



# **Child & Youth Care (CYC)**

## **Diploma Program**

### **Student Handbook**

*Note: The current semester edition of the CYC Student Handbook is to be Reviewed by students and all Accompanying Agreements Signed and Submitted at the beginning of Each Semester during the Program.*

## Keyano College Human Services-Child & Youth Care

The Child and Youth Care Diploma Program will equip graduates with the knowledge, skills and practical experience to engage with children, youth and families utilizing a strength based and relational approach to support development and positive change. Child and Youth Care graduates are valuable team members who will work collaboratively with children, youth and families across a variety of environments including school-based programs, treatment-based facilities, early intervention, child protection and youth justice. This program will provide graduates with intensive applied learning opportunities as well as land-based learning experiences.

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## Welcome to the Child and Youth Care Program at Keyano College

We are thrilled you've chosen to pursue your passion for supporting children, youth, and families with us. This handbook provides an overview of the Child and Youth Care program and serves as a guide to help you succeed during your studies. Please take the time to read it thoroughly (each semester for updates) - it's your first step toward a rewarding career!

### About Our Faculty

#### **Desroy Headley - Instructor**

Desroy is a passionate educator with experience in curriculum development, advocacy, mental health, and neurodevelopmental disabilities. His career spans secondary and post-secondary education and focuses on supporting students, youth, and families facing mental health and developmental challenges.

Desroy holds an MA in Child and Youth Care, a Bachelor of Education, and an Advanced Diploma in Child and Youth Care. He began his professional journey as an educator before transitioning into Child and Youth Care, where he provided counselling and psychotherapeutic services to youth and families. This experience strengthened his dedication to advocating for individuals with complex needs and drove him to improve educational programs and resources.

In 2024, Desroy joined Keyano College, where he continues to inspire students through his love for teaching. He has taught at university and college levels, delivering courses in child development, psychology, mental health, neurodiversity, and trauma-informed care. Desroy finds excellent fulfillment in mentoring and shaping future practitioners, sharing his expertise to prepare the next generation for meaningful careers.

Desroy's ongoing efforts reflect his unwavering commitment to enhancing education, promoting mental health awareness, and expanding support for learners in and outside the classroom.

#### **Laura Niven - Instructor**

Laura Niven is a seasoned professional with over 20 years of experience in mental health and social services. She holds a Master's in Clinical Social Work from Wayne State University, specializing in Infant Mental Health, as well as a Bachelor of Arts in Family and Social Relations from the University of Windsor. Additionally, Laura has earned a Post-Degree Advanced Diploma in Child and Youth Work from St. Clair College.

Throughout her career, Laura has worked in a wide range of fields, including Domestic Violence (with both victims and perpetrators), Early Intervention, Milieu Treatment, Mental Health, Residential Care, School-Based Counseling, and Child Protection. Her broad expertise has allowed her to work with diverse populations, offering support in various settings, and making a lasting impact on individuals, families, and communities.

In addition to her hands-on clinical work, Laura has also been involved in academia, having contracted with Keyano College in Childhood Studies for several years. In 2022, she transitioned into a full-time faculty role, where she continues to share her passion and knowledge with students, helping to shape the future of child and youth care professionals.

### **Samantha LeBlanc – Faculty/Chair, Social Work & Child and Youth Care Divisions**

Sam joined Keyano College in 2023 as a Social Work Instructor. She is a Registered Social Worker and an alumnus of Keyano College. She has completed both a Bachelor of Social Work and a Master of Social Work from the University of Calgary, focusing on Clinical Trauma Informed Practice. Sam has experience working in Children’s Services and as a mental health counselor with Fort McMurray Public School District.

## **Keyano College**

### **Vision:**

Keyano, educating to change lives.

### **Mission:**

In partnership with industry and community, develop a relevant workforce and leaders of tomorrow, in a safe learning environment that embraces equity, diversity, and inclusivity (EDI).

## **About the Child and Youth Care Program**

### **History**

The Child and Youth Care Diploma program launched in Winter 2025 to address the growing need for skilled CYC professionals in the region.

### **Program Overview**

This two-year program provides foundational knowledge in child and youth development, family dynamics, and intervention strategies. Through classroom learning and fieldwork, students gain skills in trauma-informed care, advocacy, and youth engagement.

## **Duration and Expectations**

The program spans two years and includes both academic and practical components. It is a rigorous program designed to challenge and inspire students to apply theoretical knowledge in real-world scenarios. Students should be prepared to engage with sensitive topics and develop self-awareness throughout their learning journey.

