

Child and Youth Worker Program Standard

*The approved program standard for six-semester
Child and Youth Worker Programs approved by the
Ministry of Training, Colleges and Universities
(MCU Code 60701) for delivery by Ontario
Colleges of Applied Arts and Technology*

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Inquiries regarding specific Child and Youth Worker Programs offered by colleges of applied arts and technology in Ontario should be directed to the relevant college.

This version replaces the program standard released in April 1996. Inquiries regarding this program standard should be directed to the address noted above.

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ISBN 0-7794-2410-7

Ce document est aussi disponible en français.

Acknowledgments

The Ministry of Training, Colleges and Universities acknowledges with thanks the significant contribution of the many individuals and organizations who participated in the review of this program standard. In particular, the Ministry of Training, Colleges and Universities would like to acknowledge the important roles of

- The many individuals and organizations individuals and organizations who participated in consultations with the project and the Project Officer who led the review of the vocational standard: Tim Klassen, George Brown College.
- All those involved in the work of the CSAC Generic Skills Council and the development of the generic skills standard.
- All those involved in the work of the CSAC General Education Council and the development of the general education standard.

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I. Introduction

This document is the Program Standard for Child and Youth Worker Programs delivered by Ontario colleges of applied arts and technology. The program standard applies to all programs approved by the Ministry of Training, Colleges and Universities under MCU code 60701. This version replaces the one released in 1996.

Development of System-Wide Program Standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Colleges Branch of the Ministry of Training, Colleges and Universities has responsibility for the development and approval of system-wide standards for programs at colleges of applied arts and technology of Ontario.

Program Standards

Program standards apply to all similar programs offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standard** (the vocationally specific learning outcomes which apply to the program in question),
- **Generic skills standard** (the generic skills learning outcomes which apply to programs of similar length), and
- **General education standard** (the requirement for general education courses that applies to postsecondary programs).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual colleges of applied arts and technology offering the program determine the specific program structure, delivery methods, and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

The Expression of Program Standards as Learning Outcomes

The vocational and generic skills components of program standards are expressed in terms of learning outcomes.

Learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges curriculum matters such as the specific program structure and delivery methods.

The Presentation of the Learning Outcomes

The **learning outcome** statement sets out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The **elements of the performance** for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the learning outcome. However, it is the performance of the learning outcome itself on which students are evaluated. The elements are indicators of the means by which the student may proceed to satisfactory performance of the learning outcome. The elements do not stand alone but rather in reference to the learning outcome of which they form a part.

In some cases, in order to ensure clarity, an **explanation** of the outcome is also provided.

The Accreditation of Programs

The Ministry of Training, Colleges and Universities will establish a process to accredit college programs, with the objective of determining whether program graduates have achieved the learning outcomes and general education requirement established in a program standard.

The Development of a Program Standard

In establishing the standards development initiative, the Government determined that all postsecondary programs should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools, and program graduates working in the field, in addition to students, faculty, and administrators at the colleges themselves. It represents a consensus of participating stakeholders on the essential learning that all program graduates should have achieved.

Updating the Program Standard

The Ministry of Training, Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program, as well as a review of the generic skills learning outcomes and the general education requirement, to ensure that the Child and Youth Worker Program Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario. To confirm that this document is the most up-to-date release, contact the Ministry of Training, Colleges and Universities at the address or telephone number noted on the inside cover page.

II. Vocational Standard

All graduates of the Child and Youth Worker Program must have achieved the eight vocational learning outcomes listed in the following pages, in addition to achieving the generic skills learning outcomes and meeting the general education requirement.

Preamble

Child and youth workers are specialists in facilitating change in children and youths who are experiencing a range of social, emotional, or behavioural challenges in their lives. Children and youths respond to the impact of change, stress, loss, poverty, violence, abuse and neglect with a range of emotions and behaviours including confusion, anger, withdrawal, aggression, hopelessness, violence, and suicide. Many of the children or youths experience multiple challenges or have been diagnosed as having multiple problems. Additionally, increasing numbers of these youths are young offenders who are in custody and/or receiving some therapeutic* intervention. Understanding the individual and unique nature of his/her response is therefore an important first task.

