



Ontario Association of
CHILD AND YOUTH CARE
Association Ontarienne des Techniques
D'ÉDUCATION SPÉCIALISÉE

Current Child &
Youth Care Practice
OACYC Overview



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Table of Contents

Scope of Practice	3
OACYC Levels of Membership	4
5 CYC Core Competencies	4
Code of Ethics/Standards of Practice	5
Vocational Learning Outcomes – CYC Program Standards	7
Characteristics of Relational Practice – BID	8
Innovations in Child and Youth Care	9

SCOPE OF PRACTICE

Scope of Practice

The practice of Child and Youth Care occurs within the context of therapeutic relationships with children and youth who are experiencing difficulties in their lives. Intervention takes place within the family, the community and other social institutions, and centres on promoting emotional, social and behavioural change and well-being through the use of daily life events.

Child and youth care practitioners work with children, youth and families with complex needs. They can be found in a variety of settings such as group homes and residential treatment centres, hospitals and community mental health clinics, community-based outreach and school-based programs, parent education and family support programs, as well as in private practice and juvenile justice programs. Child and youth care workers specialize in the development and implementation of therapeutic programs and planned environments, and the utilization of daily life events to facilitate change. At the core of all effective child and youth care practice is a focus on the therapeutic relationship; the application of theory and research about human growth and development to promote the optimal physical, psycho-social, spiritual, cognitive, and emotional development of young people towards a healthy and productive adulthood; and a focus on strengths and assets rather than pathology.

Currently in the Province of Ontario

- Several Graduate and Undergraduate level programs in TCU funded education institutions
- 22 Advanced Diploma Programs (3 years) in TCU funded Colleges
- Over 1,000 CYC students graduate annually
- Approximately 10,000 Child and Youth Care Practitioners in Ontario

OACYC LEVELS OF MEMBERSHIP

Membership Type	Definition	Supporting Documents Required
Full Professional Certified	Practitioner holds a Child and Youth Care (CYC), or Child Care Worker (CCW), or Child and Youth Worker (CYW) Diploma, or Child and Youth Care Degree; or have completed the CYCCB Certification	<ul style="list-style-type: none"> • Photocopy of transcript clearly stating that diploma/ degree was granted or • Photocopy of diploma/ degree/certificate
Full Professional	Practitioner holds a diploma or degree in a related discipline and has at least 4000 hours of employment as a CYCP or has a minimum of 600 hours (1 full year, full-time) of relevant theory through post-secondary schools, workshops, in service, etc. and 6000 hours employment as a CYCP	Above plus, <ul style="list-style-type: none"> • A short letter from the employer(s) on letterhead stating the dates of employment, total hours worked, age and type of clients, and position description
New Graduate Full Professional Certified	Practitioner holds a Child and Youth Worker (CYW) / Child and Youth Care (CYC) Diploma; or Child and Youth Care (CYC) Degree granted less than a year ago	<ul style="list-style-type: none"> • Photocopy of transcript clearly stating that diploma/ degree was granted or • Photocopy of diploma/ degree
Student	Currently enrolled part-time or full-time in a CYC program	<ul style="list-style-type: none"> • Copy of student card, timetable or plan of study
Organizational Membership and Organizational Partnership	For agencies, school boards, companies, etc. to support the OACYC	

5 CYC CORE COMPETENCIES

Foundational Attitudes for Professional Child and Youth Care Work

The Child and Youth Care Professional demonstrates the following attitudes which underlie all professional work:

- Accepts the moral and ethical responsibility inherent in practice
- Promotes the well-being of children, youth and families in a context of respect and collaboration
- Values care as essential for emotional growth, social competence, rehabilitation, and treatment
- Celebrates the strengths generated from cultural and human diversity
- Values individual uniqueness
- Values family, community, culture and human diversity as integral to the developmental and interventive process
- Believes in the potential and empowerment of children, youth, family and community
- Advocates for the rights of children, youth, and families
- Promotes the contribution of professional child and youth care to society

CYC Competencies - the CYC Competencies are organized across five domains:

1. Professionalism
2. Cultural & human diversity
3. Applied human development

4. Relationship & communication
5. Developmental practice methods

For more info: <https://www.cyccb.org/competencies>

CODE OF ETHICS/STANDARDS OF PRACTICE

The Standards for Practice were originally adopted by the Association for Child and Youth Care Practice (ACYCP) in 1995. The standards were revised by an ACYCP ad hoc committee in 2016-2017 and adopted by ACYCP June 2017.

