.	Mandatory Compliance	Authourity for monitoring compliance	Reciprocity Agreement with other provinces	Comments
Accreditation-no provincial standards-moving in that direction	Will become required in next few years for agencies	Government	English and French sectors here need to start working harder together-producing french literature-province has 6000 educateurs	Educateur-French sector-Quebec association of Educators.
'National' Charter of Competencies-Psycho-Educator Model-Pre-intervention to post-intervention stalling-but training is moving forward		Employer association group-pushing this forward		Inventoried the agency hiring practices-what they look for in competencies All regions have different culture-each employer has different clinical approach which effects competency definition
Special Care Counsellor-diplomas-Vanier Concordia-developing BA in Family Relations and Youth Work-by Fall 07-some advanced standing				Province undertook the Ohio training program-to train all CYW's in province Association de Centre de Jeunesse-funded by government

Nova Scotia

The **Nova Scotia Child and Youth Care Workers Association**

<http://www.garthgoodwin.info/NSCYCWA.htm>

An agreed upon set of Standards and scope of practice.	Mandatory Compliance	Authourity for monitoring compliance	Reciprocity Agreement with other provinces	Comments
NSCYCWA				150 members
Provincial Standards for residential care	yes	Government-varied implementation		
NSCC Compu college-following Newfoundland model-diploma Island Career Academy-diploma Mt. St. Vincent B.A.				

New Brunswick

The New Brunswick Child and Youth Care Association

<http://www.geocities.com/childandyouthcarenb/main1.html>

An agreed upon set of Standards and scope of practice.	Mandatory Compliance	Authourity for monitoring compliance	Reciprocity Agreement with other provinces	Comments
Certification- initial work reviewing NACP/ Alberta/ Developmental Assets through YMCA-outlined process to develop a pkg.- Goals to move forward				158 members-57 full 93 student rest agency/ associate-1st prov. Confer. In June 2003 doubled for 2004- this year hope to identify who is doing Child and youth care in province-develop focus groups and position paper -looked at 3 models-voluntary - agency monitored Legislation
Agency accreditation	Agencies set hiring standards- varied in Moncton- CYW and human service counsellor	Mandatory licensing for agency providers for group home operators by Provincial government- services standards		
NBCC-2 yr. dip Moncton-3 private colleges- two used vocational standards from Ontario and Mark Krueger competencies ++ Compu college-purchased curric. from GMCC -working to connect to credits for university at BA level	No consistency or educ accreditation Government advanced education regulates private colleges			Big movement into community based CYC- intensive probation/ street- work, hospital-based school-based -called behaviour interventionist- require degree level-lots of CYW's as teaching assistants

Prince Edward Island

An agreed upon set of Standards and scope of practice.	Mandatory Compliance	Authourity for monitoring compliance	Reciprocity Agreement with other provinces	Comments
CYC Association		Government monitoring- all civic employees		Fledgling association-4 members
Holland College- 1 year program	Required to have Holland college (CYC or corrections) or University degree to be employed in government groups homes-and centres	Government		

Newfoundland and Labrador

The Child and Youth Care Association of Newfoundland and Labrador
<http://www.garthgoodwin.info/CYCANAL.htm> hosted the 12 National Child and Youth Care Conference.

An agreed upon set of Standards and scope of practice.	Mandatory Compliance	Authourity for monitoring compliance	Reciprocity Agreement with other provinces	Comments
Compu college-2 year dip. Purchased from GMCC—talking with University about degree program		-CYC association determines who is hired, who is admitted, to the diploma		92 members 350 youth care workers in province Discussing certification-needed education first
No agency standards Nor hiring standards-2 years post secondary in anything		No monitoring		Unionization limits how to work with certification as a requirement

Yukon, Northwest Territories and Nunavut

An agreed upon set of Standards and scope of practice.	Mandatory Compliance	Authourity for monitoring compliance	Reciprocity Agreement with other provinces	Comments
None-borrowed/ imported youth workers- ECE standards for workers				Yukon child care association-30 years have represented ECE most times-beginning to expand to represent the older age group 350-400 working directly with youth (includes social workers, corrections, etc.)
Yukon college-community support worker-using CYC literature Early Childhood (ECD) 1 and 2 years-	Forcing ECE workers back to school	Residential youth treatment services is 100% government operated Addictions and family is government and private First nations who have settled land claims are offering own services.	2 years transfers to Western degree programs	
Legislation Reviews- Child and Family Service Act- Association is involved in meetings for discussion- application to be heard has been made Health Professionals Act-under review- intent to comment				

Working Committee Reports: October 2004

Definition of a Model for Standards.

Heather Modlin, CCCYCA and Carol Stuart, Ryerson University-co-chairs

Mandate: This group will examine "models for standards" in place for other professions in Canada (i.e. social work, teaching, nursing, psychology, etc.) and make recommendations re: models that could be adapted for child and youth care. The group will identify strengths and weaknesses of the various models, with a particular emphasis on the suitability and transferability of each model to child and youth care.

