



Child and Youth Care Program Standard

The approved program standard for Child and Youth Care program of instruction leading to an Ontario College Advanced Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 60701)

Ministry of Training, Colleges and Universities
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I. Introduction

This document is the Program Standard for the Child and Youth Care program of instruction leading to an Ontario College Advanced Diploma delivered by Ontario colleges of applied arts and technology (MTCU funding code 60701).

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 Program Standards and Evaluation Unit of the Ministry of Training, Colleges and Universities have responsibility for the development, review and approval of system-wide standards for programs of instruction at Ontario colleges of applied arts and technology.

Program Standards

Program standards apply to all similar programs of instruction 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 of instruction in question),
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction).

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 of instruction 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 Vocational Learning Outcomes

Vocational 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, vocational 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 vocational 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 Vocational Learning Outcomes

The vocational learning outcome statements set 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 vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

The Development of a Program Standard

In establishing the standards development initiative, the Government determined that all postsecondary programs of instruction 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 to ensure that the Child and Youth Care 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, please contact the Ministry of Training, Colleges and Universities at the address or email address noted on the inside cover page.

II. Vocational Standard

All graduates of Child and Youth Care (Ontario College Advanced Diploma) programs have achieved the eight (8) vocational learning outcomes (VLOs) listed in the following pages, in addition to achieving the essential employability skills (EES) learning outcomes and meeting the general education (GE) requirement.

Preamble

Graduates of the Child and Youth Care program engage with children, youth and their families in their everyday lives, building on their strengths and capacities to promote optimal development and to facilitate positive changes. Many of the children and youth receiving care, and their families, experience complex challenges associated with multiple factors such as, socioeconomic factors, mental health or cognitive issues, developmental challenges and/or are youth involved in the justice system.

Child and youth care practitioners engage and work with children, youth and their families across a wide variety of settings including community-based child and youth development programs, parent education and family support, school-based programs, community mental health, group homes, residential centres, day and residential treatment programs, early intervention, home-based care and treatment, private practice, psychiatric centres, rehabilitation programs, pediatric health care, child protection and youth justice programs.¹

Child and youth care practitioners work collaboratively with children, youth and their families from child and youth-centred, developmental and *ecological perspectives** which emphasize and value the interaction between individuals and their physical, cultural and social environments including family, community and social services, as well as the educational and justice systems. Child and youth care practitioners assess and respond to the strengths and needs of children, youth and their families considering their interaction within and between these inter-related systems. Child and youth care practitioners maintain an *anti-oppression perspective** in their work and demonstrate cultural competence in diverse cultural contexts.

Child and youth care practitioners form relationships with children, youth and families within their *life space** using in-the-moment, daily life events as opportunities to promote and facilitate positive change. Practitioners plan, implement and evaluate *evidence-based** and *strength-based** interventions in the areas of *therapeutic milieu** and programming, group work and *advocacy**, with the aim to capture the learning opportunities in the daily life of children, youth and their families. Additionally, practitioners seek out and connect children, youth and their families with relevant, culturally specific and appropriate community resources that support development, *self-advocacy** and promote *resiliency**.

As valuable members of the interprofessional team, child and youth care practitioners apply team dynamics, leadership and organizational skills to support the delivery of quality child, youth

¹ Settings adapted from the Association for Child and Youth Care Practice and Child and Youth Care Certification Board (2010), "*Competencies for Professional Child and Youth Work Practitioner*".

and family care in a wide variety of settings.

Self is seen as foundational to child and youth care practice. Child and youth care practitioners value self-inquiry as an essential component of professional practice and integrate reflection, self-awareness and self-care strategies into daily practice.

Child and youth care practitioners adhere to professional codes of ethics and all relevant legislation governing child and youth care services. Practitioners are committed to *evidence-based** research and *evidence-informed practice** and engage in continuing professional education to support ongoing professional growth and competence in child and youth care practice.

There are opportunities for graduates to pursue further educational qualifications and degree completion. Graduates should contact individual colleges and universities for further details.

Endnote: The Ontario Council on Articulation and Transfer (ONCAT) maintains the [provincial postsecondary credit transfer portal, ONTransfer](#).