I. RESPONSIBILITY FOR SELF:

A) Maintains competency.

1. Takes responsibility for identifying, developing, and fully utilizing knowledge and abilities for professional practice.
2. Obtains training, education, supervision, experience and/or counsel to assure competent service.

B) Maintains high standards of professional conduct.

C) Maintains physical and emotional well-being.

1. Aware of own values and their implications for practice.
2. Aware of self as a growing and strengthening professional.

II. RESPONSIBILITY TO THE CLIENT2 :

A) Above all, shall not harm the child, youth or family.

1. Does not participate in practices that are disrespectful, degrading, dangerous, exploitive intimidating, psychologically damaging, or physically harmful to clients.

B) Provides expertise and protection.

1. Recognizes, respects, and advocates for the rights of the child, youth and family.

C) Recognizes that professional responsibility is to the client and advocates for the client's best interest.

D) Ensures that services are sensitive to and non-discriminatory of clients regardless of race, color, ethnicity, national origin, national ancestry, age, gender, sexual orientation, marital status, religion, abilities, mental or physical handicap, medical condition, political belief, political affiliation, socioeconomic status.

1. Obtains training, education, supervision, experience, and/or counsel to assure competent service.

E) Recognizes and respects the expectations and life patterns of clients.

1. Designs individualized programs of child, youth and family care to determine and help meet the psychological, physical, social, cultural and spiritual needs of the clients.
2. Designs programs of child, youth, and family care which address the child's developmental status, understanding, capacity, and age.

- F) Recognizes that there are differences in the needs of children, youth and families.
 1. Meets each client's needs on an individual basis.
 2. Considers the implications of acceptance for the child, other children, and the family when gratuities or benefits are offered from a child, youth or family.
- G) Recognizes that competent service often requires collaboration. Such service is a cooperative effort drawing upon the expertise of many.
 1. Administers medication prescribed by the lawful prescribing practitioner in accordance with the prescribed directions and only for medical purposes. Seeks consultation when necessary.
 2. Refers the client to other professionals and/or seeks assistance to ensure appropriate services.
 3. Observes, assesses, and evaluates services/treatments prescribed or designed by other professionals.
- H) Recognizes the client's membership within a family and community and facilitates the participation of significant others in service to the client.
- I) Fosters client self-determination.
- J) Respects the privacy of clients and holds in confidence information obtained in the course of professional service.
- K) Ensures that the boundaries between professional and personal relationships with clients is explicitly understood and respected, and that the practitioner's behavior is appropriate to this difference.
 1. Sexual intimacy with a client, or the family member of a client, is unethical.

III. RESPONSIBILITY TO THE EMPLOYER/EMPLOYING ORGANIZATION:

- A) Treats colleagues with respect, courtesy, fairness, and good faith.
- B) Relates to the clients of colleagues with professional consideration.
- C) Respects the commitments made to the employer/employing organization.

IV. RESPONSIBILITY TO THE PROFESSION:

- A) Recognizes that in situations of professional practice, the standards in this code shall guide the resolution of ethical conflicts.
- B) Promotes ethical conduct by members of the profession.
 1. Seeks arbitration or mediation when conflicts with colleagues require consultation and if an informal resolution seems appropriate.
 2. Reports ethical violations to appropriate persons and/or bodies when an informal resolution is not appropriate.
- C) Encourages collaborative participation by professionals, client, family and community to share responsibility for client outcomes.
- D) Ensures that research is designed, conducted, and reported in accordance with high quality Child and Youth Care practice, and

recognized standards of scholarship, and research ethics.

- E) Ensures that education and training programs are competently designed and delivered.
 - 1. Programs meet the requirements/claims set forth by the program.
 - 2. Experiences provided are properly supervised.
- F) Ensures that administrators and supervisors lead programs in high quality and ethical practice in relation to clients, staff, governing bodies, and the community.
 - 1. Provides support for professional growth.
 - 2. Evaluates staff on the basis of performance on established requirements.