Child and youth workers (CYW's) are a valuable resource to children, youths, and their families in this process. They specifically commit themselves to understanding and interacting in therapeutic relationships* with these children, youths, and families to promote and facilitate positive change.

Child and youth workers, today and in the future, must continue to be flexible and adaptable, and anticipate and respond to increasing needs and decreasing services. They require a diverse skill set that permits movement across multiple roles and various contexts. Child and youth workers communicate in a clear and accurate manner that is appropriate to their working environment*. They objectively assess* their audiences to identify what is required and match those needs with the most appropriate form of communication. This ability to access and utilize information to promote change is essential.

The contexts for child and youth work are also diverse, including family homes, schools and community-based services, and residential settings. As populations change and services evolve, child and youth workers will continue to provide direct care, participate as team members, and also form partnerships with other service providers, family members, and the community. Child and youth workers advocate for, and guide,

* Please see glossary of terms

children and youths through their daily lives, teach social and life skills, support efforts to manage behaviour, and engage in counseling* to facilitate better understanding and change. Child and youth workers are specific helping resources for, and within, families. They assist and work with parents to promote individual and systemic change.

Child and youth workers adhere to a professional* code of ethics and implement a range of prevention, intervention, and treatment strategies that are based on a foundational understanding of human behaviour and development, family systems, cultural diversity, and exceptionalities. These strategies may include crisis intervention, conflict management and problem solving, counseling*, activity program development and delivery, and group work.

Working with increasingly larger and more diverse groups is a reality. The ability to manage this process is a necessary skill and will require CYW's to remain cognizant of, and to adapt to, trends and changes. The need for ongoing personal and professional* development is essential for optimal performance.

* Please see glossary of terms.

Synopsis of the Vocational Learning Outcomes

Child and Youth Worker Programs

The graduate has reliably demonstrated the ability to

- 1. develop and maintain therapeutic relationships*.**
- 2. foster and utilize therapeutic* environments* of a residential and non-residential nature which respect culture and which promote well-being and facilitate positive change for children, youths, and their families.**
- 3. design and implement strategies which promote client* advocacy and community education to enhance psycho-social development in children, youths, and their families.**
- 4. employ effective intervention strategies* in the areas of therapeutic* programming, individual counseling*, and group work which comply with the treatment aims for the client*.**
- 5. collaborate with other service providers and form professional relationships* in order to enhance the quality of service for children, youths, and their families.**
- 6. perform ongoing self-assessment and utilize self-care strategies* to enhance professional* competence.**
- 7. identify and use professional* development resources and activities which promote professional* growth.**
- 8. communicate effectively in oral, written, nonverbal, and electronic forms to enhance the quality of service.**

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

* Please see glossary of terms

The Vocational Learning Outcomes

1. *The graduate has reliably demonstrated the ability to*
develop and maintain therapeutic relationships* .

Elements of the Performance

- Use competent communication skills to promote understanding and trust with the client*
- Assess* the strengths and needs of the client*
- Interact in a professional* manner as guided by the professional* code of ethics, current legislation affecting services, and organizational policies and procedures
- Evaluate interactions and progress with the client* and relevant others, on an ongoing basis, making adaptations where necessary
- Adapt relationship* building skills to a variety of therapeutic* situations including short term treatment, residential care, and community-based interventions

* Please see glossary of terms

2. *The graduate has reliably demonstrated the ability to*
foster and utilize therapeutic* environments* of a residential and non-residential nature which respect culture and which promote well-being and facilitate positive change for children, youths, and their families.

