



COUNCIL OF CANADIAN CHILD AND
YOUTH CARE ASSOCIATIONS

Pre-conference Day: Victoria, British
Columbia. August 20, 2003



Developing A National Agenda for Action Toward Enforceable Standards for Child and Youth Care Practice



2003 Update

Update Report 2003:
Compiled by: Carol Stuart

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Acknowledgments (2003)

Many thanks to the members of the Council of Canadian Child and Youth Care Associations for their feedback on this update and their work chairing the working committees and for keeping the process alive.

Heather Modlin, President, Newfoundland
Trish O'Brien, Vice President, Nova Scotia (resigned August 2003)
Garth Goodwin, Treasurer, Manitoba
Dennis McDermott, Secretary, Ontario
Patrick Gallagher, Past President, Quebec
Janice Tilley, New Brunswick
Pat Foran, Alberta
Susan Cater, Nova Scotia
Sonja Radmilovic, British Columbia
Mark Kelly, Yukon
Phillip Alleyne, Quebec
Malcolm Neill, Saskatchewan
Jim Boyd, Past President, Alberta.

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 mandate to co-ordinate provincial efforts and develop national policy for standards of practice and professional regulation. A report was produced in February 2003; the current report represents an 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 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 professional designation of "Child and Youth Care Practitioner/Worker/Counsellor²". Therefore membership in the professional associations and certification or registration is voluntary. Provincial governments also 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.

¹ <http://www.geocities.com/~beardy/2002splash.htm>

²These various designations are the most commonly used in different jurisdictions. Employer position titles vary to a greater extent.

The Work of the Working Committees

- Definition of a Model for Standards
- Unique theory and concepts>Competencies
- Outcomes
- Membership enhancement
- Advocacy, public relations, and communications to other sectors

The CCCYCA developed 5 working committees with specific mandates to oversee the work of developing national level policy and recommendations for practice. The committees operate with an open membership and meet annually on the day before a major national or international Child and Youth Care conference. Electronic means of communication are used between annual meetings. This report contains the minutes from the annual meeting of the committees in August 2003 that built upon work the previous year. Committee membership is open and current, known memberships are listed in the appendix to this report.

The following recommendations/actions were developed at that time:

1. The Model for Professional Regulation should include:

- Code of Ethics
- Disciplinary procedures
- Education requirements to practice
- Legislation??...Public sanction...right to title
- Clear definition of what is the domain (scope of practice statement) of child and youth care practice
- Regulating our peer group
- Ongoing professional development and learning plan
- Different levels of practice....intern, practitioner, clinical, family, residential, community.....
- Minimal entry level
- Balance of theory (educational) and supervised practice is essential for standard setting.
- Supervised practicum

(Definition of Model of Standards)

2. **Action:** Competency committee members will compile information and literature in the area of competencies. Develop a web list to submit literature for review. A document will be created for presentation at CYC conference in Calgary, Oct. 2004. (Sonja, Jan, Mike)
(Competency Committee)

3. Methods to Increase Membership

- Marketing strategies for the Provincial Associations
 1. Create a website
 2. Make a link to the journal and CYCC literature
 3. Increase visibility through presentations-colleges, agencies

4. Support the CYC Net. On the website, it could state those who support.
5. Acknowledge membership through letters. Standardized letter (from someone well known in the field) when they join
6. Clarify misconceptions about membership and certification (Do you have to get certified to be a member)
7. Have a membership committee to recruit.
8. Attend College advisory board meetings-ensure provincial association representation on advisory committees
- Membership benefit strategies for the Provincial Associations
 9. Connect conference fees to one-year membership for non-members registering
 10. Offer benefits and insurance that agencies cannot provide (something comprehensive, agreements with agencies, membership fee is taken off on the employees payroll).
- Partnership strategies for the Provincial Associations
 11. Make partnerships (i.e. corporate) to offer members
 12. Training sessions sponsored by the Association
 13. Get a subscription to a journal when you sign up for membership
- General support strategies for the CCCYCA to consider
 14. Relationship between the provincial and national bodies needs to be clarified on an ongoing basis
 15. Don't recreate the wheel - share information between provinces
 16. Facilitate transfer of membership from province to province (i.e. moving)
 17. Monthly update on the CYC Council to Provincial Association members
 18. Video production (pioneers, mentorship of CYC, interview). Each province contributes. Hire someone to put it together.
 19. Discounts at conferences to provincial members.
 20. Fees may be too expensive.

(Membership Committee)

The work of the committees will continue based on these recommendations and further presentation of their work and discussion will occur in Calgary in October 2004.

<http://www.garthgoodwin.info/C4Main.htm>

Introduction

Since 1980 at the first national conference in Victoria, B.C. 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. This report updates the first report and presents the discussions held in Victoria, B.C. on August 20, 2003. Further discussions are planned for October 2004 in Calgary and various committees continue their work throughout the year.

Service providers, policy makers, and educators from across Canada are invited to the discussions on current approaches to regulating the standard of practice and to develop a national strategy for ensuring children and youth receive the highest quality care and most up to date approaches for facilitating healthy development through professional regulation of the field.

The agenda for the 2nd Annual meeting on Professional CYC Regulation in Canada was as follows:

1. Welcome and Overview
2. Updates on Provincial Work
 - Quebec
 - Alberta
 - New Brunswick
3. Working Committee Meetings

This report synthesizes the presentations and discussions of the 40 participants to form a basis for further discussion. It begins by describing 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. Following this overview is a summary of the Working Committee Mandates and minutes. Contained in the Appendices are descriptions 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 who have expressed an interest in this work.

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 Child and Youth Care Association of B.C. <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.