## **General Considerations**

### **Personal Reflection and Self-Awareness**

#### **Challenging Personal Values**

Working with children and youth requires an open mind and a willingness to challenge personal biases. Students will discuss topics such as family dynamics, trauma, and systemic issues affecting young people.

#### **Dealing with Personal Issues**

Students are encouraged to address personal challenges before enrolling in the program, as unresolved issues can impact learning and professional practice. Support services are available for those who need assistance.

#### **Critical Thinking in Child and Youth Care**

Critical thinking is essential for assessing complex situations and making informed decisions. The program emphasizes reflective practice, encouraging students to analyze scenarios, evaluate solutions, and implement safe & effective interventions.

## **Expected Outcomes:**

Graduates will:

1. Explore therapeutic relationships with children, youth and their families, respecting their unique life spaces, and applying the principles of relational practice to meet their needs.
2. Assess the strengths, developmental and holistic needs of children, youth and their families, using methods grounded in theoretical frameworks, research and therapeutic practices, to develop care and intervention plans.
3. Utilize equitable and inclusive approaches that are anti-colonial, anti-oppressive, antiracist, and strength-based frameworks to create positive and sustainable solutions and respond to inequities and systemic barriers experienced by children, youth and their families.

4. Advocate for, and with, children, youth, their families and communities through their participation in the development and implementation of care and intervention plans that uphold their rights.
5. Employ communication, collaboration and relational skills with community partners to ensure and enhance the professionalism of practice.
6. Engage in self-inquiry, relational inquiry and critical reflection to develop strategies for learning and the practice of self-care, as a practitioner.
7. Adhere to relevant legislation and Child and Youth Care standards of practice, competencies, and codes of ethics as a practitioner.
8. Practice in a variety of contexts and settings, respecting needs for developmental growth, safety, wellbeing, while addressing the varying age and developmental ranges of children, youth, and their families.
9. Employ crisis prevention and intervention techniques, and harm-reduction principles, with children, youth and their families in the provision of care, to ensure their safety, resolution of crises, and reparation of relationships.
10. Develop a basic understanding of pharmacology, highlighting general characteristics of each class, typical responses, common side effects and signs of toxicity within the context of a Child and Youth Care setting.
11. Develop the capacity to work with children, youth and families who identify with Indigenous, Black, and racialized communities, as well as people in LGBTQ2+ and disabled communities, by identifying systemic inequities and barriers, integrating practices such as trauma-informed care, and respecting their inherent rights to selfdetermine.

## Teaching Methods

### Delivery Format

Courses are delivered through lectures, group discussions, case studies, and experiential learning. Moodle is used for online support and resource sharing.

### Experiential Learning

Hands-on activities, such as role-playing and simulations, help students build practical skills. Field placements provide real-world experience in community settings.

## Course Overview

Course Code Course Title	Course Description Pre/Co-requisites	Credits/Hours
<b>Year 1, Term 1</b>		
ENGL 100 Written Composition	This course focuses on expository writing skills. Students will develop and organize their thoughts as they study examples of good prose and practice revising their own work. By following the steps of the writing process, students will learn to write clear, well structured, interesting essays. Course requirements include writing essays, a summary, a report and a research paper.	3
PSYCH 104 or 3 credits of approved junior Psychology Basic Psychological Processes	Psychology 104 provides an exciting introduction to the study of human behavior. This course explores how people sense and perceive the world, learn and remember, think and solve problems, and experience different states of consciousness. We examine how these processes are linked to the workings of the central nervous system (brain). As psychology is a science, we develop an understanding of scientific methodology to facilitate investigation of these phenomena.	3
CYC 100 Introduction to Child & Youth Care	An introduction to the profession of Child and Youth Care, examining historical developments and their impact on child and youth care practices today. The course focuses on three central themes: I) the children, youth, and families served; ii) the role of the child and youth care practitioner; and iii) self-awareness.	3