Elements of the Performance

- Assess*, in collaboration with relevant others, the cultural, developmental, and social needs of individuals and groups in the context of their current environments*
- Plan and implement selected strategies to foster and utilize therapeutic* environments*
- Evaluate the results of implemented strategies and make necessary adaptations which facilitate positive change
- Utilize therapeutic* environments* to maximize learning and growth for children and youths
- Apply therapeutic* principles and theories to a variety of situations and surroundings to create therapeutic* environments*

* Please see glossary of terms

3. *The graduate has reliably demonstrated the ability to*
design and implement strategies which promote client* advocacy and community education to enhance psycho-social development in children, youths, and their families

Elements of the Performance

- Identify and assess*, in collaboration with other professionals*, potential groups and communities at risk
- Determine prevention and/or education objectives for specific groups and communities at risk
- Evaluate relevant existing community resources/programs in the immediate and adjacent communities
- Facilitate the development or adaptation of resources which address the identified needs
- Implement, in collaboration with other professionals*, strategies or programs which will meet the identified needs of children, youths, and their families
- Create and implement community development models of needs assessment
- Develop policy statements, program proposals, and grant proposals as required to meet identified needs
- Design programs and therapeutic* approaches which respond to identified need areas of clients*

* Please see glossary of terms

4. *The graduate has reliably demonstrated the ability to*
employ effective intervention strategies* in the areas of therapeutic* programming, individual counseling*, and group work which comply with the treatment aims for the client*.

Elements of the Performance

- Assess* the behavioural, developmental, and psycho-social strengths and needs of children, youths, and their families in relation to current environments*
- Use a variety of assessment tools as required and appropriate to the environment* and the situation
- Act in accordance with all relevant legislation and regulations related to the practice of child and youth work, with particular attention paid to the area of child abuse, young offenders, and child advocacy
- Negotiate realistic goals with, and for, children, youths, and their families
- Collaborate with others for appropriate service development and delivery
- Identify the need for additional resources
- Access and manage resources for the attainment of goals
- Implement intervention strategies* which respond to identified needs and goals
- Demonstrate effective therapeutic* techniques to prevent, de-escalate, and manage aggressive behaviour in children and youths
- Apply knowledge of research methods to evaluate the effectiveness of treatment strategies, client* trends, and social issues
- Demonstrate an awareness and understanding of psychiatric disorders and their various manifestations in children, youths, and families
- Evaluate the role and efficacy of the use of medication for the treatment and management of psychiatric disorders
- Communicate intervention strategies* to clients* and relevant others to promote understanding and enhance cooperation
- Evaluate the strategies used and make necessary adjustments to attain identified goals

* Please see glossary of terms

5. *The graduate has reliably demonstrated the ability to*
collaborate with other service providers and form professional relationships* in order to enhance the quality of service for children, youths, and their families.

Elements of the Performance

- Contribute to the team environment* in a manner that reflects an attitude of cooperation and professionalism as determined by ethical standards, organizational policies, and current legislation
- Consult with relevant others to gain an integrated understanding of the client* and of the situation
- Collaborate with others within a continuum of care* to improve the quality of service
- Maintain confidentiality as governed by agency policy, legislation, and professional* ethics
- Apply organizational skills to coordinate activities and facilitate efficient use of resources that will enhance the quality of service provided
- Identify roles and responsibilities of all members of a team providing service to a client*
- Work within identified roles and responsibilities of a child and youth worker as determined by the team of service providers

* Please see glossary of terms

6. *The graduate has reliably demonstrated the ability to*
perform ongoing self-assessment and utilize self-care strategies* to enhance professional* competence.

Elements of the Performance

- Maintain appropriate professional* boundaries with clients*
- Utilize formal and informal supervision and ongoing feedback
- Establish reasonable and realistic personal goals for oneself to enhance work performance
- Access and utilize appropriate resources and self-care strategies* to enhance personal growth
- Act in accordance with ethical and professional* standards
- Apply organizational and time management skills
- Market self and the profession positively through the demonstration of competence and confidence in relation to one's own professional* role

* Please see glossary of terms

7. *The graduate has reliably demonstrated the ability to*
identify and use professional* development resources and activities which promote professional* growth.