Discussion Paper: A Model for Standards of Professional Regulation in Child and Youth Care

Introduction

The working group on "Definition of a Model for Standards" co-chaired by Heather Modlin, President-CCCYCA and Carol Stuart, Ryerson University is charged with examining "models for standards" in place for other professions in Canada (i.e. social work, teaching, nursing, psychology, etc.) and making recommendations regarding models that could be adapted for child and youth care. The group will identify strengths and weaknesses of the various models, with a particular emphasis on the suitability and transferability of each model to child and youth care.

The group has met several times over the last two years and determined that our focus for pre-conference 2004 would be the following:

Draft of possible models for CYC (with comparison/support to other professions)

Identification of key elements of a model (from pg. 16 of Dec. 03 report)

Checklist of key elements and a chart of provinces regarding the various elements to detail where they stand on training, education, professional regulation, etc. (short chart that summarized the basic information in the reports done annually) **To be done at the pre-conference.**

Detail the definitions of various elements so that those listening for the first time have a clear idea of what we mean **See previous pre-conference reports.**

Present some of our debate/decision-making process – strengths and weaknesses—**To be done at pre-conference**

This discussion paper summarizes the discussions of the committee over the last year and presents the key elements of a Model for Standards of Professional Regulation; 3 examples of models that could be implemented provincially; an analysis of the pros and cons of some of the key elements from the perspective of several jurisdictions that would be affected by the implementation of these models; additional issues that need to be discussed and debated.

Key Elements

The reports from 2002 and 2003 discussions identified 6 key elements as approaches to professional regulation.

Reports are available at http://www.garthgoodwin.info/Standards_St.John's.htm and

http://www.garthgoodwin.info/CCCYCA_report_update_DEC_2003.pdf

These key elements included

Certification/registration by the professional association

Educational accreditation

Agency Accreditation

Legislation for the regulation of professional practice (regulating the name of the profession, through a 'college')

Legislation for mandatory licensing of service providers

Given the current breadth of child and youth care practice in both work settings and career paths; the disparate levels of development of the profession in each of the provinces, and the different scope of

responsibilities federally and provincially for social services, educational services, and health services for children and youth we have conceived of the key elements of the model somewhat more broadly than was originally noted and have developed 3 specific models that illustrate these key elements.

The key elements necessary for effective professional regulation (as discussed by our committee) are:

An agreed upon set of **standards** for knowledge, competency (skills) and scope of practice. This seems to be the work of the Unique Theory and Concepts/Competencies Group. These standards could be expressed in educational programs, certification requirements, or training programs etc. These various mechanisms guide what constitutes quality practice. If the 'standards' are developed and 'approved' in some manner on a national level then the forum in which they are used could be different from province to province but the standard that regulates the profession would be consistent. For example, the standards could be used to define what is required in a certification program in Alberta, educational programs in British Columbia, and the provincial training programs in Manitoba and Nova Scotia. *Mandatory compliance* within the workplace is also essential. Quality of care for children and practice standards will not improve until all child and youth care practitioners somehow achieve the agreed upon level of competence. Mandatory compliance can be achieved through several mechanisms: Legislation that regulates access to practice; organizational accreditation; government licensing or funding requirements for organizations who employ child and youth care practitioners; insurance industry standards, etc.

Authority for monitoring compliance is essential and should be held provincially (not nationally) in order to ensure that local norms and realities are accounted for. Compliance monitoring could be undertaken by one or all of the following: government, professional associations, employer associations, independent accreditation bodies, etc. and may involve legislation.

Reciprocity agreements between jurisdictions are critical and need to be facilitated at the national level. Child and Youth practitioners should be able to move to and from different provinces across the country without much difficulty in fulfilling each provinces standard for qualified employment. This implies inter-provincial agreement between professional associations and/or government bodies on equivalencies for the implementation of the standards noted in point one. Similarly they should be able to transfer from one practice setting to another and fulfill the standard for qualifications. Transfer between settings implies some liaison between employers in different types of settings such as school boards, mental health centers, social service organizations, and justice settings so that child and youth care careers can move smoothly through settings.

Key Elements: Provincial Assessment

This chart will be filled in through discussion at the preconference, the current information is for example and relates to section 2 above. The original elements of professional regulation and the more broadly defined elements above are combined as examples.

	An agreed upon set of Standards of Knowledge, skills, and scope of practice.	Mandatory Compliance (note the level of enforcement)	Authourity for monitoring compliance	Reciprocity Agreement with other provinces	Comments
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This chart was filled in and is presented earlier in the report.

Models for Professional Regulation

The following three models are presented for discussion as examples of models of professional regulation that a particular provincial association may want to work towards implementing. There is overlap between the models and the committee is not currently recommending one model over another. Each provincial government has a different social policy context and the professional associations for CYC within each province need to analyze the policy context and the government climate and choose a model, or combination that fits for the province. The national group can act as a resource to provincial associations by distributing supportive materials and advocating provincially and nationally for the development of the model chosen by a particular province.