CHSD 101 Child Development 1	The growth and development of the child from the prenatal period through eight years of age is studied. Physical, emotional, and language development will be examined through readings, discussion, projects with children, and observing and recording children's behavior. Students will begin to develop perspective on the history, and the research and theory of child development.	3
CYC 101 Child & Youth Care Methodology	An introduction to the methods and approaches used in creating and maintaining the wellbeing and development of children, youth and families. Emphasis is on understanding the relationship between systems theory, families and family dynamics, with a specific focus on self-awareness and critical reflection.	3
<b>Term 1 total credits</b>		<b>15</b>
<b>Year 1, Term 2</b>		
CYC 102 Introduction to Treatment	Introductory exploration of relationship centered, and intentional interventions designed for the treatment of human behavior. Selected theoretical approaches and strategies are examined using case studies and simulations to increase awareness of the wide range of treatment possibilities designed for children, youth, and families.	3

ELCC 330 Ecology of the Family	This course provides an overview of the family in today's society and increases the students' understanding of family dynamics and diversity. The focus is on the ecology of the family with particular reference to poverty, affluence, violence, the women's movement, and child's rights. A collaborative approach to family-staff communication and involvement will be applied. 'A Practice of Relationships' from the Alberta Curriculum Framework will also be explored.	3
CYC 103 Diversity in Child & Youth Care Practice	Examination of current and historical issues of oppression, equality, and privilege and the relation to children, youth, and families. Personal cultural beliefs, worldviews and critical thinking skills will be explored in addition to trauma informed care. Topics that will be discussed include race, racism, diversity, social inequality, gender and sexuality, colonialization, immigration and multiculturalism, ability, and types of family systems.	3
CYC 104 Therapeutic Activities	An examination of the theory, practice, and application of therapeutic activity programs that meet the diverse needs of children, youth, and their families. Analysis of a variety of settings in which activity programs may be used, including the impact of various settings on the Child and Youth Care Practitioner's role.	3
CYC 120 Practicum 1	This course is an introductory field placement where students identify, practice, and incorporate skills and theory taught in the classroom. Observation and reflection are key components in addition to supervisory and mentoring opportunities and integration of ethics and values	5 (240- hour Block Placement)
<b>Term 2 total credits</b>		<b>17</b>
<b>Year 1 total credits</b>		<b>32</b>

<b>Year 2, Term 1</b>		
CYC 200 Youth Justice	This course examines relevant legislation and regulations related to the practice of Child and Youth Care including the Child, Youth and Family Enhancement Act and Youth Justice Act. Investigation of complex needs of young offenders through the lens of promoting rehabilitation, community safety, personal growth and development is explored. Identification of recurring social issues, barriers and the role of Child and Youth Care Workers in advocating for this vulnerable population will be explored.	3
CYC 201 Counselling Process, Progress, & Evaluation	This course is designed to provide an overview of the theoretical models of person-centered counselling, cognitive behavioral counselling, short-term and solution-focused counselling, and motivational interviewing. Focus is on introducing and providing students with a set of interviewing skills for use in their work with clients. Ethics, diversity, and self-awareness regarding student's personal values and beliefs and how these impact therapeutic relationships will be explored.	3

CYC 202 Child & Youth Mental Health & Addiction	This course introduces students to the complex issues of mental health and addiction significantly impacting children, youth, families and communities. These challenges are examined with emphasis upon evidenced based practice, support, and treatment approaches. Students examine models and theories of addiction, attitudes and values toward substance use, and the complex relationship between mental health and addictions. The impact of attachment, trauma, resilience, and self regulation will be explored as well as a basic overview of the common classes of psychoactive drugs, highlighting typical responses and common side effects within the context of Child and Youth Care practice setting.	3
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CHSD 201 Child Development II	The growth and development of the child from infancy through eight years of age is examined, with the emphasis on social, cognitive, and moral development. Keeping portfolio records of children's development and reflecting on case studies will facilitate the application of child development theory to practice.	3
CYC 220 Practicum II	Students completing this practicum will focus on direct interactions with children, youth, and family. Students will be challenged to improve and enhance the skills and techniques that were introduced in Practicum 1. Continued focus is on developing strong communication skills and building relationships that are inclusive, strength-based, collaborative, and antioppressive.	5 (240- hour Block Placement
<b>Term 1 total credits</b>		<b>17</b>

