



Master of Arts Child and Youth Care

Guidelines for Field Placements

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1.0 Description of the Graduate Program

The MA in Child & Youth Care is a one year, 12-month program. Students must complete four core courses, two elective courses, a six-week, full time field placement and a Major Research Paper. By the time students embark on their placement, they typically would have completed the following core courses:

1. Child and Youth Care Theory
2. Advanced Clinical Child and Youth Care Practice
3. Management and Policy Development in Child and Youth Care
4. Child and Youth Care Research Methods

In addition, students would normally have completed two elective courses which may be courses offered through the School of Child & Youth Care or through our partner Schools, including Early Childhood Studies, Social Work and Nursing.

1.1 Field Placement Specifications

All students must complete either a 240 or an extended 450-hour placement in a field placement approved by the Graduate Program Director. Typically, placement sites are associated with a focus on one of four areas of practice: Clinical practice, policy development and advocacy, management, or research. The School will use the following criteria in determining the appropriateness of a potential placement site:

1. Immediate and clear relevance to the field of child and youth care;
2. High level of social and professional recognition and standing in the social or policy related fields of practice;
3. Capacity to provide a qualified and committed Field Supervisor;
4. Capacity to provide for learning opportunities corresponding to student goals and aspirations;
5. Opportunity for learning and professional roles that are more advanced, complex or otherwise clearly differentiated from placements commonly found for college or undergraduate students.

1.2 Examples of Field Placement Sites Likely to be Approved Include

- Government ministries at provincial or federal levels that are immediately relevant to the field of child and youth care;
- Regional government offices;
- City government and municipal offices;
- Office of the Provincial Advocate for Children and Youth;
- Hospitals, esp. in-patient psychiatric units, eating disorder clinics, paediatric wards or out-patient clinics;

- Treatment programs and facilities such as Boost, accredited Child & Youth Mental Health Centres, Geneva Centre for Autism & Bloorview Hospital;
- Child Welfare agencies;
- Professional Associations including Ontario Child & Youth Mental Health, Ontario Association of Children's Aid Societies, etc.
- Research agencies, including Centre for Excellence in Child & Youth Mental Health, Centre for Excellence in Child Welfare, PART, etc.
- Active research and advocacy projects, such as the Cross Over Youth Project.

Additional placement sites, including international sites and sites based on Indigenous contexts, will be considered. It must be noted that although settings may be shared with other CYC undergraduate students, the learning and role expectations for graduate students should be differentiated from those of undergraduate students. MA CYC students are expected to be self directed, and fully capable of presenting and working in professional settings. Further, graduate students have the capacity to assist directly with agency research activities - although placements may not be directly linked to individual student research projects.

Placements are part of the learning process and an expectation for the completion of a Master of Arts degree in Child & Youth Care. As such, there is no expectation that placement sites provide material compensation to students. It should be noted, however, that there are no grounds prohibiting honoraria or wages for placement students where this can be accommodated by the placement site.

Please note that the learning process pursuant to the placement embedded in the curriculum for the Master of Arts in Child & Youth Care is limited to either a spring/summer placement of 240 hours, or an extended placement opportunity beginning in January and continuing into the summer semester for a total of 450 hours. The School is aware that there may be circumstances where a student could meaningfully contribute to the placement site for more than these specified hours, particularly if the student is significantly involved in a project that exceeds these hours. In such circumstances, it is the placement site's responsibility to ensure compliance with all laws and regulations of the Ontario Government with respect to 'placements' that are not part of an academic training program.

The extended 450-hour placement is envisioned to be two semesters beginning with a 210-hour opportunity to take place between January and the end of the winter semester in late April. Scheduling for placement days will be determined by the student and agency supervision in a manner that meets both program needs and the student's availability. These hours could include evenings or weekends and should be clearly articulated and agreed upon prior to the start of the placement. After the completion of the Winter 210-hour requirement, students will continue with the agency into the spring/summer semester with the expectation to complete a further 240 hours. As most students will be finished their academic course work - they may be available for placement 4 or 5 days per week. Placement hours and scheduling should be determined prior to the beginning of the spring/summer semester and must be completed by the date required for grades submission by the University. Typically, this date is early to mid August and will be

confirmed with students prior to the beginning of the spring/summer semester. An extended placement then may have a student in placement two days per week for the winter semester, and then transitioning to work 5 days a week through May and June.