The following quote from the introduction demonstrates the unique thinking that underlies the BC model of certification:

Discussions within the Association about regulatory models and processes have been continual and spirited over the past 25 years. A number have been proposed; the decision to adopt a values-driven model was made by the practitioners in the field, it is based on the commitment to provide quality care to children, youth and their families. The adoption of a values and quality based model for Child and Youth Care practitioners in British Columbia makes this area the first to move away from institutional or organizational structures which traditionally have guided regulatory processes. The values-driven model is based on the principles of our profession, which are that values are foundational to the knowledge and skills necessary to Child and Youth Care practice.

The structure of the model set out in this manual orients the reader to each core value prior to describing the skills and knowledge which pertain to that value. The key concepts and ideas for each value have been translated from the current literature that exists in Child and Youth Care and other human service professions. It may be helpful to understand that these values comprise a whole and are not mutually

exclusive, they do not stand alone and separate from each other. At any time one may supersede another but no value holds more importance. (Introduction, pg. 4 of CYCABC Manual)

There are 3 four-year university **degree programs** in child and youth care in the province and numerous 2-year college **diploma programs**. University of Victoria has been offering degree level education for over 25 years and offers a Masters level program in Child and Youth Care and Ph.D.'s by special arrangement. A more permanent Ph.D. program is planned. The **Child and Youth Care Educators Consortium of B.C.** has been working together for approximately 10 years and an extensive educational and career laddering agreement allows student to receive full credit for a 1 year human service certificate into the CYC diploma, which is then given credit into the third year of the degree programs.

In 1999 the government initiated a Working Committee to Establish a **Legislative Framework for Social Services Professions**. Child and Youth practitioners, Social Workers, Immigration Workers, Union representatives and others met regularly for a year and developed a report and set of recommendations to the government for developing legislation. A subsequent change in the governing political party seems to have seen this initiative abandoned.

Another government initiative around the same time examined the need for **organizational accreditation** and standards of care in the province. The Ministry of Child and Family Development has identified several well-known accreditation bodies and requires that either COA or CARF³ accredit child and family service organizations in order to receive funding from the Ministry. The Ministry is undergoing accreditation itself.

Alberta

The Child and Youth Care Association of Alberta <http://www.cycaa.com/index.html> offers **CYC certification** in Alberta. Certification 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.

As the field of child and youth care has evolved beyond residential care over the past 20 years, so too has the Certification program. Certification in Alberta now is available to all child and youth care counsellors in the province and the primary focus is no longer residential care. The content of the exams and the recommended knowledge and skills base were revised and implemented in 2000/2001.

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

- Be a member in good standing in the Child and Youth Care Association of Alberta

³ COA <http://www.coanet.org/home.html> and CARF <http://www.carf.org/> are internationally recognized accreditation bodies based in the United States that provide a peer reviewed accreditation of the quality of service provided by an organization.

- Complete a minimum of one year at your current place of employment and obtain the endorsement of your current supervisor
- Complete a written and an oral exam.
- Child and Youth Care diploma applicants can be exempted from the written exam.
- Submit application fees.

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

There are 5 **college programs** in Alberta graduating approximately 125 to 150 Child and Youth Care Counsellors annually with 2-year diplomas. A survey completed in 2000 found that employers were in need of 350 Child and Youth Care Counsellors with baccalaureate credentials or their equivalent. In 2000, Mt Royal College in Calgary initiated a Bachelor of Applied Child Studies. Graduates from the Alberta CYC Diploma programs receive block transfer credit into the Mt Royal Program. In 2002, Grant MacEwan College entered into a brokering agreement with Malaspina University College to offer a Child and Youth Care Degree. Alberta Colleges have a longstanding agreement with the University of Victoria, Malaspina University College and the University College of the Fraser Valley that enables graduates from the Alberta diploma programs to “block transfer” into the third year of the Child and Youth Care Degree programs.

Organizational accreditation is about to become mandatory in Alberta (2004). The Alberta Association of Services to Children and Families (AASCF) developed an extensive peer review evaluation program in the 1980’s that strives to ensure consistent Standards of Care throughout the province. The AASCF membership consists of agency administrators from government and private agencies. While this group operates at “arms length” from government they collaborated with government to identify a set of standards that are required for **agency certification** and the government requires all program receiving government funding to be certified. Accredited agencies undergo a peer review and must comply with 90% of the expectations to receive accreditation. Child and Youth Care Certification is identified as one of the AASCF standards, however many agencies choose not to fulfill this requirement when striving to attain the 90%. The AASCF is only one of several accreditation bodies to be approved by the Ministry of Children’s Services in 2004.

In 1997, the Child and Youth Care Workers Association of Alberta made application to be included in the **Alberta Health Professions Act**. Inclusion was denied at that time but recently efforts have been renewed to have the Alberta government to review that decision. The association has been meeting with the Deputy Minister of Children’s Services to discuss the issues. Currently, child and youth care practitioners who can demonstrate equivalency can become registered under the section of the Health Professions Act regulating the Social Work Professions. Some practitioners who are working in social work positions are choosing to do this.

Saskatchewan

The Saskatchewan Institute of Technology offers a youth care worker certificate (38 weeks) and diploma (additional 38 weeks).

Manitoba

The Child and Youth Care Worker Association of Manitoba <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.

Several members were given certification in recognition of their history in the field and one formal application has been received thus far. The committee met in the summer of 2002 to review the oral process for certification. The acting president of the CYCWAM met with the representative from the Ministry of Family Services and Housing in the spring of 2003 and planned to request a formal meeting with the Minister in the fall of 2003 to discuss moving the certification agenda forward.