<b>Year 2, Term 2</b>		
CYC 203 Family Violence, Abuse & Trauma	This course provides an examination of the issues, impacts and concerns associated with family violence, abuse, and trauma in society. Impacts of physical, sexual, and emotional abuse of children, youth, and partners from a familial and larger systemic perspective will be reviewed. Treatment needs of the abused and the offender are explored including the importance of advocacy work, support and prevention. An anti-oppression perspective will be utilized to focus on the issues of power imbalance and resulting forms of abusive behavior.	3
CYC 204 Ethics & Practice in Crisis Intervention	An introduction to Crisis Intervention strategies and techniques commonly utilized when assessing and intervening with children, youth, and families. Various evidenced based practice approaches, including crisis intervention theory, are explored to effectively address and respond to stressful situations in a variety of settings. The necessity of developing a trusting and supportive relationship between the Child and Youth Care worker and the child/youth is explored. The importance of documentation as an essential component of crisis intervention planning as well as ethical considerations and challenges within the scope of Child and Youth Care are analyzed.	3

CYC 205 Group Work	An introduction to a skills-based approach to developing, implementing, and evaluating effective group work experiences. Emphasis is on exploring group dynamics, group intervention and group conflict. Participation in group activities including discussion, team building activities and skill development will allow students the opportunity to highlight the importance of emotional wellbeing and resilience among group participants.	3
NATST 201 A Canadian Indigenous Prospective to Helping	An analysis of Canadian welfare policy and the human services from an aboriginal perspective. The course emphasizes the linkage between practice and policy and overlays concepts such as colonization, decolonization, and approaches to practices which include cross culture, structure and anti-oppression in the context of Indigenous world views, experience and helping practices.	3
CYC 221 Practicum III	This practicum provides students with a final opportunity to strengthen communication and relational skills, crisis intervention techniques and harm reduction principles while working with vulnerable children, youth, and families.	5 (240- hour Block Placement)
<b>Term 2 total credits</b>		<b>17</b>
<b>Year 2 total credits</b>		<b>34</b>
<b>CYC Diploma Total Credits</b>		<b>66</b>

## Practicum Placement

The practicum process involves collaborating with community agencies to provide students with diverse learning opportunities. Students are matched based on interests and career goals, with an emphasis on gaining experience in new environments.

## Pre-Practicum Requirements

Police Information Check with Vulnerable Sector Check and Child Intervention Record Check must be submitted prior to the commencement of practicum. Your instructors will provide specific deadlines.

Given that this is a professional program, students' suitability for practicum will be assessed prior to entering into practicum placement. Should there be any concerns about a student's readiness for practicum they may not receive a practicum placement.

All course pre-requisites must be completed successfully to be eligible for practicum. Students need to be aware that being unsuccessful in pre-requisite courses may significantly delay their program completion, as students will have to wait for next course offerings; some courses may only be offered in winter or fall term. Students who have been unsuccessful in pre-requisites should consult with a student advisor and the Program Chair or designate as needed.

A separate Practicum Handbook will also be provided to students. See this document for additional information regarding practicum experiences.

## Practicum Failures

If a student fails a practicum, work placement, or co-op work term, he/she requires the permission of the Program Chair, Coordinator, or Designate of the program to retake the course. This may also result in termination from the program.

## Student Responsibilities

As a student in the Child & Youth Care program, you are expected to uphold the following responsibilities:

1. **Respect** the rights of fellow students, faculty, staff, and others at the College.
2. **Honour** others' rights to health, security, personal preferences, and freedom of expression.
3. **Refrain from harassment** of any kind, including physical, verbal, or sexual harassment.
4. **Follow regulations** set by the College for responsible conduct.
5. **Stay informed** about course content, organization, methodology, and evaluation, even if you miss a class.
6. **Respect the faculty's decisions** about course content, objectives, methodology, and evaluation.

7. **Meet deadlines** for assignments and respect the faculty's rules regarding late submissions.
8. **Avoid disrupting** the studies of others or interfering with classroom activities (i.e.. Coming into class late)
9. **Understand academic regulations**, graduation requirements, and program completion criteria.
10. **Communicate** with faculty or student advisors to address academic or personal challenges.
11. **Understand the consequences** of academic dishonesty, including plagiarism and fraud.
12. **Follow policies** of the College and any placement agency you work with during field placements.

By adhering to these responsibilities, you will contribute to a positive and professional learning environment that helps you and your peers succeed.

## Academic Integrity: Academic and Non-Academic Considerations

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at Keyano College, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research, and service.

**Plagiarism** is the act of presenting someone else's work as your own. It can take several forms:

1. Submitting work done by someone else.
2. Using parts of a source without properly citing it.
3. Copying an entire work from another source.
4. Submitting the same work in different courses without permission.

**Intellectual honesty** is essential. Always give credit to others when using their ideas, data, or conclusions. Plagiarism is a serious academic offense and can lead to severe consequences.