V. RESPONSIBILITY TO SOCIETY:

- A) Contributes to the profession in making services available to the public.
- B) Promotes understanding and facilitates acceptance of diversity in society.
- C) Demonstrates the standards of this Code with students and volunteers.
- D) Encourages informed participation by the public in shaping social policies and institutions.

2 Client is defined as the child, family, and former clients.

VOCATIONAL LEARNING OUTCOMES – CYC PROGRAM STANDARDS

Synopsis of the Vocational Learning Outcomes Child and Youth Care (Ontario Advanced College Diploma)

The graduate has reliably demonstrated the ability to:

- 1. develop and maintain relationships with children, youth and their families applying principles of *relational practice** and respecting their unique *life space**, cultural and human diversity.
- 2. assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges in order to promote positive change.
- 3. analyze and evaluate the impact of the inter-relationship among family, social service, justice and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers.
- 4. plan, implement and evaluate interventions using *evidence-informed practices** in the areas of *therapeutic milieu** and programming, and group work to promote *resiliency** and to enhance development in children, youth and their families.
- 5. *advocate** for the rights of children, youth and their families and maintain an *anti-oppression perspective** and cultural competence in diverse cultural contexts.

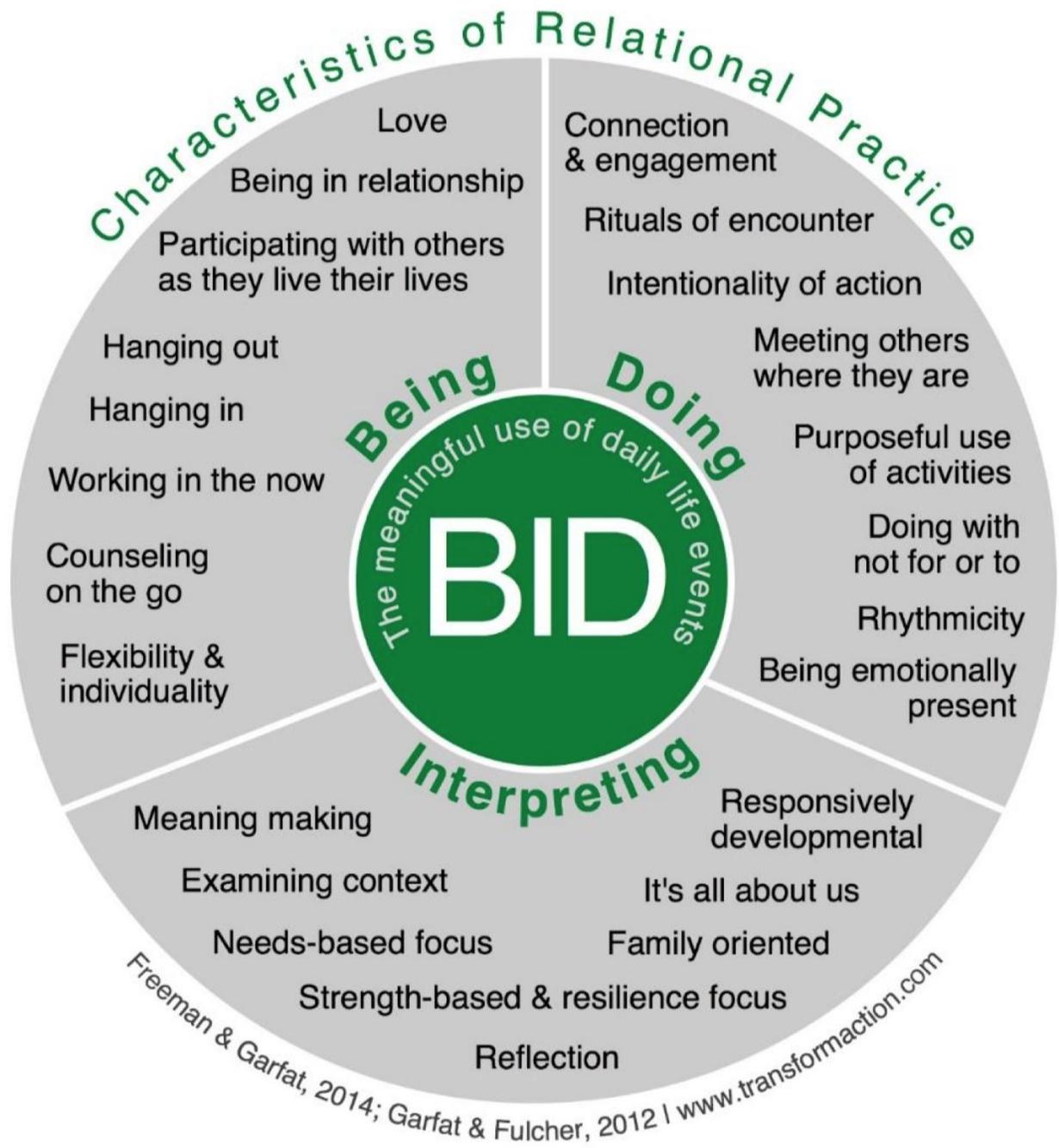
6. apply communication, teamwork and organizational skills within the interprofessional team and with community partners to enhance the quality of service in child and youth care practice.
7. develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness and to enhance practice as a child and youth care practitioner.
8. use *evidence-based** research, professional development resources and supervision models to support professional growth and lifelong learning.