A two-year **Child and Youth Care (CYC) Diploma** was instituted at Red River College (RRC) in Winnipeg, MB, in 1997. The program estimates that there are approximately 90 RRC diploma graduates in the field of practice, having held its 5th graduation in May of 2003. The program is articulated with the University of Victoria, for a Bachelor of Arts in Child and Youth Care, the University of Calgary, for a Bachelor of Community Rehabilitation, and Athabasca University with credit toward a Bachelor of Professional Arts Degree. RCC continues to offer a Child and Youth Care Certificate program (one year) through its Continuing Education Department, and the CYC certificate is articulated with the Diploma program. In addition there are several affiliated programs, including a program in partnership with the Metis Federation in the province. The CYCWAM and RCC continue to work very closely together. It is anticipated that a prior learning assessment process will be developed to **articulate** certified CYC's into the RCC diploma program to encourage them to attain a college diploma. CYCWAM has included a provision in the certification process that allows graduates to request a waiver of the oral examination based on recommendation from the college advisor.

A government initiative in Manitoba has developed an extensive **training program** for CYW's in the province that is based on a specific set of skill-based competencies. The extent of **organizational accreditation** in the province is unclear and there have been no attempts at **legislation** for regulating practice.

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 CCW/CYW diploma or university degree in Child and Youth Care.
- Signature indicating adherence to the Code of Ethics.
- Completion of one professional development activity (annually).

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

There are 16 **college programs** in Ontario with approximately 1000 graduates annually with 3-year diplomas. Graduates obtain a Child and Youth Work Diploma or a diploma in Techniques d'éducation Spécialisée, from the 2 French Language colleges. The programs began as 2-year diplomas in 1967 as a result of lobbying by the OACYC and residential centres who had been providing intensive training and certification programs for CYW's since the late 1950's. The OACYC took over certification and the colleges took over the provision of training (education). In 1989 a degree completion program began at Ryerson University, allowing college prepared CYW's to attend university receiving 2 years credit for the diploma and taking 2 more years of course work to obtain a 4-year, honours equivalent degree. (There is no direct entry into university for CYC's.) In 1975 a DACUM chart specified the competencies required and formed the basis for a training profile developed in 1985 that led to the change to 3-year diplomas in 1987. While some colleges had created 3-year diplomas earlier, all colleges developed a standardized curriculum and became 3-year programs following the development of the training profile in 1985. In 1995 a joint initiative of the education and social service ministries led to wide consultation with various stakeholders, employers & colleges and the development of a **Child and Youth Worker Program Standard** <http://www.edu.gov.on.ca/eng/general/college/progstan/humserv/echildyt.html> that includes both Vocational Learning Outcomes and Generic Skills Learning Outcomes. These standards were revised and officially released 2002. The standards define competencies expected of all graduates and the elements of performance necessary for each vocational standard. Colleges are currently discussing the potential of these standards for program accreditation at the college level.

Organizational accreditation is available from many sources according to the 'type' of service provided. Many agencies offer services with several funding sources and it is necessary to have dual accreditation. Children's Mental Health Ontario (CMHO) accredits mental health services for children and youth. Within this accreditation program there are 6 specific standards on professional qualifications – 1 is mandatory; 5 are "desirable". The standards state "staff...not legally required to be licensed, certified or registered by the Province...**are eligible for** certification or recognition by their appropriate provincial or national professional organizations". The Basic health and safety licensing is required for residential facilities regarding food safety and fire safety, but accreditation is not a government requirement. Many organizations are voluntarily accredited through one of several accreditation bodies providing this service in Ontario.

In 1974 the OACYC applied to the provincial government to have a **regulatory "College of Child Care Work"** established. The application was turned down and since then the OACYC has offered a voluntary certification and professional regulation process (without the legislated authority or legislated requirement of specific standards). Recent government actions are causing OACYC to reconsider their approach to certification and professional regulation. In 1999 the government passed the Social Worker and Social Service Worker Act (1999) establishing a regulatory **College of Social Work and Social Service Workers** in Ontario. A recent proposal to restrict the use of the term 'counsellor' under the **Regulated Health Professions Act** was put forward by the College of Psychologists of Ontario and the OACYC has been active with other related professional associations (who like the OACYC do not have legislated authority) to advocate for a government regulated **College of Counselling**.

Quebec

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

Director's for the government-operated agencies in Quebec took the initiative to define basic CYC competencies in 2000. They have recently produced a working document entitled "**National Training Program: Skill for Rehabilitation Intervention**". The skills are organized under 8 competency areas: Observation (21), Pre-intervention Evaluation (12), Intervention Program Planning (16), Organization (8), Animation (19), Utilization (7), Post-situational Evaluation (6), Communication (5) and were finalized in spring 2003 for use within the Centre de Jeunesse in Quebec. They will be used to develop additional training and career opportunities.

All child and youth workers, also called 'educators' are trained in **education** programs called 'Special Care Counselling' or 'Techniques d'éducation Spécialisée'. These are 3-year college diplomas offered through the CEGEP system, with a specialization in child and youth care. The education programs must address the competencies outlined by the government.

Agencies are obligated to hire CYC workers in the same career ladder (meaning consistent pay scales and educational requirements). Agencies also consider hiring child and youth care workers with university undergraduate degrees in psychology, criminology and applied human sciences. Trained child and youth workers, with specific CEGEP education, tend to enter at the top of career ladder, resulting in few opportunities for career advancement without additional education or training.

Nova Scotia

The **Nova Scotia Child and Youth Care Workers Association** <http://www.garthgoodwin.info/NSCYCWA.htm> hosted its 2nd annual conference in May 2003.