Model One: Certification Standards for Practitioners with Legislation of Practice

In this model each provincial association is responsible for administering a certification program for child and youth care practitioners. They are examined on a standard of knowledge and skill. Examination could occur within educational programs that are specific to child and youth care, with a core set of requirements or through an examination process administered and scored by the professional association. A combination of the two is also possible. Once certified, practitioners would apply to a registration college that is defined by provincial legislation and administered independently of the professional association. Only those registered with the college would be able to call themselves child and youth care practitioners and registration requires that the practitioner be certified and maintain certification. The legislated College would be responsible for monitoring compliance and ensuring that ethical codes of practice; as defined by the college are adhered to. Complaints would be investigated and sanctions imposed (e.g. removal of the license to practice and public humiliation.) Each College would share the names of licensed or certified members on a national level. Each provincial association would demonstrate to a national monitoring body (CCCYCA) how their standard is consistent with the recommended knowledge and skills for practice. The national body would be responsible for updating this 'standard'. This model is used by Psychologists; Physicians, and Nurses in most provinces.

Model Two: Accreditation of Educational Programs with Employer Hiring Standards

In this model educational programs for child and youth care practitioners are 'accredited' against a set of standards by a national body (eg. the CCCYCA). The national body would be responsible for updating this 'standard'. A peer review team composed of employer representatives, provincial association representatives and educators is responsible for reviewing the educational program and issuing the accreditation. Accreditation must be renewed every 5 years. Peer review involves an on-site visit by the team and a detailed report with recommendations. Students, faculty, and local employers are interviewed as part of the process. Graduates would be registered with the professional association in the province upon graduation.

Mandatory compliance is achieved through the accreditation standards and/or licensing/funding requirements for employers. A percentage of employment positions designated as child and youth care positions in any agency/organization must have employees with the appropriate educational diploma or degree (i.e. a child and youth care diploma or degree). Compliance to this standard would be monitored by agency/organization accreditation bodies (3-5 year cycle) or by government licensing officers (1 year cycle). The professional associations in each province would be responsible for ensuring that ethical codes of practice are adhered to. Complaints would be investigated and sanctions imposed (e.g. removal of the license to practice and public humiliation.) Each provincial association would share the names of registered members with a national registry to facilitate inter-provincial registration. This model is used by Social Workers (to some extent) and by Teachers.

Model Three: Professional Licensing

In this model all child and youth care practitioners are required by their employer to be 'licensed'. Licensing is administered by one or more professional association/licensing bodies recognized by the employers as credible. A practitioner applies to be licensed once they have met the requirements of the licensing body. These requirements include the demonstration of a specific level of knowledge and skill which is tested through either an educational program or a comprehensive exam (depending on provincial circumstances). The testing process is developed and approved by a licensing board that is composed of employers, educators, practitioners (professional association representatives), and government officials. An interim license is available for a 1-2 year period following graduation from a diploma or degree program. This model is used by massage therapists, acupuncturists, midwives, psycho-therapists, family therapists.

The Movement for Educational Accreditation

There has been some work done over ten years ago by a group called the CYC Education Consortium, which was published as an article in Vol. 7 of the Journal of CYC Work, 1991. This group recommended

the establishment of a body that would promote CYC education and develop an identity for the field. We have come further along in our journey since then and yet the recommendation about accreditation of educational programs is still on the table. The committee, *while not endorsing this as a specific alternative and model for professional regulation*, felt that some additional exploration of this option would be worthwhile at the pre-conference day.

One year later, in Milwaukee in 1992, an International Leadership Coalition for Professional CYC was formed and made several recommendations to promote the field, including creating a North American certification process. Another recommendation was to create coordinated training and education programs. One part of this was to articulate accreditation standards for educational programs. [Journal of CYC Work, Vol. 8, 1992.]

This year, the BC Consortium for CYC Education has expanded its membership to include the CYC educational programs in Alberta and Manitoba, to form a Western Canadian group. This initiative needs to expand to include all of the Canadian post secondary programs which offer a credential in CYC work. The major additional players are in Ontario and Quebec, but the Maritimes also have some college programs.

The National Conference is a useful place to bring this idea forward and to test the waters. The goal is to create a cooperative coalition to develop awareness and collaboration of best practices in the post secondary system, to develop transferability and mobility among colleges and universities and to eventually create standards that will become the guidelines for educational accreditation.

The issues of differences and traditions that are slow to change will impact this initiative, as well as the well known intractability of educational institutions and faculties, particularly to outside interference.

Accreditation of Educational Programs² from the Educational Program Perspective

Pros

Most of the Pros of having an accredited educational program appear to be well known. Accreditation is a “feather in one’s cap” for the educational institution because it is a “conferring of an honours degree” in the field. Accreditation states that the program has been peer evaluated and found “worthy”.