The shorter one semester 240-hour placement is a six-week, full time placement, starting on the first Monday of May and ending on the sixth Friday following that start date, with an expected eight-hour workday. The School appreciates, however, that some placement sites may have different schedules and different needs pertaining to the role of the student. Therefore, Field Supervisors can negotiate with the student and in collaboration with the Ryerson Placement Instructor, a slightly adjusted work schedule that spreads the required 240 hours over a slightly longer period of time. Note, however, that a period of time exceeding eight weeks will be difficult to accommodate given the student's requirement to focus on their Major Research Paper during the month of August as part of the requirements of the program.

1.3 Evaluation of Field Placement

Field placement is structured as a one-credit course as part of the Master of Arts in Child & Youth Care program offered through Ryerson University. It is a Pass/Fail course without specific grade assignment. The outcome of the course is contingent on the perspectives of the Field Supervisor, who will provide a thorough evaluation of the student's performance in relation to learning goals as well as in the context of the student's professional conduct and contribution to the expected outcomes of the placement from the placement site's perspective. The outcome of the course is also contingent on the perspective of the Ryerson Placement Instructor, who will evaluate the student in the context of the feedback from the Field Supervisor as well as a broader context of child and youth care approaches to engaging the work and professional context of the field placement. The grade (Pass or Fail) is ultimately assigned by the Ryerson Placement Instructor based on the information completed in the following three forms (Appendices 1, 2 & 3):

1. CYC Field Placement Learning Goals Logic Model
2. CYC Record of Field Placement Hours
3. CYC Placement Learning Summary

The Placement Learning Summary (Appendix 1) is to be completed prior to the final in-person or online meeting between the Ryerson Placement Instructor, Field Supervisor and Student.

2.0 Roles and Responsibilities of Individuals

The goal of the School is to place students in placements that allow for advanced learning in the context of high end service delivery, policy development at the system or organizational level, advocacy in the context of child and youth policy, or research specific to child and youth serving sectors. To this end, the School is interested in Field Supervisors who have accumulated a range of experiences in the child and youth serving fields and who hold positions of considerable responsibility and impact in their respective organizations. While a specific role within child and youth care practice is desirable, it is not necessary for Field Supervisors to work in designated

child and youth care positions or to hold specific child and youth care qualifications. The School recognizes that graduate-level child and youth care practitioners have a need to be exposed to the interdisciplinary and multi-perspective context of child and youth services. Therefore, we are most interested in Field Supervisors who are able to advance the learning of our students in relation to the broader systems, policy processes and clinical interventions that may impact their understanding of child and youth care practice in relation to these broader contexts.

2.1 The Role of the Graduate Program Director and the School of Child & Youth Care

The Graduate Program Director is the representative of the School of Child & Youth Care in charge of all aspects of the graduate program, including placement. While the Director has no on-going role in the unfolding of placement beyond oversight of the hiring of the Placement Instructor, she/he/they are responsible for ensuring that placement partners are well equipped to fulfill their roles and can get speedy responses to any questions that may arise. The Director is also responsible for approving placement sites prior to any placement.

From a communications perspective, the Graduate Program Director must be notified by the Placement Instructor as soon as is practicable in these circumstances:

1. A termination of placement regardless at whose initiative;
2. An emerging perspective that the student may not be successful in passing the placement course;
3. Any reported human rights violations impacting the student;
4. Any physical or emotional harm or injury to the student;
5. Any situation or incident that could reasonably be deemed extraordinary by the student, the Field Supervisor or the Placement Instructor.

2.2 The Role of the Ryerson Placement Instructor

Placement is considered a course as part of the expectations of the Master of Arts in Child & Youth Care at Ryerson University. Therefore, a Ryerson Placement Instructor is assigned to the course. The Placement Instructor will be a member of the School of Child & Youth Care faculty as well as a member of the Yeates School of Graduate Studies at Ryerson University. The Placement Instructor will have responsibility for all students completing their placements within the parameters of the course. This includes ultimately designating the final grade for each student (Pass/Fail).

The Placement Instructor has responsibility for checking in with each student bi-weekly, be available for consultation and discussion with the Field Supervisor as needed, and facilitate any situations where conflict, disagreement or concerns may be present. In addition, the Placement Instructor is responsible for ensuring that all necessary documentation from the Field Supervisor is submitted within the time lines indicated and for participating in the initial learning goal setting process and the final evaluation process.

The initial learning goal setting should take place at the placement site but can, when appropriate due to geography or other factors, take place through electronic communication. The Placement Instructor should, however, introduce him/her/themselves to the Field Supervisor in person at the earliest possible opportunity, which potentially could be the Orientation for Field Supervisors meeting held in April. The Field Supervisor and the Placement Instructor can determine together the logistics of the final evaluation taking into account time, space and other factors.