### Intellectual Dishonesty

At Keyano College, we have **zero tolerance** for intellectual dishonesty. If you engage in dishonest behavior, such as plagiarism, there are consequences ranging from failing the assignment to expulsion from the college. Child & Youth Care workers are expected to uphold high ethical standards, and dishonesty is not compatible with those standards.



## Social Guidelines

Keyano College expects students to behave responsibly, reflecting positively on both themselves and the College. This includes adhering to laws and societal norms. If you fail to meet these expectations, disciplinary actions may follow, including dismissal.

As a Child & Youth Care student, you are a representative of the program. Your behavior in and out of the classroom reflects on the profession, and we hold you to high standards. Any action that contravenes the standard of academic or non-academic integrity is prohibited and may result in disciplinary measures.

### Respect for Individual Rights

Any form of harassment, discrimination, or physical violence is not tolerated. This includes:

- Harassment or sexual harassment.
- Physical violence or hazing.
- Destruction of personal or institutional property.

Keyano College supports a harassment-free environment. If you experience harassment, contact Wellness Services to discuss your concerns in confidence.

Please refer to the 2025-2026 Keyano College Credit Calendar and the Keyano College Academic Integrity and Non-Academic Misconduct Policies and Procedures for additional information.

## Students with Additional Learning Needs

Keyano College provides support for students with disabilities, including physical, sensory, medical, learning disabilities, and communication impairments. While accommodations are available in the classroom, they may not always be feasible in the workplace. For example, while a scribe may assist with taking notes in class, this may not be possible in all settings. If you have additional learning needs, Accessibility Services can help determine if your learning goals are achievable and assist with resources.

## Dealing with and Managing Communication Challenges and Problems

When facing problems, it's important to address them directly at the source:

- If you have an issue with a classmate, try to resolve it with them first.
- If you have a problem with an instructor, discuss it with the instructor directly.
- If you are struggling with assignments seek out assistance from the Academic Success Center which offers tutoring, writing support, and tips & tricks for successfully navigating college life.
- If you need further assistance, talk to the Program Chair, Associate Dean, or Dean.

### Procrastination

Procrastination can cause stress and negatively impact your grades. It's often a result of poor time management, lack of organization, or avoidance. To avoid procrastination, try the three **P's**:

- **Planning:** Break down your tasks into smaller, manageable steps.
- **Prioritizing:** Determine which tasks are most urgent.
- **Performing:** Take action and stay focused on completing tasks.

Avoid waiting until the last minute. Manage your time effectively to reduce stress and produce better results.

### Self-Care - Finding the Balance

Self-care is essential for maintaining your physical and emotional well-being. It's important to avoid burnout by balancing schoolwork with activities that relax and recharge you. Make time for family, friends, and personal activities to avoid neglecting your health.

As a Child & Youth Care worker, your well-being is crucial. Balance your responsibilities and take care of your body and mind. Prioritize healthy habits such as a balanced diet, regular exercise, and adequate sleep.

## College-Level Communication Expectations

### *Written Communication*

Strong writing skills are essential. You will often need to write reports, assessments, case plans, and other documents. Use every writing assignment to improve your skills. The **Academic Success Centre** is a great resource to help you with writing.

Child & youth care students are expected to engage in **critical writing**, which involves not just reporting facts but analyzing and evaluating the information. Critical reading is the first step, which helps you think deeply about what you are reading and apply it to your writing.

## Basic Writing

Writing is a process that involves several stages:

1. **Preparation:** Research your topic and create an outline.
2. **Drafting:** Write your first draft.
3. **Revising:** Refine your writing, focusing on organization, clarity, and tone.
4. **Proofreading:** Check for grammar, spelling, and punctuation errors.

Good writing requires time, so plan ahead to give yourself enough time to complete the task.

## APA Guidelines

In the Child & Youth Care program, **APA 7 style** is required for all papers, unless instructed otherwise. APA helps standardize the format of your paper, citations, and references. The library and **Academic Success Centre** can help you with APA formatting. Make sure to learn the basics of APA early on, as following these guidelines will impact your grades.