Accreditation allows the program to be more visible in an honourable manner to other professionals in the same field, to allied professionals, and also to the outside “hiring” world. Programs that are accredited attract more highly qualified faculty and students than programs that are not accredited. Accredited programs typically conduct routine “housecleaning”, in the form of a “Self Study”, to ensure that the program maintains its quality. The Self Study forms the core of the documentation used by evaluators from the accredited body when conducting a site visit for the purposes of accreditation. Although the Self Study is very time consuming, the process allows the department to inspect the program (every 3 – 5 years) with regards to the standards for training in the profession. The Self Study often incorporates feedback from students. Beyond all this, accreditation can be used by the department as leverage for more faculty, more funds, more staff, more space, more ... you fill in the blank!

From the perspective of front-line and the employers (and perhaps the perspective of the children that are being served by the practitioners) the pros of this model may be less clear. Why would a professional association of CYC practitioners OR an employers association want to advocate to government that this model of regulating practice and access to practice be adopted? It loads the cost and responsibility for

² This section was prepared in consultation with the Chair of the Department of Family Relations and Applied Nutrition at University of Guelph. (FRAN), the Graduate Coordinator of the Department of Psychology (PSYC), the website for the College of Psychologist of Ontario (www.cpo.on.ca). FRAN manages 3 accredited programs (1 at the undergraduate level that is accredited by Dietitians of Canada; and 2 at the graduate level, 1 accredited by the American Association of Marriage and Family Therapists and 1 accredited by Dietitians of Canada). As well, students graduating from FRAN, depending on the focus of the degree, are capable of applying for certification from 3 regulatory bodies (AECEO, AAMFT, and College of Dietitians of Ontario). PSYC is presently making application for accreditation for one of its graduate programs. The College of Psychologists of Ontario is the regulatory body for certification of Psychologists, at the M.A. and Ph.D. levels, in Ontario.

ensuring standards of practice are met on the educational programs, which could be an advantage, but also could remove from the arena of practice the ability to define what is essential knowledge and skill for practice.

Cons

The Cons are often related to costs or constraints placed on the educational program. Departments that have accredited programs often do not have a budget line for costs related to becoming and staying accredited. The following is a list of “costs” and “constraints” on a department with an accredited program.

Fees for accreditation – The cost for application and re-application is immense ... and usually this cost is not a budget line in a departmental budget

Site visit costs – The cost for a small committee (2 or 3) to visit the department for 2 or 3 days can be large. The accrediting body may or may not pay for these costs which include travel, lodging, and meals.

“Buy Out” Money or Course Relief - Some one (or two persons) must take responsibility for the initial departmental application for accreditation and, later, for the re-application for accreditation. Most departments do not have the money to offer a “buy-out” or course relief for the person(s) time. Estimates of 400 hours for the initial application are not unusual and half that for the re-application.

Faculty/Staff Qualifications - Certain Faculty/Staff qualifications are demanded. Although this was mentioned in the Pros section under qualified faculty, the “Con” part of this is that the regulatory body can demand certain qualifications. The negative side is that academic freedom and departmental distinctiveness can be influenced by an outside agency. The CYC professional associations could see this as a pro....also the following (5 7) offer some quality control to the professional associations within a province.

Course requirements – Accreditation demands that certain courses be taught ... and if the standards change, the department must follow the demands of the standards. This may mean that after accreditation has been awarded, a department will be required to implement courses from time-to-time which are demanded to maintain accreditation, but for which the department has neither money nor qualified faculty to teach the courses.

Detailed accounting – A detailed account of the program must be maintained by someone. The extent of the accounting depends on the demands of the accrediting body but the records could include various stats on faculty, supervisory staff , supervised student hours, practicum and field placement sites, number of children and adolescents to whom care was provided in supervised placements, ... the list goes on and on and often new computing programs need to be purchased and staff trained to use the programs (... which, depending on the number of people using the program, can be a reiterative process of training and reprimanding!)

Flexibility – Unless the accreditation process includes several types of programs (children & adolescents, family, clinical, community, etc.) , the accredited program can loose its distinctiveness. A program could have the potential to feel that it is like all other programs that are accredited.

Potential for creation of animosity within the department - If the accredited program is a sub-program of a larger department, faculty could begin to see the faculty in the accredited program as the “have’s” and the faculty outside the accredited program as the “have not’s” because so much departmental time, attention and money (not budgeted for ...) is expended on the accredited program.

Meetings Numerous meetings.

Methods of Enforcing Standards for Child and Youth Care

Practitioners, Benefits and Barriers from an Employer’s

Perspective

This section presents the benefits and barriers/questions related to the various key elements and models of professional regulation from an employer’s perspective.