There is 1 **university** and 1 **college** program in Nova Scotia. Nova Scotia Community College offers a 1-year human service certificate with a second year of specialization in child and youth care for a 2-year diploma. Mount St. Vincent University offers a B.A. degree with a specialization in child and youth care as well as a Master's program in child and youth studies.

Provincial standards for residential care in Nova Scotia set specific educational requirements for new staff hired in residential programs after April 2001. The only Nova Scotia Youth Care Education Program that is recognized by the Nova Scotia Provincial Standards of Care is the Nova Scotia Community College diploma and the Degree program offered by Mount St Vincent University. A B.A. in human services is also accepted for hiring purposes. All agencies must comply with the provincial standards.

New Brunswick

The **New Brunswick Child and Youth Care Association** <http://www.geocities.com/childandyouthcarenb/main1.html> hosted its first annual conference in June 2003. The Association is interested in defining competencies and standards for practice and is reviewing several existing competency documents, including those from Alberta and the North American Certification Project.

New Brunswick Community College offers a 2-year diploma in youth care. Oulton's College offers a 1-year diploma in youth care, which will change to a 2-year

program in September 2004. Success College offers 1-year diploma program in youth care. CompuCollege (Atlantic) plans to offer a diploma in youth care in January 2004.

Prince Edward Island

Holland College in PEI offers a 10-month intensive program resulting in a diploma in child and youth care.

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.

Newfoundland has no formal educational or training system for child and youth care and no specific standards for agencies regarding hiring of staff. They are attempting to establish a diploma in Child and Youth Care program with CompuCollege, developed in co-operation with Grant MacEwan Community College (Edmonton, Alberta).

Yukon, Northwest Territories and Nunavut

The Yukon was represented at the meeting in Newfoundland, but little to no standardization of the profession of Child and Youth Care has occurred in the North. There is no formal educational or training system, however in the Yukon preference is given to Child and Youth Care specific credentials and practitioners from Alberta and British Columbia are often hired by agencies. There has been some support by government-operated agencies for sending their staff to colleges and universities in the provinces to obtain the credentials.

Working Committee Reports: August 2003

The following conditions apply (to the work of the committees) as defined by the CCCYCA in Fall 2002:

- The Council, in consultation with committee members, will determine the mandates for each committee and set the time lines for completion of work.
- The Council will have a representative(s)/facilitator in each working group
- Working groups will report to the Council/President of the Council.
- The Council will attempt to review this process on a yearly basis, starting in Victoria, BC in August 2003 to ensure the work of these committees is in line with the role and purpose of the Council and is beneficial to the provincial associations. Recommendations coming from the working groups would have to be approved by the Council in order to be implemented. Any products developed, as a result of or during this process will be considered the property of the Council and be copyrighted/identified as such.

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 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.

Notes from the Discussion August 20, 2003

Recorded by: Varley Weisman

Edited by: Carol Stuart, Heather Modlin

Attending the discussion:

| Committee | Members | | |
|-----------|-------------------|--------|--------------------------|
| Varley | Weisman | Just | Attending Pre-conference |
| Heather | Modlin | Dan | Suminski (USA) |
| Margaret | Sullivan | Mike | Burnett (BC) |
| Susan | Lollis | Elaine | Hasall (BC) |
| Carol | Stuart | | |
| Jack | Phelan | | |
| Dawne | MacKay-Chiddenton | | |
| Richard | Kelly | | |
| Judy | Ryan | | |

An overview of the way other professional groups self-regulate was presented by Carol Stuart, Susan Lollis, Varley Weisman, Heather Modlin. (Summary reports are in Appendix B.)

The group discussed the following points:

A major road block is that politicians do not like to enact legislation that professionalize specific areas.....it costs money (Jack Phelan)

Right wing policy /governments are not into human service areas...e.g. attempts for deregulation of nurses in BC (Mike Burnett)

Registration issues are bigger than the inter provincial, or national level...also must take into account internationally trained and educated e.g. the social care worker from the Philippines or Ireland.

The group summarized the

KEY ELEMENTS FOR A MODEL OF STANDARDS FOR CYC

- Code of Ethics
- Disciplinary procedures
- Education requirements to practice
- Legislation??...public sanction...right to title
- Clear definition of what is the domain (scope of practice statement) of child and youth care practice
- Regulating our peer group
- Ongoing professional development and learning plan
- Different levels of practice....intern, practitioner, clinical, family, residential, community.....
- Minimal entry level
- Balance of theory (educational) and supervised practice is essential for standard setting.
- Supervised practicum

Questions for resolution and further discussion included:

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- What's in the educational requirements and who teaches them are important
- What for??? What is the purpose...protection of the public...
- Public awareness of what cyc workers do....
- Statement of purpose....self regulation...advocacy of profession..protection of public....
- Clarity and uniqueness of philosophy, values
- Clear definition of what child and youth care is and what is it we do i.e. the language we use....the format we follow. Clarity of which children and youth we are working with
- How is cyc distinct from other areas of practice?
- Make sure our focus is not too narrow. e.g. broader base of representation for those who work with wide range of children and youth...e.g. psycho-educateur model
- Take a look at the Canadian Counselling Association....and....CCC Certified Canadian Counsellors
- Who is doing the teaching???

Unique Theory and Concepts > Competencies.

Pat Foran CCCYCA-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.

Notes from the Discussion August 20, 2003

Present:

Pat Foran – AB

Mike Fitzgerald – NS

Frank Eckles – TX, USA

Dennis McDermott – ON

Nick Paré – QC

Mark Kelly - YT

James Hackler – BC

Howard Sercombe – AUS

Jan Bara – BC

Amy Collum – BC

Sonja Radmilovic - BC

Notes:

Define the field beginning with the big picture and move to core competencies necessary for certification.