2.3 The Role of the Field Supervisor

Placement sites will identify a Field Supervisor who will assume responsibility for engaging the student on their learning goals, and who will report to the graduate program's Placement Instructor the performance of the student with respect to:

- Meeting learning goals;
- Professional approach and professional communication;
- Team work and participation in inter-disciplinary activity;
- Specific accomplishments;
- Growth areas.

The School is grateful for the preparedness of Field Supervisors to contribute to the highest level of learning for our students. In order to ensure that this aspiration can be achieved, the School has developed the following core elements for the role of Field Supervisor:

Pre Placement

1. An initial discussion with the student about the learning opportunities embedded in the placement; the focus is on creating clarity on what is possible at the placement site, what the professional expectations of the placement site are of the student, and what the primary interests of the student are. At this time, supervisors should also make the student aware of pre placement requirements such as responsibilities to obtain necessary Police Check or medical documentation.
2. If the supervisor and the student determine that there is a good fit and the placement is to proceed, the Field Supervisor agrees to attend the Placement Orientation Meeting organized by the Graduate Program Director of the School of Child & Youth Care. This meeting will take place at Ryerson University, typically in April. It will be scheduled in the late afternoon for a period of two hours.
3. Supervisors are expected to discuss and arrange necessary pre placement and initial placement orientation sessions with the student. These sessions might include necessary Human Resource documentation sessions, information sessions with regard to agency confidentiality and related policies, and necessary occupational health and safety training.
4. Guidance to the student in the development and refinement of learning goals. Note that while the Field Supervisor is expected to assist the student in articulating those learning goals, the Placement Instructor at Ryerson will also work with the student to ensure that

such goals are relevant and embedded in the context of child and youth care practice, theory and research. Learning goals should be established and articulated prior to the start of the placement, and must be approved by the Field Supervisor and the Ryerson Placement Instructor. One might typically expect three or four broad learning goals with additional sub-divisions of such goals to reflect more concrete areas of interest.

5. An articulation of the contribution the student will make to the placement site. Students are expected to balance their learning needs with the professional needs of the organization providing the placement site. As a result, the Field Supervisor is expected to clearly articulate the expected contributions, and where relevant, the expected outcomes, of the student to the organization providing the placement site.
6. Weekly supervision meetings with the student to review weekly learning, weekly contributions, areas of strengths and areas of growth and opportunities for personal/professional development and reflection. Where applicable, review of outcome-related measures or indicators.
7. Prompt communication with the Ryerson Placement Instructor pursuant to any concerns or issues that might arise while the student is active in the placement.
8. A final meeting with the Ryerson Placement Instructor and the student to review the placement experience, evaluate the student's performance, and provide recommendations for future growth and learning.

2.4 The Role of the Student

Students are responsible for ensuring they can present to their Field Supervisor or the HR department at their placement site (based on local procedures) a Vulnerable Sector Check completed with the police force in the jurisdiction of their primary residence before beginning placement or at a time prescribed by agency policy and practice.

Some placement sites (particularly service sites such as hospitals and child & youth mental health centres) may require additional documentation, including, for example, medical verification that the student is free of communicable diseases and has updated immunizations. Students are responsible for ensuring such documentation can be presented as per the policies and procedures of their placement site.

Students are also required to complete the following two modules prior to beginning their placements:

1. Workplace Hazardous Materials Information System (WHMIS):
<https://www.ryerson.ca/facilities-management-development/environmental-health-safety/mandatory-employee-training/whmis/>
2. Environmental Health and Safety Orientation: <https://www.ryerson.ca/facilities-management-development/environmental-health-safety/mandatory-employee-training/environmental-health-safety-orientation/>

Graduate students placed in placement sites are expected to remain focused on three complementary processes:

1. Maximizing their learning experience in relation to clearly articulated learning goals developed in collaboration with their Field Supervisor and the Placement Instructor;
2. Contributing to the work and goals of the organizations in which they are placed;
3. Representing the graduate program in Child & Youth Care in such a way that placement partners, prospective employers, and the community at large appreciate the important contributions that graduates from the program can make.