Element of Model	Benefits	Barriers/Questions
Certification of Individual Practitioners	Have the option to hire certified employees certification provides a	Should there be a higher rate of pay for certified workers? Who pays for the cost of maintaining certification?

	<p>standardized set of knowledge, skills, etc. - you know what you are getting</p> <p>increased professionalism, and quality of employees hired</p>	<p>If you can't or don't pay a higher salary to certified workers (i.e. in a unionized environment), what is the incentive to remain certified?</p> <p>Union issues will arise if a ratio of certified vs. non-certified workers is required, unless certified workers are classified differently</p> <p>How are workers certified - is it through an exam process, apprenticeship, specific educational requirements, membership in the CYC association? This matters. How do we ensure that a certified practitioner in one province has the same or equal qualifications as a practitioner in another province?</p> <p>could result in significant additional costs to the employer</p> <p>If employers are not required to hire certified workers, there will continue to be discrepancies between agencies</p>
Minimal Educational Standards for Individual Practitioners	<p>If all employees are required to have minimal education - i.e. two year diploma in child and youth care - increases the credibility and professionalism of the field</p> <p>No additional cost to the employer</p>	<p>If education programs are not standardized, could be a very wide range of outcomes from cyc programs</p> <p>still voluntary, meaning employers do not have to adhere - youth care workers still coming from a wide range of backgrounds and educational experiences (or lack thereof)</p> <p>Are educational standards high enough? Is a ten month diploma in cyc better than a psyc. degree?</p>
Accreditation/ Standardization of CYC Education Programs/ Courses	<p>Address concerns raised in previous section, re: variances in programs</p> <p>Would increase credibility of cyc education programs, and address standards issue</p> <p>no additional work for or cost to employers</p>	<p>Who does the accrediting? What does it mean?</p>
Legislation/ Licencing Standards that Employers must adhere to	<p>Ensures that all employers of child and youth care workers must adhere to identified standards</p> <p>Hopefully, would ensure that all employees working in the field would at least be minimally qualified to do so</p>	<p>Could result in additional cost to employer</p> <p>Who sets the standards? If standards are imposed on employers by government, without any input into the process, could result in standards that are not necessarily appropriate or useful. This could lead to resentment and problems with implementation/ adherence</p> <p>depends on what the standards are - i.e. do they require certain educational standards, certification, ratio of Qualified employees (as determined by the standard) or all qualified - same concerns as identified above could arise employees</p>
Agency Accreditation	<p>Enhances credibility/public profile of agency</p>	<p>Who would do the accrediting? Would the accrediting body set the standards to be</p>

	Ensures minimal standards across agencies	met, and would they be relevant? accreditation does not necessarily translate into more effective service provision The accreditation process can be costly and very time consuming
Legislation for the Regulation of Professional Practice	Enhances status and credibility of “profession,” makes the field more recognizable as a distinct discipline. This should translate into an enhanced agency profile ensures minimal qualifications for all practitioners in the field employers would be able, and required, to hire individuals with the same educational background, knowledge base, and philosophical orientation	This would result in the field becoming “professionalized.” Could result in higher salaries, additional costs to employers As our profile increases, we gain credibility and are recognized as having an area of “expertise,” the practice arena expands - i.e. into families, schools, hospitals, and the community. We must ensure that residential care does not become viewed as less important or valuable than these other settings. As other occupations have become more professional, there has been a tendency for individuals to move further away from the clients - better schedule, less stress, etc. We run the risk of youth care workers moving away from residential, or becoming too expensive for residential to employ, and a whole new crop of untrained workers (with a different job title - maybe youth care worker assistant) will be used to fill the void left behind. We must be conscious of this, and ensure that residential remains the core of the field. Our overall goal, after all, is to improve the quality of care provided to children, youth and families.

Issues to be Discussed

Our goal for the pre-conference to have the professional associations and educators, go forward with agreement to work together to advocate to Governments-even if they have disagreements about what the solutions are.

The purpose of today is to put together an action plan to assist provincial associations to move forward. The CCCYCA (Council of Canadian Child and Youth Care Associations) can play an organizing role to assist once the provincial level is ready to go by provide the blueprint and supporting the provinces to go ahead. Is this an appropriate role? What are the cost implications and how can they be supported?

We need to develop the national level action plan of support to the provincial level.

What is the government climate for this initiative in each province? An assessment of opportunity is essential.

Key question out of this pre-conference day is how does the council bring together and oversee the work of the committees so they are co-ordinated.

Need a specific plan for government/organizational advocacy to move the plan forward. Advocacy for the profession is essential.