## Classroom & Practicum Etiquette

In this program, the classroom is a place for professional growth. Respectful behavior is essential for creating a positive learning environment whether in practicum or classroom settings. Key points of practicum and classroom etiquette include:

- **Punctuality:** Arrive on time and be prepared to start class.
- **Preparedness:** Bring all necessary materials and complete assignments on time.
- **Attendance:** Attend all classes/shifts and inform your instructor/supervisor if you can't make it. If you miss a class, you are responsible for obtaining all missed information. If you miss a practicum shift, you will need to inform your supervisor and instructor immediately to resolve/determine next steps for attaining the required number of practicum hours and any other implications associated with missing those hours. See your practicum handbook for further information.
- **Attention:** Avoid distractions such as texting, talking, or working on other assignments. Focus on the class. Please ensure cell phones, tablets, and other electronic devices are placed into silent mode or turned off during classes. Practicum sites have specific policies that may stipulate no personal electronic devices being allowed in their settings for legal, confidentiality, and/or other reasons. See practicum handbook and for further information and verify policies and expectations with your supervisors in practicum settings.

- **Participation:** Listen actively and participate appropriately in practicum and class discussions. Respect others' opinions and avoid dominating the conversation. Keep building communication and participatory skills to gain more knowledge and to integrate effective language skills and interactions in practicum environments.
- **Respect:** Treat everyone with civility and respect. Offensive language or behaviour is unacceptable. Treat others with consideration, valuing their feelings and perspectives, fostering positive connections, and encouraging open, honest discussions.

## Personal Decorum

Your appearance and behaviour reflect your professionalism. Be mindful of your hygiene, attire, and conduct in and outside the classroom. Avoid wearing clothes with inappropriate slogans or phrases and remember that your actions are a direct representation of the program and Keyano College. Follow all practicum dress code requirements as indicated by your supervisor and instructor.

## Working with Different Instructors

Instructors may have different teaching styles and expectations. Adaptability is key, as this will be similar to working with various supervisors in the workplace. Being flexible and open to different approaches will help you succeed.

## Maximizing Learning Opportunities

To make the most of your educational experience, present yourself as a dedicated and responsible student. Engage in your coursework, participate in class and practicum settings, and maintain a positive relationship with your instructors, supervisors, agency team members, and classmates. This will not only help you academically but also build trust in your abilities, along with developing a professional network that respects you and your contributions.

By adhering to these principles and maintaining high standards of conduct, you will contribute to a positive learning environment that supports your success in the Child & Youth Care program and in your future career.

## Services and Resources

Keyano College offers a variety of resources to support your success in the Child & Youth Care program. These include:

- **Health Services:** On-site nurse available for appointments during regular college hours. Call 780-791-4808 or drop by the Health Services office located in CC142.
  - **Wellness Services:** Personal counseling for addressing personal challenges. This service is confidential, and faculty may encourage you to use it.
- **Financial Aid:** Assistance with student loans, scholarships, and bursaries. It's useful to check out these resources.
- **Accessibility Services:** Support for students with physical or learning disabilities. Services include exam accommodations, note-taking, tutoring, and specialized equipment.
- **Academic Success Centre (CC119):** Offers tutorials, study skills, writing skills, and peer tutoring. It's encouraged to seek help early if you need assistance with studying or assignments.
- **Library:** Offers research support, access to books, journals, and videos, and helps with APA formatting. The library staff also guide you in determining credible sources.
- **Syncrude Sport & Wellness Centre:** All students have access to this facility for recreation and fitness.

## The Student Association (SAKC)

The **Student Association of Keyano College (SAKC)** is dedicated to advocating for students, promoting leadership, and providing social, cultural, and academic support. Their responsibilities include:

- Representing students to the College and community.
- Promoting student leadership and welfare.
- Organizing social, cultural, and academic events.

For more information,

SAKC Office: CC178 (King's Lounge)

Hours: Monday to Friday, 8:30 a.m. – 4:30 p.m.

## Child & Youth Care Association of Alberta

**The Code of Ethics applies to and forms the basis of acceptable conduct for all members of the Child and Youth Care Association of Alberta.** The CYCAA and its members are responsible to act in accordance with Common Law, Federal, and Provincial Human Rights Legislation, the United Nations Declaration of Children's Rights, and the Standards of Child Care of the Alberta Association of Services for Children and Families. The Child and Youth Care Association of Alberta and its members respect the dignity and worth of the individual, value the contribution of the family as the main tool of development of the well-adjusted child, and strive to protect, respect, and promote the rights and welfare of all those who receive services from members of

the association. The profession aims to address, as much as possible, the psychological, social, cultural, spiritual and biological needs of young people and their families. This may occur at different life stages or in a variety of circumstances. This ethical statement is a living document, always a work in progress, which will mature and clarify as our understanding and knowledge grow.