To this end, students are expected to perform according to the highest standards in these areas:

1. Professionalism as evidenced through meeting the work schedules expected by the placement site, professional communication, work ethic and abiding by the rules, policies and procedures of the placement site, with particular emphasis on policies related to confidentiality, ethical conduct, respect for human rights, and conducting oneself in accordance with the highest standards of appreciation for diversity, equity and inclusion.
2. Communication as evidenced through proactive, detailed and clear communication and information exchange with the Field Supervisor, colleagues at the placement site, the Ryerson Placement Instructor and where appropriate, the Graduate Program Director of the MA in Child & Youth Care.
3. Learning as evidenced through the clear articulation of learning goals in collaboration with the Field Supervisor and the Ryerson Placement Instructor, proactive uptake of opportunities that may arise at the placement site, preparedness to meet and exceed the performance expectations of the Field Supervisor, and positive, concrete contributions to the work and processes of the placement site.
4. Openness to constructive criticism, engaging work assigned by the Field Supervisor, and expanding perspectives about child and youth services beyond those directly reflecting child and youth care principles.
5. Ethical and legal conduct, as evidenced through continuous reflections on the ethical foundations of any tasks or activities carried out and proactive engagement in situations where the student is unclear about ethical foundations, as well as continued commitment to all legal obligations pursuant to working with vulnerable children and youth, in particular with respect to the Duty to Report.

Students must report to both their Field Supervisor and the Ryerson Placement Instructor, or the Graduate Program Director if there are safety concerns related to reporting elsewhere, the following situations within 24 hours:

- Perceived violations of their Human Rights;
- Any reports they have made or will make related to their Duty to Report;
- Any injury (physical or emotional) suffered while active in the placement;
- Any criminal charges they may have acquired since the completion of the Vulnerable Sector Check prior to the placement

Students must report to their Field Supervisor any conflicts of interest that may arise as a result of prior knowledge of or existing relationships with clients at the placement sites, financial involvement in the business of the placement site or any other circumstance that could reasonably be deemed to constitute a conflict of interest.

3.0 Guidelines for the Development of Learning Goals

Learning goals must be articulated in the form of a logic model as set out below, however the number of goals and objectives may vary depending on context. It should be noted that this logic model should be considered a 'living document' - that is students and supervisors are encouraged to use this document as a part of regular supervision - updating and refining goals, activities and outputs as learning associated with these activities informs student learning and leads to more refined, or focused opportunities.

	Objectives	Activities	Measures	Outputs	Impact
Goal 1	O1				
	O2				
	O3				
Goal 2	O1				
	O2				
	O3				

Goals – Goals are broad statements that capture learning aspirations within a particular context. For example, a goal might say "gain an in-depth understanding of the policy-making process" or "understand the dynamics of inter-disciplinarity in clinical treatment contexts".

Objectives – Objectives break down the goals into more specific areas of learning. In relations to the examples above, the objectives might be stated as: O1 – understand how different units within MCYS contribute to the policy-making process; O2 – understand what informs policy; O3 – learn about the structure and process of project management within a government department. With respect to the second example, the objectives might state: O1 – develop a thorough understanding of the roles of different disciplines; O2 – explore the intersections of child and youth care practice and other disciplines; O3 – learn how to articulate a treatment plan that reflects the interdisciplinarity of the treatment team.

Activities – Activities are the specific things the student will do while in placement that support the overall goal and the more specific objectives. For example, with respect to the policy placement, the activities flowing from O1 might be "observe and engage different units in MCYS that contribute to the policy-making process" and "attend meetings of different units". With respect to the clinical placement, the activities supporting O1 might be "explore formal and

practice roles of psychiatry, social work and nursing” and “participate in interdisciplinary case conferences”.

Measures – indicate how you will know that you have undertaken the activities that support your learning objectives. For example, for the policy placement you might say “# of individual meetings with unit managers”. For the clinical placement, you might say “# of case conferences attended”.

Outputs – outputs speak to the consequences of having completed activities that further each of the learning objectives. Outputs respond to the question “what is different now, or what do I know/understand now that I have done these things?” In the policy placement, the outputs might be “understanding of communication process amongst different units” and “ability to identify intersections of multiple data points coming from multiple units”. In the clinical example, the outputs might be “improved capacity to align CYC practices with psychiatry” or “understanding of intersections between treatment approaches from different disciplines”.

Impact – impact speaks to the consequences of having achieved the broader goal articulated initially. It is focused more on the long-term consequences of having pursued the learning goal, and articulating the impact of a goal often involves restating the goal as an outcome. In the policy placement, the impact might be “strong understanding of policymaking process in MCYS” or “new capacity to contribute to the policymaking process for children and youth”. In the clinical placement, the impact might be “capacity to identify opportunities for CYC contributions to clinical treatment in interdisciplinary teams” or “understanding of core CYC concepts that can strengthen the interdisciplinary team’s orientation to young people’s life-spaces”.