Minutes of October 12 Meeting

Minutes of Pre-conference meeting on Models of Professional Regulation

This committee to become a National Action Committee acting as a resource to provinces who are looking at moving forwarding in terms of Professional Regulation

Discussion

Communication between council members and provinces, difficulty with representation on Council from all provinces but this year all but one province not well connected to Federal bodies
need to be involved federally and provincially where funding is a possibility as well as highlighting the role of CYW

action plan could be more involvement Federally

support for provincial autonomy regarding Professional Regulation but coordinated nationally
like to see us do a concerted public relations starting provincially but moving Federally and particularly around First Nations which are all driven through federal funding

National model which provinces can take what fits with them with some continuity from province to province

Some overlap to other groups like advocacy which will probably spin off to those groups

Keep provincial priorities and speak on a couple of critical points nationally

Figure out who the stake holders are on a national level

We need to police our own profession

But how to develop a whole strategy nationally

May involve provincial associations in national ethics committee which are enforceable

Every province generally has a child advocacy/ombudsman's office to connect with

Prompt keynoters to speak on national issues – consciously do more of this

Position papers – what can we offer them, benefits to clients and community

Information sharing at a national level and demonstration of impact across country on membership numbers, youth and families served

Include number of untrained workers and number served by untrained workers or identify the background of those working with children and youth

Demographic work needed

Health Canada might give monies for this type of research i.e. Youth Engagement Project

HRDC has a profile of CYW's

Master's students in CYW to gather data if interested in social policy

Who are our competitors? I.e. EA's replacing CYW's – whose role to explore why this happened or that is should not have happened as this is what you are loosing

CYW positions being done by those without skills and knowledge and field has not identified what the CYW job looks like

Varies from province to province depending upon provincially identity

Caution - As we promote the field and professionalize we need to be careful not to be replaced by someone who is cheaper

CYW's trying to register as Social Workers to gain professional status

Call ourselves as CYW's and then add on our area of expertise

Objectives

Political support to Provinces

Need to connected to Federal funding bodies

Identity - Raise awareness of CYC on a national stage

PR on role of CYW's for employers

Promote inclusiveness in provincial associations but how to do that so as not to sacrifice standards

Have definition at a national level

Pamphlet on a National level like NOCCWA ethics

-various promotional materials

-email address

Connected to other related national agencies and groups
National code of ethics
CYCcanada.ca – update and change website more frequently
More networking with other national bodies and presenting at their conferences
Be sure your Provincial association will advocate for their workers as well as youth/clients
Some provinces split regulatory bodies and associations i.e. Social Worker
Approval versus support from other disciplines – need support not approval
Leadership within the organization in valuing and hiring CYW's
As grads infiltrate programs and sell the profession

- often self defeating in terms of our professionalism at times
- draw on other professions for our training

Point of unity

Action Plan

Building alliances

-Pamphlet on a National level about CYW's

- position paper

- connecting with stake holders – child welfare league, National Youth in Care Network, Child

Advocacy, College & Universities

Awareness

definition and scope of practice

differences and similarities to related professions

Code Of Ethics

- develop National code of Ethics

-Core issues

Funding

identify CYC picture in each province

sources of funding for research and support of committee work and pamphlets, TV etc.

Support to Provincial Associations

- may not be able to do this till we have National picture

Bridge with the Theory and competencies committee

Agreement of this committee is to regulate the professional through educational standards

Prioritize Actions

-Broaden mandate to include advocacy to assist provinces to define their models of professional regulation

-Order of priority-

1. Two page Briefing paper-February- 1

2. Funding for initiatives received May 1-

3. Brochure – December 1

4. Connect with other national organizations-CWLC, Child Advocates, HRDC, Deputy Ministers

Working Group-PEI and Manitoba may be key connections here. – March 1

Unique Theory and Concepts > Competencies.

Pat Foran CCCYCA-AB-chair

Mandate: This group will examine existing competency documents (i.e. Alberta, Manitoba, Ontario, NACP, etc.), look for commonalities, differences, emerging themes, etc. and make recommendations with regard to: a) what should be the minimal competency levels for all cyc practitioners? b) How can this be a national initiative that also respects the individual needs of each province and the regional differences that exist? In essence, this group will look at the process and content with regard to competencies and related issues. This group will also look at theories and concepts that are unique to child and youth care and derive competencies for those areas that have yet to be explored, e.g. standards of practice for child and youth care supervisors, managers, academics and entrepreneurs.

Minutes of October 12 Meeting

Unique Theories and Competencies Committee
Minutes October 12, 2004

Thoughts on the 2003/04 Committee Report and General Discussion

The 2003/04 report is a starting point for further exploration and work
Add community to the children, youth and family list
Community Development as a competency – connected to fundraising
Reflect on cultural competency and diversity – Regional
Modularize competencies to reflect regional needs
le: British Columbia CYC Workers are able to do child protection - correlating competencies can be removed/adjusted for jurisdictions that are legislated under other professions
Maintenance of Certification – Continuing Education Credits (16 Hours in Alberta)
Political analysis is lacking
Fundraising:
Courting Donors for money to justify the work
Including training in programs for fundraising, program planning and proposal writing
How are skills and competencies connected?
Start with documented competencies and seek out specific skills
KSS Model Knowledge, Skills, Self → Performance
What can we borrow and rework from other human service professions?
le: Social Work, ECE, Justice, Education, etc...
Competency Analysis
Multilateral Task Force on Training, Career Pathing and Labour Mobility – 1995
Roy Ferguson has this report – send a note to forward to committee

What will we produce?