Synopsis of the Vocational Learning Outcomes

Child and Youth Care (Ontario Advanced College Diploma)

The graduate has reliably demonstrated the ability to

1. **develop and maintain relationships with children, youth and their families applying principles of *relational practice** and respecting their unique *life space**, cultural and human diversity.**
2. **assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges in order to promote positive change.**
3. **analyze and evaluate the impact of the inter-relationship among family, social service, justice and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers.**
4. **plan, implement and evaluate interventions using *evidence-informed practices** in the areas of *therapeutic milieu** and programming, and group work to promote *resiliency** and to enhance development in children, youth and their families.**
5. ***advocate** for the rights of children, youth and their families and maintain an *anti-oppression perspective** and cultural competence in diverse cultural contexts.**
6. **apply communication, teamwork and organizational skills within the interprofessional team and with community partners to enhance the quality of service in child and youth care practice.**
7. **develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness and to enhance practice as a child and youth care practitioner.**
8. **use *evidence-based** research, professional development resources and supervision models to support professional growth and lifelong learning.**

**See Glossary*

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

The Vocational Learning Outcomes

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

develop and maintain relationships with children, youth and their families applying principles of relational practice* and respecting their unique life space*, cultural and human diversity.

Elements of the Performance

- Use communication skills and engagement strategies to promote positive relationships, understanding and trust with the children, youth and their families
- Apply principles of *relational practice** including consideration, safety, trust, presence and empathy
- Select and use strategies of *relational practice** to support changes for children's and youth interpersonal patterns using a *strength-based** focus within their day-to-day environment
- Establish and adapt professional boundaries with children, youth and their families while accepting the diverse needs, composition and dynamics of contemporary families
- Promote *resiliency** in children, youth and their families by assisting them to identify strengths and needs
- Use empowerment strategies to support the development of decision-making and independence
- Increase capacity of children, youth, families and their supporters to seek out and make use of services and promote the development of self-*advocacy** skills
- 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 children, youth and their families, on an ongoing basis, making adaptations where necessary
- Adapt strategies of *relational practice** to a variety of settings including centre based and community-based therapeutic programs
- support children, youth and their families to develop the personal capacity to bring about positive changes within themselves
- Maintain the privacy and confidentiality of child, youth and family information in accordance with all legislative requirements and agency policies*

See Glossary

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

assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges in order to promote positive change.

Elements of the Performance

- Assess developmental domains (cognitive, physical, emotional and social) in children, youth and their families applying theories of growth and development, and attachment
- Support children's, youth's and their families' participation in the identification of their strengths and needs
- Analyze observed responses considering biological, psychological, sociological and environmental strengths along with challenges (i.e., substance abuse, neglect, abuse, pregnancy, family disruptions and trauma)
- Assess and analyze the environmental context (i.e., family life/home, school, recreation) of children and youth to identify opportunities to change patterns of behaviour learned in those environments
- Identify and communicate strengths and challenges to ensure that service plans reflect the needs of children and youth and their families
- Assess children, youth and their families' readiness to change applying current evidence-based* research in patterns of growth and development and change theories
- Incorporate culturally specific developmental norms into child and youth care practice
- Apply learning theories to promote the learning of new behaviour in children, youth and their families
- Promote psychological flexibility in children and youth by assisting them in developing effective, prosocial coping strategies
- Identify and describe behavioural manifestations in children and youth commonly associated with disorders described in the Diagnostic and Statistical Manual of Mental Disorders - DSM-5 (i.e., Attention Deficit Disorder, Conduct Disorder, Eating Disorders, Mood Disorders, Autism Spectrum Disorders and Anxiety Disorders)
- Explain pathological and/or symptomatic behaviour using theories of development, attachment and knowledge of mental health disorders
- Promote mental health wellness in children, youth and their families
- Use and adapt strength-based* techniques to prevent, de-escalate, and manage identified behaviours in children and youths in a variety of settings including school and community-based, pediatric health care and residential settings.
- Identify commonly prescribed psychopharmacological medications and describe their indications and side effects

- Assist with the administration and documentation of medication under supervision and in accordance with prescribed directions and agency policies
- Observe responses to medication and provide feedback for the evaluation of prescribed medication in children and youth
- Identify drugs used for recreational use/misuse and behavioural manifestations in children and youth

* See *Glossary*

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

analyze and evaluate the impact of the inter-relationship among family, social service, justice and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers.