What are unique theories to aid in the development of core competencies?

Core Competencies.

Looking for Qualities as well as competencies? (See CCC)

Australia has federal sponsored level competencies. Available to borrow.

What is Child and Youth Care practice?

Define youth care practice by the nature of the relationship with the client. (AUS) – The youth is the “primary client within the context of the work”

Specializes in the Art of Helping people.

How do we include “systemic” thinking?

The work of Darryl Koehn

Need to draw from existing literature.

Pence, Denholm and Ferguson, Pence - Child and Youth Care Practice books.

Action: Homework for committee members to compile information literature in the area of competencies

Develop a web list to submit literature for review.

Can we use the Alberta standards as a baseline working document and adjust/rework it for each Province/Territory?

Or use these as one of many documents.

Manitoba Model may also serve as an excellent supplement.

Canadian Counselling Association (CCA). www.ccacc.ca is closely aligned with CYC. More so than any other profession.

Competencies and qualities are assessed by well-trained and qualified instructors.

Ethics to be cornerstone of competencies.

Provision of strong code of ethics and ethics--casebook.

See CCA

What is youth? – UN definition 12-25.

What are the markers of youth – Age, legal life stage, social, educational...?

Are you using these competencies with people? If so, there is no need for age definition – USA.

What does a CYC Worker need to know to be and do?

1-year min. internship with endorsement of clinical supervisor (who must be certified as well).

Information and literature that working members feel apply to be sent to Sonja, Jan and Mike for review.

sonjarad@telus.net

jannilea@hotmail.com

michael.fitzgerald@msvu.ca

This can be compiled and submitted to CYC-Net.

Information is to be CYC specific.

Creation of document for presentation at CYC conference in Calgary, Oct. 2004.

Outcomes

Garth Goodwin CCCYCA-chair

Mandate: This group will examine methods of statistical measurement for the archiving of actual results achieved. This can include outcomes from the work of all committees, including membership levels and publications/references achieved in the media.

Notes from the Discussion August 20, 2003

The outcomes group and the advocacy group combined at the conference and provided a verbal report to the group.

Advocacy, public relations, and communications.

?? CCCYCA-chair

Mandate: This group will look at the role of the CCCYCA in advocacy, promoting the field and the profession through various means, raising the profile of the Council and child and youth care work in general, and opportunities for networking and relationship building with other national organizations and sectors (i.e. Child Welfare League, Child Advocates Council, National Youth in Care Network, National Foster Parents Association). This group will also look at ways to generate revenue for the Council and obtain funding for this project, through government or private foundation grants.

Membership Enhancement

Patrick Gallagher CCCYCA-chair

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.

Notes from the Discussion August 20, 2003

Present:

Stephanie Estabrook – Ottawa **chaired the discussion**

Philip Alleyne - Quebec

Mark Littlefield - BC

Catherine Hayes - Manitoba

Jennifer Howard - Alberta

Three goals for the committee:

1. How we increase membership
 - 2 concrete suggestions
2. Barriers to join
3. Agency and educational role and involvement

Student membership fees

21.50 Manitoba

25.00 Quebec

32.00 Ontario

15.00 Alberta (\$5.00 goes to the CYC-Net)

Brainstorm of ideas.

- Value seen in sending letters to the members (welcoming them to the board and thanking them for continued participation)
- One member indicated concern that student membership is becoming mandatory (may not be effective). Stress the importance of giving students presentations, newsletters so they see value (rather than just paying fees and not having any contact).

What's happening in Quebec?

Problem areas:

-81 Members

-What is the association doing for me?

-Need to get the college instructors on board (to help sell the program)

-Low numbers attending annual and board meetings (5-6 people)

-Phillip thinks the effort needs to be with the students

-Need to have a good working relationship and influence with CYCC instructors

-English and French sector separated (major problem in Quebec)

-We need to look professional when presenting in the community

What's working:

-Now have a paid executive director (Quebec and Ontario). Seen an increase of 25 members since executive director started.

-Mini conferences they do in the fall and spring. Geared toward the main concerns in Quebec at the time (i.e. gangs) Helps increase membership.

-Members are now receiving 4 newsletters a year

Ideas:

- Look at corporate partnerships. Membership discounts. Rewarding.

What's happening in Manitoba?

Problem areas:

-Not enough marketing materials

-Students / graduates not feeling they are recognized (seen as babysitters)

-What's in it for me?

-No knowledge of organization goals and benefits

What's working:

-Give graduates 50% off next membership after completing school

-Thank you letters sent to all who sign up or renew

What's happening in Ontario?

Problem areas:

-Students join just before they graduate so they get the discount

-Not making the connection between joining and the professional advocacy piece

-No mandate that you have to join

-Need to explain goals / dreams / values of the association

-Management not seeing the value of joining the association; therefore not supporting staff to join and contribute to the professional field

-Newsletter is only printed on-line

What's working:

-3 conferences a year. If you're a non-member your fee is more. In your non-member fee, you get a one-year membership.

-Personal letter from Dennis reminding members that their membership is running out

-Receive a newsletter 6 times a year

Suggestions and input from Mark (BC - CYCP)

Problem areas:

-Concern about the emphasis of approaching students rather than professionals currently practicing

-Different standard of knowledge, theory and application

-Often staff don't have a CYCC background

-Question: **Do you become a member of the National once you join the provincial?**

Do people know about this?

-What about journals being accessed and promoted?

What's working:

-Website up again

-Board has come together

What's happening in Alberta?

Problem areas:

-Getting people involved. Members not attending annual meetings

-What do I get out of this?