Elements of the Performance

- Determine, through self-assessment and collaboration with others, current skills and knowledge
- Identify areas for professional* development
- Initiate and engage in professional* development activities
- Transfer and adapt knowledge and skills to other related contexts in a professional* manner
- Market own skills and abilities effectively to a variety of potential employment situations
- Apply research and evaluation skills to all aspects of role performance
- Develop entrepreneurial strategies that promote professional* growth
- Apply strategies for innovative and creative problem solving related to career choices and employment opportunities
- Apply elements of strategic planning
- Interpret potential impact of trends and emerging issues in the field of child and youth care

* Please see glossary of terms

8. *The graduate has reliably demonstrated the ability to*
communicate effectively in oral, written, nonverbal, and electronic forms to enhance the quality of service.

Elements of the Performance

- Plan and organize communications according to the identified need
- Demonstrate competence in the creation and completion of various reports, documents, and program and grant proposals
- Select and use forms of communication required by the situation and context
- Use appropriate and available computer hardware and software to meet the expectations of the role
- Select necessary software programs to adequately document all relevant information related to professional* role and responsibility
- Communicate clearly, concisely, accurately, and appropriately to the receiver, the setting, and the identified goals
- Evaluate the results of the communication and adjust method or format in order to facilitate effective communication

* Please see glossary of terms

Glossary of Terms

Assess - to use observation and communication skills; client histories, where appropriate; and, relevant theoretical models to understand and articulate a client's/family's behavioural, developmental, and social functioning within the presenting context.

Client - an individual or groups of individuals who receive service from an organization/agency/school. The client may be a child, youth, a family, a caregiver, or another professional.

Continuum of care - a range of strategies or programs which include prevention, intervention, and treatment

Counseling - offering supportive intervention, verbally and nonverbally, while guiding the interaction towards achieving some positive change in the client

Environment - the cultural, economic, physical, emotional, social, spiritual, and/or psycho-social contexts in which a person lives and functions

Intervention strategies - programs and approaches used in the provision of care and treatment, including and not limited to, behavioural management techniques, counseling methods, anger management training, supportive encouragement and direction for academic progress and achievement, and social/life skills group work

Professional - adhering to, and encouraging the adherence of others to, agency policies and procedures, codes of ethics of professional associations, and relevant legislation and regulations, guidelines, and/or standards.

Professional relationship - a connection, alliance, or association with other service providers that is established and maintained in order to enhance the quality of service delivered.

Relationship - a connection, alliance, or association with others that is clearly defined within the context of work performance.

Self-care strategies - critical and realistic self-appraisal, effective organization of time, financial and stress management, utilization of support services, and realistic goal setting.

Therapeutic - relating to a purposeful, planned, organized intervention that is designed to have an impact upon a client in a positive, instructive way.

Therapeutic relationship - a connection, alliance, or association with children, youths, families, and/or other service recipients, which is purposeful, goal-directed and rehabilitative in nature and limited to the delivery of specific service(s).

III. Generic Skills Standard

All graduates of Child and Youth Worker programs must have achieved the thirteen generic skills learning outcomes listed on the following pages, in addition to achieving the vocational learning outcomes and meeting the general education requirement.¹

¹ The generic skills learning outcomes listed in this program standard form part of the program standard for each two- and three-year college program. Additional information about these generic skills learning outcomes is contained in the *Generic Skills Learning Outcomes for Two and Three Year College Programs in Ontario's Colleges of Applied Arts and Technology*. CSAC: 1995.

Synopsis of the Generic Skills Learning Outcomes Child and Youth Worker Programs

The graduate has reliably demonstrated the ability to

- 1. communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of audiences.**
- 2. reframe information, ideas, and concepts using the narrative, visual, numerical, and symbolic representations which demonstrate understanding.**
- 3. apply a wide variety of mathematical techniques with the degree of accuracy required to solve problems and make decisions.**
- 4. use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of tasks.**
- 5. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.**
- 6. evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making.**
- 7. collect, analyze, and organize relevant and necessary information from a variety of sources.**
- 8. evaluate the validity of arguments based on qualitative and quantitative information in order to accept or challenge the findings of others.**
- 9. create innovative strategies and/or products that meet identified needs.**
- 10. manage the use of time and other resources to attain personal and/or project-related goals.**
- 11. take responsibility for her or his own actions and decisions.**
- 12. adapt to new situations and demands by applying and/or updating her or his knowledge and skills.**
- 13. represent her or his skills, knowledge, and experience realistically for personal and employment purposes.**

The Generic Skills Learning Outcomes

1. *The graduate has reliably demonstrated the ability to*
communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of audiences.