Elements of the Performance

- Identify relevant institutional systems and components, including social, justice, education, recreation and health services, and analyze how these systems interact to meet the needs of children, youth and their families
- Evaluate, in collaboration with their families and members of the interprofessional team, the impact of the environment, including the cultural, economic, physical, emotional, social, spiritual, and or psycho-social contexts in which children, youth and their families live and function
- Support children, youth and their families in their understanding of the roles of the systems and services with which they interact to facilitate their access to relevant resources
- Identify, in collaboration with children, youth and their families, their strengths and support them in using areas of strength to promote positive change
- Assess the family system and incorporate information into the service plan using a variety of models and tools
- Act in accordance with all relevant legislation and regulations related to the practice of child and youth care including the Child and Family Services Act, 1990; Child Care Modernization Act, 2014; Ministry of Community and Social Services Act, 1990; Family Law Act, 1990; Ministry of Correctional Services Act, 1990; Personal Health Information Protection Act, 2004; Accessibility for Ontarians with Disabilities Act, 2005; Mental Health Act, 1990 and the Youth Criminal Justice Act, 2002.
- Identify and discuss the role of various child welfare agencies and their legislated authority
- Determine reasonable grounds to suspect when a child is at risk for abuse or neglect and may be in need of protection, and take appropriate action in reporting these incidences in accordance with the Ontario *Child and Family Services Act, 1990*.

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

plan, implement and evaluate interventions using evidence-informed* practices in the areas of therapeutic milieu*and programming, and group work to promote resiliency* and to enhance development in children, youth and their families..

Elements of the Performance

- Identify and discuss the theoretical/empirical basis for interventions selected
- Select and apply *evidence-informed** interventions consistent with the assessed development level, identified strengths, needs and goals
- Plan, implement and adapt activities of daily living consistent with the interests, developmental level and the cultural practices of children and youth.
- Plan, implement and evaluate moment-to-moment interventions such as *life space** interviewing and use of daily activities to create positive change
- Promote children's, youth's and their families' engagement and participation in determining appropriate interventions.
- Apply an interactive approach (i.e., work with and play with) to activities of daily living within the *therapeutic milieu** to develop relationships and promote involvement in programming activities
- Coach children and youth in age appropriate life skills and model pro-social behaviour
- Employ behavioural management strategies necessary to promote positive behaviour
- Apply principles of crisis management to de-escalate a crisis situation, to promote safety and to maintain dignity and integrity for children, youth and their families
- Create and modify the *therapeutic milieu** to maximize learning and to promote change in children, youth and their families in a variety of situations and surroundings
- Plan, implement and evaluate *strength-based** therapeutic activities and programs that account for age, developmental status, cultural and/ or ethnic background as well as the unique objectives of children and youth in care
- Identify, locate and evaluate community resources for programs and activities and as appropriate, connect children, youth and their families to them.
- Support children, youth and families to recognize the value of and to access relevant, culturally appropriate community resources
- Collaborate with other professionals to plan, implement and adapt therapeutic programs, approaches and resources that respond to identified areas of need and strengths for children, youth and their families
- Create opportunities that encourage children, youth and their families to

- contribute to the planning and evaluation of programs and services
- Collaborate in the development of realistic goals with, and for, children, youth, and their families
- Access and manage resources for the attainment of goals and identify the need for additional resources
- Lead and facilitate group work in both formal and informal settings, applying knowledge of group process, negotiation and conflict resolution skills.

* *See Glossary*

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

***advocate** for the rights of children, youth and their families and maintain an *anti-oppression perspective** and cultural competence in diverse cultural contexts.**

Elements of the Performance

- Identify and access information on the rights of children, youth and their families including the United Nations Charter on the Rights of the Child
- *Advocate** for the rights of children, youth and their families to have quality services, programs and care
- *Advocate** for safeguards for the protection of children and youth from systemic injustices, abuse, mistreatment and exploitation
- Promote self-*advocacy** in children, youth and their families
- Plan and implement youth *advocacy*/engagement* strategies
- Identify and describe the role of the Office of the Provincial Advocate for Children and Youth and it's legislated authority
- Identify individuals' biases that may contribute to oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
- Identify system barriers including political, social and economic factors that may contribute to stereotyping, bias, discrimination and social inequalities
- Support children, youth and their families in overcoming system-based barriers to care and services
- Promote equity and inclusion through the application of *anti-oppression** frameworks at the individual, group and systems level
- Engage with all children, youth and their families, articulating an understanding of differences, suspending judgment and showing support and empathy

* See *Glossary*

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

apply communication, teamwork and organizational skills within the interprofessional team and with community partners to enhance the quality of service in child and youth care practice.