-Board not keeping in contact with members (i.e. some members indicate an interest in joining committees to help, but this resource is not accessed).

What's working:

- Revised letters to welcome new and existing members after they pay fees (still in draft form)
- Powerpoint presentations for students
- Leaving information and registration forms in the college for students to pick up
- Letters signed by the president
- Newsletters
- Student membership (donating \$5.00 to CYCNet, Mount Royal CYCC students join)
- Created a student scholarship for Mount Royal College CYCC's. Looking into doing this throughout the province.
- Website

Brainstorm: How We Could Increase Membership

- Make partnerships (i.e. corporate) to offer members
 - Make a link to the journal and CYCC literature
 - Support the CYC Net (support it). On the website, it could state those who support.
 - Acknowledge membership through letters
 - Standardized letter (someone well known in the field)
 - Connect conference fees to one-year membership for non-members registering
 - Marketing
 - Increasing visibility through presentations
 - Relationship between the provincial and national
 - Don't recreate the wheel - share information between provinces
 - Create a website
 - Transfer of membership from province to province (i.e. moving)
 - Misconceptions about membership and certification (Do you have to get certified to be a member)
 - Have a board member sit on the Canadian council
 - Have a membership committee (But we don't have many people representing the board)
 - Monthly update on the CYC Council
 - Video production (pioneers, mentorship of CYC, interview). Each board contributes. Hire someone to put it together.
 - Discounts at conferences
 - Training sessions sponsored by the Association
 - Get a subscription to a journal when you sign up for membership
 - Attend College advisory board meetings
 - Fees may be too expensive
 - Offer benefits and insurance that agencies cannot provide (something comprehensive, agreements with agencies, membership fee is taken off on the employees payroll).
- Suggestion from Child and Family Services Canada representative.

Summarize: What's in it for me?

- Professional presentation saying what the association is (target it for where you are going i.e. student audience).
- What role is there for me? How am I contributing? What are opportunities to get involved are there?
- Send the same message to all - vision, goal, objectives
- Clear identity of relationship between the provincial and national

Membership is the key (as discussed this morning) - however only 4 people joined this working group (interesting!)
Starting students out as professionals

Appendix A: Approaches to Standards of Practice for Professional Regulation

This section describes, in a general manner the various possible approaches to professional regulation and the general state of implementation in Canada relative to the field of child and youth care. While these five approaches are summarized separately, they often co-occur (for other professions) to form a spider-web of guarantees for good service to clients.

Certification/Registration by the Professional Association

- Professional Association determines pre-requisite training or education.
- 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 was different and supported by a variety of sources that include government initiatives, association initiatives, college and or university initiatives and/or a combination thereof. Each provincial association has different requirements for eligibility, requirements for the attainment of Certification and 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 it to the peer review team 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 previous 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.
- An independent body sets standards and process for accreditation.
- Self-study completed by agency
- Peer review panel does a site visit.
- May include staffing standards; which set the staff ratios 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. The standards do not address requirements for child and youth care practitioners.
- 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. The standards do not address requirements for child and youth care practitioners.

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 recognition under the acts legislating health professionals and were unsuccessful. Legislation for social workers and social service workers is a recent phenomenon across Canada in several provinces.

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
- Most provinces have minimal health and safety licensing legislation.

Appendix B: Approaches to Professional Regulation by Other Professions

Professional Regulation and Legislation: The College of Psychologists of Ontario

110 Eglinton Avenue West, Suite 500
Toronto, Ontario M4R 1A3

Prepared by Susan Lollis, Ph.D., C. Psych., Department of Family Relations, University of Guelph, for the Standards Committee, CCCYCA, Preconference Meeting of the International Child and Youth Care Conference, Victoria, B.C., Aug 20, 2003.

College of Psychologists of Ontario

- Regulatory body for the profession of Psychology in Ontario. Not a university, community college, or school.
- Sets requirements for entry to practice and administering the oral and written registration exam
- Registers qualified Psychologists and Psychological Associates
- Sets and monitors practice standards and ethical behaviour
- Administers the Quality Assurance Program
- Provides educational materials and information to the public
- Investigates complaints

Legislation governing the College of Psychologists

Psychology Act, 1991 and its regulations as amended in 1998 (Available - College)

Definitions of College of Psychology, profession of Psychology, Member of College
Scope of practice - "The practice of psychology is the assessment of behavioral and mental conditions, the diagnosis of neuropsychological disorders and dysfunctions and psychotic, neurotic and personality disorders and dysfunctions and the prevention and treatment of behavioral and mental disorders and dysfunctions and the maintenance and enhancement of physical, intellectual, emotional, social and interpersonal functioning."

Authorized Acts - "In the course of engaging in the practice to psychology, a member is authorized, subject to the terms, conditions and limitations imposed on his or her certificate of registration, to communicate a diagnosis identifying, as the cause of a person's symptoms, a neuropsychological disorder or a psychologically based psychotic, neurotic or personality disorder."

Restricted Titles - "No person other than a member shall use the title "psychologist" or "psychological associate", a variation or abbreviation or an equivalent in another language" ... exception is made for university faculty ...

Offense – A person using the title “psychologist” who is not registered by the College is liable to a fine of not more than \$5,000 for the first offense and not more than \$10,000 for a subsequent offense.

