

CHILD AND YOUTH CARE DACUM WORKSHOP

October 28th, 2002

Facilitated by Craig Edwards and Mike Stuhldreier

The entry-level graduate will be able to:

DEMONSTRATE SELF-AWARENESS A	Articulate personal and cultural biases A1	Manage personal and cultural biases A2	Recognize his/her personal limitations and strengths A3	Self-disclose in relation to context A4	Maintain personal health A5	Open to be challenged A6	Take constructive criticism A7
	Maintain composure A8	Be responsive rather than reactive A9	Use support systems (team, external, etc.) A10	Articulate personal motivation A11	Articulate philosophy A12	Adapt to new situations A13	
DEMONSTRATE KNOWLEDGE OF ABORIGINAL CULTURE B E	Recognize diversity within cultures B1	Show empathy for effects of colonization B2	Respect significance of spiritual ceremony B3	Demonstrate a basic knowledge of Aboriginal spiritual ceremonies B4	Identify and respect community beliefs and attitudes and values B5	Integrate community beliefs, attitudes and values B6	Maintain a cultural sensitivity B7
	Incorporate Aboriginal healing practices appropriately B8						
ADVOCATE FOR CHILDREN AND YOUTH, FAMILIES AND COMMUNITIES C E	Represent client needs C1	Direct client to alternative resources C2	Inform client of his/her rights C3	Act in client's best interests C 4	Attend meetings with client C5	Access a variety of avenues for advocating C6	Know legal limitations C7
	Use appropriate strategies C8						

COMMUNICATE EFFECTIVELY
D

Interpret and respond to cultural differences D1	Listen D2	Ask questions D3	Write D4	Communicate orally (formal and informally) D5	Identify and interpret non-verbal cues D6	Ask for feedback D7
Interview others D8	Write a variety of reports D9	Take initiative D10				

CREATE AND MAINTAIN A THERAPEUTIC HEALING ENVIRONMENT
E

Maintain a physically safe environment E1	Maintain an emotionally safe environment E2	Be nurturing E3	Provide structure, routine and consistency E4	Model family living (cooking, sharing, cleaning) E5	Develop a sense of client ownership of environment E6
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ASSESS CHILDREN AND YOUTH AND FAMILIES, AND COMMUNITIES
F

Apply knowledge of developmental stages (children, youth and families) F1	Identify areas of risk F2	Observe behaviour F3	Document evidence F4	Investigate community/environment background F5	Assess child/family F6	Assess tolerance of level of treatment F7
Modify treatment plan F8	Identify clients' needs F9	Identify strengths F10	Identify affects of a variety of medications F11	Identify the behaviours associated with abuse and neglect F12		

CONTRIBUTE TO TREATMENT PLAN DEVELOPMENT
G

Identify community resources G1	Respond to clients' needs appropriately G2	Practice a variety of interventions (behavioural, medical, family, cultural, consultative) G3	Implement therapeutic activities G4	Assess process/plan G5	Monitor treatment plan G6	Set and evaluate goals G7
Build on strengths G8	Promote/develop self-reliance of clients G9	Strategize around a treatment plan G10	Involve client and family in process G11	Involve client in process (where appropriate) G12	Respect client's sensitivities G13	Use a holistic approach G14
Monitor the effects of medications G15	Respond to behaviours associated with abuse and neglect G16	Access community resources G17				

MANAGE GROUPS
H

Lead groups H1	Identify stages of group development H2	Identify roles within group H3	Model appropriate behaviour H4	Affect/modify behaviours within a group H5	Recognize and build on individual strengths H6	Establish and implement a crisis plan H7
Challenge behaviour and apply intervention skills H8	Facilitate mediation H9					

DESIGN THERAPEUTIC ACTIVITIES
I

Be creative I1	Have fun I2	Be physically motivated I3	Select appropriate activities I4	Be an active participant I5	Incorporate safety in activities I6	Support spiritual programs I7
Incorporate diverse cultural activities I8	Be spontaneous I9	Have a "games toolkit" I10				

MANAGE CRISES
J E

Practice a variety of interventions J1	Practice non-violent intervention skills J2	Assess situations J3	Identify potential crisis situations J4	Prioritize and de-escalate crisis J5	Identify and use additional resources J6	De-brief with children and staff team J7
Develop safety plan J8	Multi-task J9	Prioritize J10				

TEACH
K

Teach conflict resolution K1	Teach budgeting skills K2	Teach self-care K3	Teach how to identify and access community resources K4	Teach employment skills K5	Teach sex education K6	Teach coping skills K7
Identify educational resources K8	Utilize appropriate educational resources K9	Teach problem-solving skills K10				

MAINTAIN PROFESSIONAL STANDARDS
L E

Comply with legislation L1	Belong to a professional organization L2	Uphold professional ethics L3	Uphold Child & Youth care ethical standards L4	Learn continuously L5	Dress appropriately L6	Use professional judgment L7
Demonstrate a commitment to Child & Youth Care L8	Work as part of a team L9					

IDENTIFY CHILD & YOUTH AND FAMILY AND COMMUNITIES ISSUES
M

Teach/inform clients about drug related issues M1	Identify common disorders of children and youth (mental health) M2	Recognize and identify gang involvement of clients M3	Apply appropriate strategies M4	Identify issues around youth gangs M5	Maintain/develop currency regarding issues surrounding children and youth M6	Identify behaviours related to sexual exploitation M7
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BUILD RELATION SHIPS WITH CHILDREN, YOUTH, FAMILIES AND COMMUNITY
N

Take healthy risks N1	Re-build relationships N2	Develop trust N3	Be consistent N4	Be flexible N5	Demonstrate trust N6	Develop and maintain boundaries N7
Set limits on behaviour N8	Relate to clients at their own level N9	Be non-judgmental N10	Demonstrate accountability N11	Model healthy relationships N12	Respect self and others N13	Demonstrate empathy for survivors of abuse and neglect N14

FOLLOW LEGISLATIVE REQUIREMENTS
O E

Articulate standards O1	Maintain currency re: legislation O2	Interpret appropriate legislation O3	Apply legislative requirements O4	Research pertinent legislation O5	Define and use terminology O6	Document information (maintain files) O7
Work inter-dependently with other agencies O8						