## **CYC of Alberta Code of Ethics - Principles and Standards**

### **I. Responsibility for Self:**

#### **A. Maintains competency.**

1. Takes accountability 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.
3. Shall divorce themselves from any situation or consideration which causes or may be seen to cause a loss of objectivity or effectiveness.

#### **B. Maintains high standards of professional conduct.**

1. Shall practice the profession to the best of their ability, and in any case in line with the current state of the profession with respect to standards and regulations governing childcare in the Province of Alberta.
2. Failure to comply with relevant provincial and local agency regulations, standards, and codes shall be considered a breach of the Code of Ethics of the CYCAA if the member is in a position to know the relevant regulation, standard, or code.
3. Ensure when stating an opinion, the recipient of the opinion is aware that it is a personal opinion. Additionally, members will strive to maintain objectivity in their statements and discussions.

#### **C. Maintains physical and emotional well-being.**

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

### **II. Responsibility to the Client:**

1. Responsible for ensuring that their relationships with their clients are therapeutic. In a situation where the relationship is of no benefit or is detrimental to the welfare or wellbeing of the client, it is the duty of the member to terminate the non-therapeutic relationship and refer the client to other professionals.
2. Will maintain professionalism in consultation, communication, and collaboration with other professionals in providing the best possible care for the client. In situations where the member believes that the involvement of another professional is not in the best interests of a client, it is the member's responsibility to advocate for the client.

3. Will maintain confidentiality with regard to information concerning clients. Information obtained in the course of executing their professional duties will not be shared with anyone except in a professional capacity.
4. Any use of client information for teaching, public education, or research is acceptable only if the client and all those in a position of legal responsibility have given informed consent for the release of the information. Informed consent includes an explanation of the purposes for which the information is intended. Any use of confidential information for teaching, public education, or research purposes requires the member to thoroughly disguise the identity of the client and others involved.
5. Interviews, counselling sessions, meetings, interrogations, and any other form of interpersonal communications other than those which produce a hard copy version of the interaction require informed consent to be obtained by the member prior to recording by electronic means or transcription. In cases of hard copy, such as letters or fax transmissions, informed consent will be assumed from the act of transmission.

### **III. Responsibility to the Employer/Employing Organization:**

1. Publicly respects the prerogatives and obligations of the institutions or organizations with which they are associated.
2. Treats colleagues with respect, courtesy, fairness, and good faith.
3. Relates to the clients of colleagues with professional consideration.
4. Respects the commitments made to the employer/employing organization.

### **IV. Responsibility to the Profession:**

1. Shall not intentionally, and/or accidentally compromise the Child and Youth Care Association of Alberta and/or the objectives of the CYCAA in any way or means.
2. Will ensure the accuracy of information and soundness of recommendations forwarded to another involved professional, agency, or the courts.
3. Maintain personal and professional integrity. Any contract position or agency/organizational directive or requirement which the member feels is in conflict with the Code of Ethics must be reported to the registrar of the CYCAA.
4. Be responsible for involving themselves in their professional association and working to strengthen that association.
5. Recognizes that in situations of professional practice the standards in this code shall guide the resolution of ethical conflicts.
6. Ensures that education and training programs are competently designed and delivered.
7. Ensures that administrators and supervisors lead programs in high quality and ethical practice in relation to clients, staff, governing bodies, and the community.

#### **V. Responsibility to Society:**

1. Contributes to the profession in making services available to the public.
2. Promotes understanding and facilitates acceptance of diversity in society.
3. Demonstrates the standards of this Code with students and volunteers.
4. Encourages informed participation by the public in shaping social policies and institutions.

**Please Note:** These principles and standards will be assessed in an ongoing manner by your instructors, and supervisors throughout the duration of the program. Failure to abide by these Code of Ethics Principles and Practices may also jeopardize your success in the program. If issues arise related to these principles and practices, further disciplinary action(s) may be implemented.

Please focus on success by reading this handbook, asking questions for clarification, respecting the learning environment, respecting those you interact with, and adhering to the listed responsibilities in this handbook, in the Code of Ethics, and in the relevant Keyano Policies and Procedures as you progress through your learning journey.