By-laws – Empowers council may make by-laws

Powers of the College – Registration and regulation of the members of the College

Regulated Health Professions Act and Code, 1991, 1996, & 1998 (Available - College)

Educational Requirements and Procedures for Registration as a Psychologist or Psychological Associate

Psychologists –

- Doctoral degree in Psychology acceptable to the College (primarily psychological in nature ... from a program of study offered within a department of Psychology in a recognized Canadian university, or a program accredited by Canadian Psychological Association or American Psychological Association, or Doctoral Psychology Programs Meeting Designation Criteria)
- Application to College including three references and transcripts (cost - \$250)
- Completed a period of post-doctoral authorized supervised practice (usually 1 year)
- Pass the Examination for Professional Practice in Psychology (EPPP) (cost is \$300)
- Pass the College’s Jurisprudence and Ethics Exam (cost is \$250)
- Pass the College’s Oral examination or interview (cost is \$740)
- Annual Membership Fees - \$795

Psychological Associates –

- Masters degree in Psychology acceptable to the College
- Application to College including three references and transcripts (cost - \$250)
- Four years of acceptable experience after completion of master’s degree
- Pass the Examination for Professional Practice in Psychology (EPPP) (cost - \$300)
- Pass the College’s Jurisprudence and Ethics Exam (cost - \$250)
- Pass the College’s Oral examination or interview (cost - \$740)
- Annual Membership Fees - \$795

Does the College accredit educational programs or set specific standards for worksites – No ... Canadian Psychological Association and American Psychological Association accredit programs and worksites.

Models of Profession Regulation and Legislation in Ontario

The following information is extracted and summarized from an extensive document prepared by Ronnell Matthews, Jim Clarke, Chevita Gobind and Bernadette Byam, Ryerson University. The full document is available from Carol Stuart at cstuart@ryerson.ca

Professional Regulations and Standards of Practice in the Ontario Nursing Profession

The College of Nurses of Ontario (CNO) is the governing body for the 140,000 registered nurses (RNs) and registered practical nurses (RPNs) in Ontario, Canada. The College regulates nursing to protect the public interest. The nursing profession has been self-regulating in Ontario since 1963. According to legislation governing the College—Regulations Health Profession Act (RHPA) and the Nursing Act, 1991- you must first register with the College of Nurses in order to practise as a nurse in Ontario. The College works in partnership with other groups so that everyone in Ontario benefits from quality nursing services.

Certification

- An annual fee is required to maintain a current certificate of registration
- Receive a card that will identify your category, class, registration number and the year you established registration.
- Participation in Quality assurance (QA) program.
- Suspended for non-payment of Fees
- Reinstatement, Reapplication and Resignation

Registration

In 2001, there were about 105,900 registered nurses (RN) and 32,000 registered practical nurses (RPNs) in Ontario. Only nurses with a valid Certificate of Registration from the College of Nurses of Ontario are permitted to practise and authorized to perform the procedures in the controlled acts authorized to nurses. The college registers individuals who have completed an approved Nursing program in Ontario. Once registered with the College, members are registered for life.

The College sets requirements to enter the profession, establishes and enforces standards of nursing practice, and assures the quality of practice of the profession and the continuing competence of nurses. Nurses are accountable for practising in accordance to these standards.

As the College of Nurses of Ontario promotes the public's right to quality nursing care, privacy, information and opportunities about care decisions, incidents can occur when standards of practice are not met. The College protects the public by investigating complaints about the practice of its members.

- Discipline Hearings
- Committee decisions are made public by publication in the College's newsmagazine.
- Complaints are resolved informally through the Participative Resolution program.
- The Investigation department also provides informal and interactive sessions in the workplace.

In Ontario, nursing is one profession with two categories- RN and RPN. There are guiding principles that nurses are expected to follow throughout their career. RNs must

complete an approved educational program before they can be eligible for the Extended Class.

There are five classes of registration: General, Temporary, Special Assignment, Extended Class and Retired Class.

- *General Class* is the most common class of registration held for a member's lifetime.
- *Temporary Class* for all individuals who have met with the registration requirements except the National registration examination can still practise as a registered nurse. Granted for a limited time period, and restricts practice to specific employment setting.
- *Special Assignment Class* is a short term, non-renewable registration for individuals, usually from outside Canada. Nurses can only practice within the scope of their appointment, under defined term limits and conditions.
- *Extended Class* to register in this class nurse have to obtain advanced education and successful complete the Extended Registration Examination to ensure they have the knowledge, skill, judgment to independently perform the additional controlled acts authorized to their class.
- *Retired Class* is for Ontario nurses aged 65 or older that has permanently retired for nursing practice. It allows them to use the titles of RN or RPN. Nurses in this class cannot practice as a nurse.

Standards of Practice for Registered Nurses in the Extended Class

All RN (EC) s must know and practise in accordance with the standards relevant to their practice area.

Education Accreditation

RPN Program Approval and Review- Discussion Paper is a peer review that focuses on the development of a mechanism of continued evaluation of RPN programs. Approval of a program in nursing is the process to identify that an Educational program has met the prescribed standards enabling the graduate to apply to the regulatory board for registration. In this paper 'Approval' is defined as "official recognition of nursing education programs which meet standards established by the board of nursing".

Nursing programs in Ontario leading to registration as an RPN are offered in the Colleges of Applied Arts and Technology and universities. The Canadian Association of University Schools of Nursing (CAUSN) accreditation or candidacy process was designed in 1972. It was the accrediting agency to Baccalaureate designed to identify qualities that should be consistent in a nursing program.