Create a 5 year plan

Look at the content and process in regards to competencies

Review Mandate in Newfoundland report

What are our minimum standards for:

Front Line Practice?

Clinical Supervision?

Upper management?

Action Plan – Where Do We Go From Here?

Further down the line – 10 Year Plan?

Time line

Next Year

Review of documents in 6 months

Teleconference for committee review – before March 31, 2005
Develop a report of findings for CCCYCA meeting in Hamilton, 2005
Develop an agreement for core competencies
Next 2 Years
Developed a Relational Database – Present at Int'l Conf. in Montreal, 2006
Expanded website to include this information
Translate to national standards that respects provincial/territorial needs and drive practice and education
Next 5 Years
Develop clear standards and competencies for:
clinical supervisors
upper management
Develop standards for educational institutions
Developed clear standards and competencies integrated into standards committee
Collect and send competency analysis reports - circulate to group
Alberta – Pat Foran
NACP – Carol Stuart
Manitoba – Nick Pare
Quebec – Nick Pare
Ontario Colleges Vocational Standards – Terri McDade
Sift through the reports and report back to group
Tania Brzovic – cycworker@hotmail.com
Jenny McGrath – jmcgrath04@hotmail.com
Hugh MacIntyre – hugh.macintyre@nsc.ca
Garth to Link CCCYCA site to the reports and competencies on line
Add discussion forum or list-serve
Check with Carol to see if can be linked to CYC-Net
Ways of Working
Reconvene via teleconference regularly
Discovery or Creation and Management of Relational Database

Membership Enhancement

Susan Cater, NS and Phillip Alleyne, Quebec Co-Chairs

Mandate: This group will research and identify mechanisms by which membership in CYC provincial and territorial associations can be increased and enhanced. This will include a look at the benefits of membership (to individual members and to the field), marketing strategies for recruitment and retention of members, etc.

Minutes of October 12 Meeting

Membership

Introductions:

Review of the minutes from Victoria 2003.

Newsletters: more issues, more interest

Workshops: attracts audiences, interest, and immediate gratification

Membership discounts.

Reminder letters regarding membership.

Awareness regarding being a provincial member is being a national/Council member.

Welcome letters to new members.

Distribute member applications.

Website

Corporate partners/donors

Establish membership committee

Media including brochures, Power Points, a DVD

The Issues for Membership

What's in it for me?

Materials sometimes do not explain what associations do. Attempt to answer the question for the prospective member. It would be good to include historical reference, purpose reference, and note to professional responsibility, use the leverage of corporate membership/discounts. Advertise your assets, the events hosted, workshops, newsletters, and partnerships, eg. The Council.

Other issues:

The power of numbers, representation, advocacy can come out of association which can assign responsible parties to attend to meetings, press releases, addressing issues. A strong client centered approach would be preferred. Liability insurance was mentioned and that it exists in Ontario was outlined.

Manager/Agency support:

Some employers sponsor employees in but then let these lapse. .

Membership needs to be supported by employers and regulatory bodies. For example, when the annual reviews are done, it should be explicitly recording who on staff are members and encourage this further. Be supportive of notable initiatives such as CYC-Net and the Relational Journal through donations and/or subscriptions.

Attempt to encourage full time members. Energy is disproportionately placed on student membership rather than full time workers, instructors and so forth. They need to role model membership.

National organization needs to promote the profession more through the media and with innovative lobbying such as asking producers to consider a cyc as a character in place of a social worker.

Payroll deduction for membership softens the blow of paying and also guarantees membership consistency.

Set standards of service and meet them, especially those that involve promises.

Geographical distance, scattered individuals and organizing responses all interfere with a prompt response which should be the goal.

The CYC audience is a tough one: entitlements, concerns re money, shift time and commitments, do things at the last minute.

CYC's tend to social, to value spending time together as teams, groups and so forth. This appears to be the highlight of conferences.

Invitations rather than the hard sell may attract more interest in membership/events.

Going to the membership can work and especially where long distances are involved to take the Board to regional areas, sponsor events/workshops in regional areas.

Invite members to take on Board position and nurture them in to developing new skills. This can expand to include events, focus groups and workshops that meet the different professional levels.

CYC's love parties and invitations to purely social events can be successful.

Encourage a broader range of member from front line to first line.

Encourage the professional aspect over the nostalgic. So many work in the profession and move on, retaining a fond memory of the child and youth care years yet do not support the profession substantially, even as they have come to a place where they have the resources.

The suggestion of official sponsorship from agencies for high profile events such as conference which display the professional commitment/partnership was suggested.

National representation should include international participation.