Explanation

Communicating in a clear, concise, and correct manner requires producing the written, spoken or visual material that best suits the situation. Graduates will have developed their ability to analyze their audiences to identify what is required and to match those needs with the means that is most appropriate. They will have produced material according to the style and conventions required, and they will have checked their products for accuracy and clarity. Finally, graduates will have used the tools available to them to create and correct their written, spoken, and visual messages.

Elements of the Performance

- Plan and organize communications according to the purpose and audiences
- Choose the format (e.g., memo, illustration, video, multimedia presentation, diagram) appropriate to the purpose
- Incorporate content that is meaningful and necessary
- Produce material that conforms to the conventions of the chosen format
- Use language and style suitable to the audience and purpose
- Ensure that the material is free from mechanical errors
- Use the computer technology that will enhance the production of materials
- Evaluate communications and adjust for any errors in content, structure, style, and mechanics

2. *The graduate has reliably demonstrated the ability to*
reframe information, ideas, and concepts using the narrative, visual, numerical, and symbolic representations which demonstrate understanding.

Explanation

Responding to messages from many sources requires the ability to receive and to comprehend what has been received. One way to demonstrate that comprehension is to reframe, or restate in other forms, the original message. This requires graduates to have developed the skills to read, listen to, and observe messages contained within narrative and visual forms. It also requires the ability to construct unique narrative and visual representations that are consistent with the original messages.

Elements of the Performance

- Develop and use strategies to read, listen, and observe effectively
- Clarify what has been read, heard, and observed
- Reproduce original information in other formats (e.g., written and spoken summaries; tables, figures, charts, diagrams, maps, drawings, photographs, and computer-generated graphics; terms represented by numbers; and values represented by letters or signs)
- Use technology, where appropriate, to aid in reframing
- Evaluate the representation for consistency of meaning with the original
- Acknowledge the use of material from other sources according to the conventions of the medium used

3. *The graduate has reliably demonstrated the ability to*
apply a wide variety of mathematical techniques with the degree of accuracy required to solve problems and make decisions.

Explanation

Using mathematics effectively in everyday situations requires the ability to apply a wide variety of mathematical skills accurately. Graduates will have demonstrated their ability to apply the concepts of number and space to situations which include quantities, magnitudes, measurements, and ratios. They will have developed their ability to identify the need for mathematics, to apply mathematical techniques (concepts, conventions, strategies, and operations) and to check the results of their applications. This will require graduates to be flexible and creative and to be confident in their mathematical skills and abilities.

Elements of the Performance

- Recognize situations that require mathematics
- Assess potential mathematical strategies (including models, geometric representations or formulas, elementary algebraic equations, descriptive statistical methods, and mathematical reasoning) for suitability and effectiveness
- Decide on the degree of accuracy required for answers
- Estimate probable answers
- Execute mathematical operations necessary to implement selected strategies
- Use calculators or appropriate technological tools to perform mathematical operations accurately
- Check for errors in numerical answers and the appropriate fit between problems and answers
- Express answers clearly
- Transfer the use of mathematical strategies from one situation to another

4. *The graduate has reliably demonstrated the ability to*

use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of tasks.

Explanation

Using computers and other technologies as tools to increase productivity and to enhance tasks requires graduates to have the confidence and ability to use the tools well. Graduates will have demonstrated the ability to recognize when computers and other technologies contribute to completing tasks, solving problems, performing research, and creating products. They will use the technological tool most appropriate to the task and use it accurately. Finally, they will have gained confidence in continuing to learn about and cope with new technologies in the future.