The Profession of Social Work: Ontario Legislation as an Approach to Professional Regulation

On December 16, 1998 the Ontario government passed Bill 76, The Social Work and the Social Service Work Act, 1998 regulated both university graduates Social Workers (RSW) and community college graduates Social Service Workers (RSSW). The goal of this legislation is to protect the public by improving standards in these fields and ensuring better quality service. This legislation is about protecting the public. Under this Act, any practitioner wishing to use the title "social worker/registered social worker" or "social service worker/registered social service worker" must be a member of the College. This legislation will build upon the solid foundation of the Ontario College Social Workers (OCCSW), established in 1992. This College will be a self-governing body that:

- Regulates the practice of social work and the practice of service work and governs its members.
- Develops, establishes and maintains qualifications for membership in the College.
- Approves ongoing education programs for the purpose of continuing education for members of the College.
- Provides for the ongoing education of members of the College Issues certificate of registration to members of the College and renew, amend, suspend, cancel, revoke and reinstate those certificates.
- Receives and investigates complaints against members of the College and deals with the issues of discipline, professional misconduct, incompetence and incapacity.
- Promotes high standards and quality assurance with respect to the social work and social service work and communicates with the public on behalf of the members.

Ontario College of Teachers (OCT) Act 1996.

Legislative Body - Headed by Registrar and CEO W. Douglas Wilson

Role of Registrar

The Registrar shall serve as secretary to the Council and has all the rights of participation at meetings of the Council that a member of the Council has, other than the right to vote.

The College is a self-regulated body that governs the teaching profession in the interest of all Ontarians. It sets and enforces high ethical and practical standards for teachers. It ensures that teachers, vice-principals, principals and supervisory officers in our publicly funded schools and school systems are qualified and certified to teach and supervise. It makes certain that they are competent, that their knowledge is current and that they adhere to professional codes of conduct that respect and keep safe the children of this great province.

Objects

The College has the following objects:

1. To regulate the profession of teaching and to govern its members.
2. To develop, establish and maintain qualifications for membership in the College.
3. To accredit professional teacher education programs offered by post-secondary educational institutions.
4. To accredit ongoing education programs for teachers offered by post-secondary educational institutions and other bodies.
5. To issue, renew, amend, suspend, cancel, revoke and reinstate certificates of qualification and registration.
6. To provide for the ongoing education of members of the College, including professional learning required to maintain certificates of qualification and registration.
7. To establish and enforce professional standards and ethical standards applicable to members of the College.
8. To receive and investigate complaints against members of the College and to deal with
discipline and fitness to practise issues.

9. To develop, provide and accredit educational programs leading to certificates of qualification additional to the certificate required for membership, including but not limited to certificates of qualification as a supervisory officer, and to issue, renew, amend, suspend, cancel, revoke, and reinstate such additional certificates.
10. To communicate with the public on behalf of the members of the College.
11. To perform such additional functions as are prescribed by the regulations.

Piloting the Accreditation Process

In Ontario, each faculty of education is responsible for designing a pre-service program in line with the requirements outlined in the regulation. As there has been no external review of these programs since 1985 – the last year the [Ministry of Education and Training](#) did program reviews – there are great differences among them.

Over time, each has modified its programs to meet the needs of its teacher candidates and address changes in education. The activities at each faculty are known within the faculty itself, but are not well known beyond the university. Part of the job of the College Accreditation Committee is to determine ways to review pre-service programs against criteria that reflect the developing standards of practice and needs of the profession.

The accreditation process, which begins this year (1997, this information was taken from the Ministry of Education web-site) involves the review of information provided by the faculty and a follow-up on-campus visit by an accreditation panel. This is a new procedure for undergraduate teacher education programs in Ontario, but is common at the graduate level, where reviews of programs occur every seven years.

As the College moves into the accreditation of pre-service teacher education programs, panel members will have a chance to explore the variety being offered by each faculty, including programs provided in off-campus locations or in partnership with other universities and colleges.

Over the next three years, accreditation panels will visit each faculty of education in Ontario and provide a report to the university and to the public on the accredited status of the programs of teacher pre-service education. The process is being piloted this year at three faculties – [Queen's](#), [Laurentian's](#) French-language program and [Nipissing](#). Next year, three other faculties will enter the cycle, with the final four being reviewed in 2000.

Based on this experience, the Accreditation Committee will develop recommendations for amending the regulation and establishing pre-service teacher education program requirements that support the standards of practice for the teaching profession. This review will provide some degree of consistency for teacher candidates and also allow faculties to maintain their unique programs.

Committee Membership

| Attendance | Committee | Representing | First Name | Last Name | Province | Email |
|------------|---------------------|---------------|------------|-------------------|---------------|--|
| Vic | Advocacy | First Nations | Joy | Ward | BC | joyward@metisfamilyservices.ca |
| 2003 | Advocacy | Agency | Paul | McCormack | Ontario | pmccormack@bartimaeus.com |
| St. J | Advocacy | Association | Trish | O'Brien | Nova Scotia | tobrien@adcrf.ns.ca |
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| St. J | Theory/Competencies | Educator | Joanne | Cox | Ontario | JCox@fanshawec.on.ca |
| St. J | Theory/Competencies | Educator | Pat | Anderchek | Ontario | andercp@mail.mohawkc.on.ca |
| 2003 | Theory/Competencies | Educator | Marlene | Kingsmith | Alberta | mkingSmith@MtRoyal.AB.CA |
| St. J, Vic | Theory/Competencies | Association | Pat | Foran | Alberta | pforan@wrhull.com |

| Attendance | Committee | Representing | First Name | Last Name | Province | Email |
|------------|---------------------|--------------|------------|-----------|----------|--|
| St. J, Vic | Theory/Competencies | Association | Dennis | McDermott | Ontario | office@oacyc.org |
| St. J, Vic | Theory/Competencies | Agency | Nick | Pare | Quebec | nick_pare@ssss.gouv.qc.ca |
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| Vic | Theory/Competencies | | Jan | Bara | B C | jannilea@hotmail.com |