4.0 Summary

Placement is an integral component of the learning and the curriculum of the Master of Arts in Child & Youth Care. As such, the School of Child & Youth Care is grateful to its placement partners for creating the opportunity for this kind of experiential and field-based learning. At the same time, the School recognizes that having a student participate in the work of a placement site comes with enormous responsibilities and an obligation to ensure that the experience is not only a great learning experience for the student, but also a tangible contribution to the placement site.

It is important for all those involved in the placement process to maintain their focus on the guidelines outlined here. The School is committed to supporting the process of placement fully, and to the extent that the unexpected may unfold, we are ready and able to ensure no harm is done and challenges are turned into opportunities.

5.0 School of Child & Youth Care Contacts

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**MASTER OF ARTS IN CHILD AND YOUTH CARE
CYC FIELD PLACEMENT LEARNING GOALS LOGIC MODEL
APPENDIX 1**

Student Name:

Contact Information:

Placement Setting:

Placement Supervisor:

Supervisor Contact Information:

	Objectives	Activities	Measures	Outputs	Impact
Goal 1	a) b) c)				
Goal 2	a) b) c)				
Goal 3	a) b) c)				

MASTER OF ARTS IN CHILD AND YOUTH CARE
CYC RECORD OF FIELD PLACEMENT HOURS
APPENDIX 2

Please scan and submit to D2L Course Site at beginning of each week.

**MASTER OF ARTS IN CHILD AND YOUTH CARE
CYC PLACEMENT LEARNING SUMMARY
APPENDIX 3**

Thank you!

Thank you for your involvement with the Master of Arts in Child & Youth Care program offered through Ryerson University and your support of MA CYC student learning and engagement. Your involvement has made it possible for students to participate in advanced learning in service delivery, policy development, organizational strategic planning, advocacy and, or research specific to child and youth serving sectors – thereby enriching not only their graduate learning but also furthering our conversations in CYC practice.

Evaluation of Field Placement

The MA CYC Field Placement is structured as a one-credit *Pass/Fail* course without specific grade assignment. The outcome of the course is contingent on the perspective of the Field Supervisor, reflecting on the larger supervision process and the student's contribution to the organization during their placement experience. The outcome of the course is also contingent on the perspective of the Ryerson Placement Instructor, who will evaluate the student in the context of the feedback from the Field Supervisor as well as the broader context of Child and Youth Care professional practice. The grade (*Pass or Fail*) is ultimately assigned by the Ryerson Placement Instructor.

Learning Summary:

The final requirement of the MA CYC Placement experience is the completion of the Learning Summary. As student supervision and feedback have both been an ongoing component of the placement experience, this summary is intended to be a succinct description of the student's learning goals, achievements and professional posture. Specific commentary on the following are encouraged:

- **Student's ability to meet their learning goals:** as evidenced through the clear articulation of learning goals in collaboration with the Field Supervisor and the Ryerson Placement Instructor, proactive uptake of opportunities that may arise at the placement site, preparedness to meet and exceed the performance expectations of the Field Supervisor, and positive, concrete contributions to the work and processes of the placement site.
- **Professional Communication:** as evidenced through proactive, detailed and clear communication and information exchange with the Field Supervisor, colleagues at the placement site, the Ryerson MA CYC Graduate Program Faculty and Staff.
- **Professional approach:** as evidenced by work ethic, abiding by the rules, policies and procedures of the placement site, including policies related to confidentiality, ethical conduct, respect for human rights, and conducting oneself in accordance with the highest standards of appreciation for diversity, equity and inclusion. Ethical and legal conduct, as

evidenced through continuous reflections on the ethical foundations of any tasks or activities carried out and proactive engagement in situations where the student is unclear about ethical foundations, as well as continued commitment to all legal obligations pursuant to working with vulnerable children and youth, in particular with respect to the Duty to Report.

- **Team work and participation in interdisciplinary activity:** As evidenced by openness to constructive criticism, engaging work assigned by the Field Supervisor, and expanding perspectives about child and youth services beyond those directly reflecting child and youth care principles.
- **Specific Accomplishments**
- **Growth Areas**

PLEASE COMPLETE THE FOLLOWING PLACEMENT LEARNING SUMMARY

Name of Student:

Location / Agency:

Dates of Placement Experience:

Brief Description of Student Placement and Learning Goals:

Student Comments & Summary of Learning:

Supervision Comments & Summary of Learning, Strengths and Growth:

Student Name	Student Signature	Date
Field Supervisor Name	Field Supervisor Signature	Date
Ryerson Placement Instructor Name	Ryerson Placement Instructor Name	Date

Copies to Student, Agency & Ryerson Placement Instructor