Elements of the Performance

- Use basic operating system functions competently (e.g., load software, store and retrieve data)
- Determine which tasks can best be handled by computers and other technology
- Select suitable software, equipment, and tools for the task
- Use the software, equipment, and tools effectively, correctly, and ethically
- Deal with equipment and software problems and errors in a logical and systematic manner
- Transfer concepts, knowledge, and skills from one technology to another
- Evaluate one's own use of hardware, software, and technological tools

5. *The graduate has reliably demonstrated the ability to*

interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

Explanation

Working in teams or groups in either a work or personal context requires the ability to assume responsibility for collective duties and decisions. It also requires interacting effectively with the members of the group. Therefore, in achieving this outcome, graduates will have demonstrated their ability to understand and complete the various tasks required of them as group members. They will also have demonstrated their ability to understand and respond to others.

Elements of the Performance

- Identify the tasks to be completed
- Establish strategies to accomplish the tasks
- Identify roles for members of the team/group
- Clarify one's own roles and fulfill them in a timely fashion
- Treat other members of the group equitably and fairly
- Contribute one's own ideas, opinions, and information while demonstrating respect for those of others
- Employ techniques intended to bring about the resolution of any conflicts
- Regularly assess the group's progress and interactions and make adjustments when necessary

6. *The graduate has reliably demonstrated the ability to*

evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making.

Explanation

Solving a range of complex problems and dealing with a variety of tasks require the thinking skills and strategies that will allow graduates to identify what has to be done and to select and implement the most suitable approach. In applying thinking skills and strategies, graduates will have understood the limits as well as the potential of their own thought processes. As well, in attempting various strategies, they will have explored styles of thinking that may be new to them. This will allow graduates to understand the way they think and how they approach decisions and problems.

Elements of the Performance

- Clarify the nature and extent of problems or required directions
- Explore various thinking skills and strategies that could be used
- Identify limits as well as the potential of one's own thought processes
- Choose and apply thinking skills and strategies (e.g., inductive and deductive thinking; creative and intuitive thinking; inquiry; critical thinking; and reflection)
- Evaluate results of the thinking skills and strategies used in problem solving and decision making
- Appreciate the benefits of the use of alternative types of thinking

7. *The graduate has reliably demonstrated the ability to*

collect, analyze, and organize relevant and necessary information from a variety of sources.

Explanation

Making decisions and completing tasks often requires information that can be used as support. Graduates, therefore, must be able to access current, relevant, and useful information and to organize that information in understandable ways. In achieving this outcome, graduates will have developed and used strategies to locate and gather a wide range of information, most particularly through technological means. They will have learned how to select pertinent information and to sort it so that it can be displayed in useful formats like databases and spreadsheets. This information can then be used to support decisions and to assist in the completion of tasks.

Elements of the Performance

- Identify the nature of the information required
- Investigate sources of information (including people, text, databases, and the Internet)
- Gather information from the most appropriate sources using various data collection techniques, including technology
- Examine the information and select what is relevant, important, and useful
- Employ a variety of techniques to organize the information (e.g., spreadsheets, databases, graphs, charts)
- Draw conclusions about how the information can be used
- Evaluate the processes used
- Cite sources according to the conventions of the medium used

8. *The graduate has reliably demonstrated the ability to*

evaluate the validity of arguments based on qualitative and quantitative information in order to accept or challenge the findings of others.

Explanation

With the wealth of numerical and non-numerical information available, graduates must be able to interpret, understand, and draw conclusions about what others have produced. Graduates will have used their mathematical abilities to question the validity of statistics and other numerical claims. Graduates also will have used their language and critical thinking skills to analyze the assumptions and evidence that others use to support more qualitative arguments and conclusions. As a result, graduates will have developed the ability to question and make decisions about what they read, hear, and observe.

Elements of the Performance

- Identify conclusions and claims made by others
- Detect any fallacies, biases, misrepresentations, and assumptions and judge their relevance to supporting arguments
- Check for accuracy and credibility of claims or arguments
- Be prepared to defend acceptance or rejection of claims or arguments

9. *The graduate has reliably demonstrated the ability to*
create innovative strategies and/or products that meet identified needs.