## Forms to be Signed and Submitted

### Confidentiality Statement

During your studies in the Child & Youth Care program at Keyano College, you may have access to confidential information (oral, written and/or electronic) about clients and/or their families, students and/or their families as well as staff and faculty members. Confidential information includes all identifying information of individuals, as well as documents, data, interviews, reports, and conversations. The purpose of this agreement is to help you understand your duty regarding the access, use, disclosure, storage, and disposal of confidential information. Confidential information is valuable and sensitive and is protected by privacy laws. The intent of these laws is that confidential information will remain confidential.

**Accordingly, as a condition of and in consideration of your access, use, disclosure, storage and disposal of confidential information, you agree to the following:**

Confidential information may only be used for the purpose for which it is collected. Discussion about confidential data informally with other students or at home with friends and family is strictly prohibited. Discussion of any confidential information in public areas, hallways, elevators, etc. is also strictly prohibited.

The use of confidential information for the purpose of assignments and projects is restricted to the information that the subject agrees to have used for that purpose. Appropriate release/permission forms must be signed and must be included with the assignment. If the subject is a minor, the parent or guardian must sign the release/permission form.

Every precaution must be taken to ensure that records, notes, and recordings containing confidential information are securely stored.

The disposal of materials that contain confidential information (papers, interview recordings, etc.) must be negotiated with the subject whose information is being presented.

There are two major exceptions to the rule of strict confidentiality. Alberta law requires the mandatory reporting of suspected child abuse. Whenever you suspect that abuse may occur or has occurred, you must report it. If this is in the time that you are in your practicum you must contact your supervisor immediately and follow the agency protocol that has been established to manage this very serious and sensitive issue. The second exception is reporting if you believe there may be imminent harm or potential injury to a client, student, faculty member or employee.

I, \_\_\_\_\_, am a student enrolled in the Child & Youth Care Diploma Program at Keyano College. I understand that I will be undertaking learning experiences as part of the Child & Youth Care program in which I will become aware of personal information about other people. I agree that in relation to such information I will honour the following stipulations:

- I will maintain strict confidentiality of any data or information gathered that relates to clients, families, other students, staff, or instructors.
- I will not discuss this information with clients, families, instructors, or other students in conversation, through written communication, or through social media (e.g. facebook, twitter, or any other electronic means).
- I will use collected data or information for program course work only: and
- I will not disseminate, publish, present, record or copyright any person's data or information without prior written permission.
- I understand that violating these stipulations will result in disciplinary action and will affect my status as a student in the Social Work Program. Disciplinary action could include expulsion from the program.

This Agreement is a condition of my participation in practicum, covers the entire term of such activities, and its obligations shall continue indefinitely, including after termination of my status as a student at Keyano College.

I understand the Child & Youth Care program statement on confidential information and agree without reservation to hold in confidence all materials described therein.

I have read and understand this Confidentiality Agreement and agree to its terms.

**Student Name** (Please print) \_\_\_\_\_ **Student ID:** \_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Instructor Name** (Please Print) \_\_\_\_\_

**Instructor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student Handbook Acknowledgement**

**Statement of Verification and Agreement**

I, \_\_\_\_\_ (name of student), have read the Child & Youth Care Student Handbook. I understand the contents of the handbook, I agree to follow the policies, and I agree to fulfill the expectations of the program as outlined in the handbook. I understand that it is my responsibility to review the handbook from time to time and to consult with the handbook should I have questions.

**Student Name** (Please Print) \_\_\_\_\_ **Student ID:** \_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Instructor Name** (Please Print) \_\_\_\_\_

**Instructor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Statement of Verification and Agreement**

I, \_\_\_\_\_, am a student enrolled in the Child and Youth Care Diploma Program at Keyano College. I hereby grant Keyano College the right to reproduce, use, exhibit, display, broadcast, distribute and create derivative works from related photographs or recorded images of myself for the use of promoting, publicizing the program or the College. This includes publishing such images in promotional materials, newsletters and website and other related publications. These images may appear in any format including, but not limited to, print, videotape, CD\_ROM, DVD, and electronic/online media. There is not expectation for compensation now or in the future for the use of any image of myself by the College.

**Student Name** (Please Print) \_\_\_\_\_ **Student ID:** \_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Instructor Name** (Please Print) \_\_\_\_\_

**Instructor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## **Keyano College**

**This handbook is designed to guide and support you throughout your journey in the Child and Youth Care Diploma program at Keyano College. We are excited to help you build a fulfilling career dedicated to the well-being of children and youth. Wishing you every success in your learning.**