It was also noted that awareness of membership, awareness of national organization.

Action Plan

A pdf brochure for the Council that can be downloaded by guest/association was suggested.

Elevating and personalizing the connection to the national level. This could take the form of a pdf member letter. Including an explanation of the role of the member to the Council and the expectations upon them should be spelled out to the member.

Where it is geographically possible, extend invitation to smaller or struggling groups.

Attempt to have professional supports for administrative services. Also to allow for transitions for such supports rather than depend upon one person.

Promotional public, even profession directed education campaign to inform about the profession.

Seize upon opportunities when they arise to participate in projects, events, things that just emerge such as a recent invitation regarding restorative justice issued on CYC-Net.

Set a five year plan for some objective and actively work towards it, such as establishing a national understand of the term 'child and youth care professional'.

Membership drives should be broader in scope, including the public educational piece.

Settle on a name, promote it, until it is the accepted social reference. Back it up with standards.

Appendix A: Approaches to Professional Regulation

This section describes, in a general manner the various possible approaches to professional regulation. While these five approaches are summarized separately, they often co-occur (for other professions) to form a spider-web of guarantees for good service for the client.

Certification/Registration by the Professional Association

Pre-requisite training or education is determined by Professional Association.

Examination(s) are typically required for certification (written/oral or both).

On the job competency must be demonstrated through either a required number of hours for internship, and/or supervisory documentation for certification.

Registration is considered a less rigorous process administered by a 'professional college' or 'registration board' specific to the professional association. Practitioners are typically required to present documentation (transcripts) for a pre-requisite standard of education from an 'accredited' program.

Annual renewal and professional development credits are required.

Practitioner pays an annual fee for certification or registration.

Four provinces have developed Certification for Child and Youth Care Counsellors. Not all have implemented the program. The evolution of certification in each province has varied and sprung from a variety of sources that include government initiatives, association initiatives, college and or university initiatives and/or a combination thereof. Each provincial association defines certification differently relative to eligibility, requirements for the attainment of Certification and the prescription for how to maintain Certification.

Educational Accreditation

Professional Association completes a peer review of the educational programs for the profession and 'accredits' the program, also determines if the level of education should be college or university and for what level of practice.

Peers include practice and academic representation and reviewers are on site for several days. Program must complete a self-study and submit prior to the review.

Monitored/Administered by professional association through an arms length accreditation board

Renewal required every 3-5 years.

Additional to post-secondary institution's requirement for a quality review.

There are no provinces or territories currently using educational accreditation approaches, although it has been suggested in Ontario, as noted in the following section. Post secondary education in CYC is available in all provinces except Newfoundland and Labrador and the Territories, ranging from a 1 year certificate to a 4 year undergraduate degree program and Master's level graduate programs.

Agency Accreditation

Program/Service standards for the agency.

Standards and process for accreditation are set by an independent body.

Self-study completed by agency

Peer review panel does a site visit.

May include staffing standards; setting # and education level

Agency pays in most cases and accreditation is voluntary. In some jurisdictions it may be required to receive core funding from the ministry (acting as a form of licensing).

Most provinces have at least voluntary accreditation programs for agencies. Some provinces have recently implemented certification of agencies or accreditation by a specific accreditation program (e.g. the Council on Accreditation) as a requirement for government funding. Many provinces have accreditation bodies that are provincial only, but some have opted for National bodies providing accreditation in Canada. These national and international bodies include:

The Council on Accreditation of Child and Family Services (COA), an accreditation organization based in the United States that accredits many Canadian agencies offering child welfare and mental health services. The standards do not address requirements for child and youth care practitioners.

Family Service Association (FSA) of Canada, accrediting their members who provide community based counselling and support services.

Canadian Council of Health Services Association (CCHSA) accrediting hospitals and health programs, including programs for medically fragile and developmentally delayed clients as well as mental health programs.

Legislation 1-Professional Regulation

Legislation is created and enacted that restricts the use of 'name' of the profession

Restricts who can practice in certain employment positions

Often groups practitioners within a 'common' sector (e.g. health services or social services)

Uses registration/certification/educational accreditation as vehicle for monitoring

compliance on the part of the practitioner. Also includes ethical standards of practice.

Non-compliance leads to the practitioner being barred from practice under that legislation

(but does not prevent them from practicing under some other name).

There is no legislation governing child and youth care practice, although two provinces have applied for legislation and were unsuccessful. Legislation for social workers and social service workers is a recent phenomenon across Canada in several provinces. Previous attempts at CYC legislation came under the acts legislating health professionals.

Legislation 2- Licensing/Standards of Care

Licensing of agencies by a government ministry.

Minimal standards of practice, health and safety

Minimal standards of hiring pre-requisites for certain employment positions. May set ratios for client to practitioner service levels in the agency.

Government monitored compliance by government inspectors or contracted inspectors.

Non-compliance leads to loss of income/contract for agencies

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