Explanation

Creating strategies and products that are original and innovative will require graduates to develop their creative thinking skills to find alternative ways to address situations. Graduates will have developed the confidence to use old information in new ways; to see unique relationships; and to practice the lateral, divergent, and intuitive thinking that will yield new approaches.

Elements of the Performance

- Analyze needs
- Generate creative ideas for strategies and products that will meet needs
- Choose alternatives to pursue based on needs and criteria of projects/plans
- Create strategies/products
- Evaluate strategies/products according to meeting needs

10. *The graduate has reliably demonstrated the ability to*

manage the use of time and other resources to attain personal and/or project-related goals.

Explanation

Achieving task-related goals in their personal and professional lives requires graduates to use their time, money, space, and other, often limited, resources as efficiently as possible. Graduates will have developed their ability to plan and predict ways of achieving goals. They will have developed and used tools intended to assist in the process. Finally, they will have attempted to follow their plans and use the tools, assessing regularly how realistic the goals, plans, and processes are and adapting when it is necessary.

Elements of the Performance

- Define reasonable and realistic goals
- Use planning tools (e.g., budgets, schedules) to achieve goals
- Monitor the process and goals and respond to changes
- Use resources (e.g., money, space, time) efficiently to accomplish tasks
- Re-evaluate goals and the use of resources and make appropriate adjustments

11. *The graduate has reliably demonstrated the ability to*
take responsibility for her or his own actions and decisions.

Explanation

Making decisions, taking positions, and completing tasks require graduates to be accountable for actions taken and to defend their convictions. Graduates will have demonstrated their ability to evaluate what they do and why they do it. They will have taken into consideration their individual values, beliefs, and opinions and the effects these have on their actions. Not only will graduates be able to justify their decisions, they will be able to advocate positively on behalf of themselves.

Elements of the Performance

- Review the results of one's actions and decisions
- Reflect on the processes and practices used
- Identify any errors and make corrections
- Identify successes for adaptation to other situations
- Account for how one's own values and beliefs affect actions and decisions
- Evaluate and act upon constructive feedback
- Be prepared to defend decisions made and actions taken

12. *The graduate has reliably demonstrated the ability to*

adapt to new situations and demands by applying and/or updating her or his knowledge and skills.

Explanation

Transferring skills from one context to another enables graduates to be lifelong learners. Graduates will have developed the confidence to know that their current skills are applicable to a range of changing, novel and unexpected situations. They will have demonstrated their ability to reflect on what they can do, match those skills to the new demands, and apply previous skills or develop the additional ones that will make them as effective in the new situations.

Elements of the Performance

- Assess current skills, knowledge, and learning styles
- Identify skills and knowledge required for new situations
- Adapt current skills and knowledge to new situations
- Identify new skills and knowledge required
- Choose the most appropriate learning and working styles to acquire new skills and knowledge
- Evaluate success of the processes and actual adaptations

13. *The graduate has reliably demonstrated the ability to*
represent her or his skills, knowledge, and experience realistically for personal and employment purposes.

Explanation

Preparing for changes in their personal and professional lives requires graduates to assess and present their accomplishments and abilities. In achieving this outcome, graduates will have developed their ability to reflect on what they have done and learned. They will also have summarized their abilities in ways that are attractive and useful to potential recipients. These ways may include portfolios and resumes. Finally, graduates will have developed the skills to present themselves and their accomplishments personally and with confidence.

Elements of the Performance

- Summarize one's own skills, knowledge, and experience realistically
- Choose formats (e.g., resume, portfolio, interview) which best display skills, knowledge, and experiences according to the situations
- Evaluate responses to the representations and make any adjustments

IV. General Education Standard

All graduates of Child and Youth Worker Programs must have met the general education requirement described on the following pages, in addition to achieving the vocational and generic skills learning outcomes.