**See Glossary*

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

For more info: <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/humserv/echildyt.html>

CHARACTERISTICS OF RELATIONAL PRACTICE – BID



For more info: http://www.transformation.com/docs/Garfat_Freeman.pdf

INNOVATIONS IN CHILD & YOUTH CARE IN ONTARIO



Wolfgang Vachon
Podcast - C2Y: Discussion on Child and Youth Care

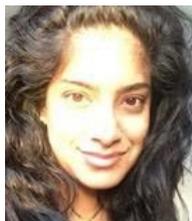
<https://podcasts.apple.com/ca/podcast/c2y-discussions-on-child-and-youth-care/id509945669>

Child & Youth
Services

Child & Youth Services Journal
<https://www.cyc-net.org/journals/cys/index.html>



Jaspreet Bal and Rapinder Kaur
**Cultural Humility in Art Therapy and Child and Youth Care:
Reflections on Practice by Sikh Women**
ISSN: 0832-2473 (Print) 2377-360X (Online) Journal homepage:
<http://www.tandfonline.com/loi/ucat20>



Saira Batasar-Johnie
**Exploring the Role of Supervision for Child and Youth Care
Practitioners in the Education System in Ontario**
**Relational Child & Youth Care Practice: ISSN 2410-2954 Volume 32
No.1 (p. 57-71)**



C.A.R.E. Child and Youth Care Alliance for Racial Equity
@carecommunity
<https://www.instagram.com/p/ByTBZEIIxNm/?igshid=19o1vsbzop3o8>



Ontario

Ministry of Training, Colleges and Universities Ontario (2014).
Child and Youth Care Program Standards. www.tcu.gov.on.ca



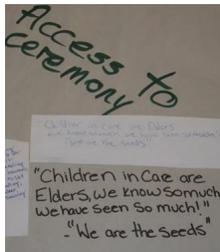
Libby Holmes

Conceptualizing Love in the Field of Child and Youth Care
Relational Child & Youth Care Practice: ISSN 2410-2954 Volume
32 No.1 (p. 22)



Coura Niang

Applied Behaviour Analysis and Child and Youth Care Practice and
Behaviour Change Models: Creating a Moment of Truth within Child
and Youth Care Practice
Relational Child & Youth Care Practice: ISSN 2410-2954 Volume 32
No.2 (p. 43-56)



Nancy Stevens, Rachel Charles Lorena Snyder

Giidosendiwig (We Walk Together): Creating Culturally Based
Supports for Urban Indigenous Youth in Care.
Journal of Law and Social Policy 28:1. 101-131.

<https://digitalcommons.osgoode.yorku.ca/cgi/viewcontent.cgi?referer=https://www.google.ca/&httpsredir=1&article=1299&context=jlsp>



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The Ontario Association of Child and Youth Care Practice:
Certification. <http://www.oacyc.org>

The Ontario Association of Child and Youth Care Practice:
Safeguarding the Other 23 Hours.

https://www.oacyc.org/uploads/File/Safeguarding_FINAL_WEB_VERSION.pdf



Rebecca Ward

**Can Professionalization Legitimize Child and Youth Care as a Best Practice?
Relational Child & Youth Care Practice: 23:4 (102-112).**

http://www.socialserviceworkforce.org/system/files/resource/files/RCYCP_Vol29-4.pdf