The General Education Requirement

The Government of Ontario has established that each college postsecondary program shall include a minimum of one three-hour-per-week general education course of approximately 45 instructional hours per semester. Learners should experience a breadth of goals through their general education studies; and, wherever possible, they should have the opportunity to exercise choice in the selection of their general education courses.

This general education requirement is an integral component of the Child and Youth Worker Program Standard, along with the vocational and generic skills learning outcomes.

The general education requirement shall be met consistent with the following guiding principles:

1. General education in the colleges shall identify and deal with issues of societal concern in a manner relevant to the lives of students. General education courses shall be structured in such a way as to guide students through the historical context of such issues, their theoretical bases, and application to contemporary life.
2. All general education courses offered in the colleges shall be designed to provide benefits to one or more of the three areas: learners' personal growth and enrichment, informed citizenship, and working life.
3. An essential component of the mission of Ontario's colleges is the encouragement and support of continuous learning. This commitment to lifelong learning shall be reflected in each of the general education courses offered in the colleges.

General education appropriate for Ontario colleges is defined as those postsecondary learning experiences that enable learners to meet more effectively the societal challenges which they face in their community, family, and working life. General education in the colleges provides learners with insight into the enduring nature of the

issues being addressed and into their particular relevance to today and the future. It is intended to encourage and support continuous learning. It is delivered as discrete courses which are designed to address one or more of the following goals and associated broad objectives established for general education:

Goals and Broad Objectives

1. Aesthetic Appreciation

understand beauty, form, taste, and the role of the arts in society

Broad Objectives

- develop critical awareness of arts in society
- perceive and evaluate the role of the arts
- heighten critical appreciation through development and application of personal and formal judgment factors

2. Civic Life

understand the meaning of freedoms, rights, and participation in community and public life

Broad Objectives

- develop knowledge of the structure and function of governments in Canada: legislative, judicial, and administrative arms; roles of elected officials and public servants; and a personal awareness of citizen responsibility
- develop historical understanding of major issues affecting Canadian politics and a critical awareness of related public policy
- develop awareness of international issues and their effects, and the place of Canada in international communities
- develop awareness of the history, significance, and organization of the voluntary sector in community life

3. Cultural Understanding

understand the cultural, social, ethnic, and linguistic diversity of Canada and the world

Broad Objectives

- develop an understanding of cultural identity by linking personal history to broader cultural study
- develop an understanding of the diversity of cultures and subcultures represented in Canadian society and of their interactions within the Canadian society
- develop intercultural understanding through reasoned reflection on various cultures' responses to universal human issues

4. Personal Development

gain greater self-awareness, intellectual growth, well-being, and understanding of others

Broad Objectives

- consider one's expectations and values and analyze their impact on personal goals
- apply an understanding of the individual and human development to personal life and relationships
- integrate the concept of well-being into one's lifestyle
- understand oneself as a learner and articulate one's own learning style

5. Social Understanding

understand relationships among individuals and society

Broad Objectives

- develop informed understanding of social organization and institutions and of ongoing issues in relationships between individuals, groups, and societies
- develop informed understanding of social trends, social change, and social problems and of implications for social and personal response
- develop informed understanding of contemporary social problems and issues

6. Understanding Science

appreciate the contribution of science to the development of civilization, human understanding, and potential

Broad Objectives

- develop an understanding of the history, philosophy, contributions, perspectives, and limitations of the sciences
- develop an understanding of the scientific method and its uses in measuring quantifiable entities and confirming laws of nature

7. Understanding Technology

understand the interrelationship between the development and use of technology and society and the ecosystem

Broad Objectives

- relate implications of current transformations in technological knowledge and development to our physical and biological world
- develop awareness of ethical positions on enduring issues regarding the place of the human species in the physical and biological world

8. Work and the Economy

understand the meaning, history, and organization of work; and working life challenges to the individual and society

Broad Objectives

- set personal expectations for efficiency, effectiveness, ethics, and rewards and reconcile them with the changing work environment
- apply knowledge of the organization and structure of work, its institutions, and history; and of social and cultural attitudes to work
- develop an understanding of the changing nature of work and the economy