Elements of the Performance

- Establish and maintain positive relationships within a team environment that reflect cooperation and professionalism as determined by ethical standards, organizational policies, and current legislation
- Work in partnership with children, youth and their families and include them within the interprofessional team
- Identify roles and responsibilities of all members of a team providing service to children, youth and their families
- Collaborate with professionals, service providers and community stakeholders to improve the quality of services for children, youth and their families
- Establish and maintain appropriate boundaries with professional colleagues, children, youth and their families
- Consult with relevant others to gain an holistic understanding regarding services for children, youth and their families
- Coach others (e.g., teachers, parents) regarding strategies and tools to support psychosocial development and positive change in children and youth
- Lead interprofessional team members in the integration of individualized, culturally relevant and developmentally appropriate intervention strategies into the service plan
- Coordinate activities and facilitate efficient use of resources (i.e., fiscal, human) that will provide quality service
- Develop and apply organizational and time management skills
- Protect and maintain confidentiality as governed by agency policy, legislation, and professional codes of ethics
- Plan and implement, clear, concise written, oral and electronic communications for diverse individuals, families and groups using *anti-oppression** language
- Identify and use communication technologies, including social media and adaptive technologies when appropriate, to promote professional communication and person-centred care
- Select and use technologies to document all relevant information related to professional role and responsibility (i.e., completing written reports, taking meeting notes/minutes, preparing presentations, completing electronic forms, etc.)
- Comply with documentation and reporting requirements including those related to *the Child and Family Services Act, 1990*, youth justice requirements and other applicable legislation

- Evaluate the results of the communication and adapt communication as necessary to promote understanding
- Explain complex concepts in ways that are understandable for and respectful of diverse individuals and groups

* See *Glossary*

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

develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness and to enhance practice as a child and youth care practitioner.

Elements of the Performance

- Assess professional skills, knowledge and personal well-being in an on-going manner and reflect on the impact of these factors on one's own practice
- Use reflective tools to learn from and gain insight from interaction with children, youth, families and colleagues
- Examine the impact of self on others and ensure that interactions are consistent, constructive and positive
- Identify and consider how personal values, beliefs, opinions and one's own social location and experiences may impact interactions with children, youth, families and colleagues
- Access and utilize appropriate resources and self-care strategies (i.e., cognitive/intellectual, physical, social, emotional, spiritual and financial) to enhance personal growth and professional practice
- Value self-care practices and integrate mindfulness, self-regulation and managing emotions and stress into one's own practice
- Identify and use strategies to prevent and/or combat compassion fatigue, vicarious trauma, stress reactions and other occupational stressors associated with child and youth care practice

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

use *evidence-based research, professional development resources and supervision models to support professional growth and lifelong learning.**

Elements of the Performance

- Seek and use formal and informal supervision opportunities and ongoing feedback to enhance professional growth and competence
- Determine current skills and knowledge through self-assessment, reflection and collaboration with peers and supervisor
- Establish reasonable, measurable and realistic personal and professional goals to enhance work performance and evaluate progress towards goals
- Develop and implement strategies to guide ongoing professional growth and learning
- Act in accordance with professional codes of ethics and professional standards
- Distinguish between legal and ethical issues and apply an ethical decision-making process
- Develop a professional identity as a child and youth care practitioner
- Establish a professional support network
- Transfer and adapt knowledge and skills to other related contexts
- Access and apply professional literature, particularly in the area of *evidence-based** research and *evidence-informed practice**
- Explore career choices and employment opportunities in the child and youth care field
- Analyze and discuss current professional issues, future trends and challenges in the field of child and youth care

* See *Glossary*

Glossary

Advocate/advocacy - Actions taken to ensure that all children's, youth's and their families' views are heard and considered integral to the decision-making process that directly affects them. Advocacy leads to child, youth and family empowerment and affords them the dignity of self-determination within the context of their capabilities and culture. Advocacy means building the capacity for children, youth and their families to know about, seek out and to use community services and resources. Through advocacy within the community and the broader society, child and youth care practitioners promote education and increased awareness of issues affecting children, youth and their families (Adapted from Stuart, Carol, 2008. Child and Youth Care Practitioners Contributions to Evidence-based Practice in Group Care).

Anti-oppression perspective - An approach to child and youth care practice that acknowledges oppression and power differentials that exist within society, the economy, cultures, groups and individuals and uses social-justice approaches to remove or mitigate these inequalities.

Ecological perspective - Interactions between individuals and their physical and social environments including cultural and political settings. This approach to child and youth care practice includes interactions among institutional settings i.e., justice, mental health, child welfare and education systems (Adapted from Stuart, Carol, 2008. Child and Youth Care Practitioners Contributions to Evidence-based Practice in Group Care).

Evidence-based - An approach, treatment and/or program that has research evidence to support its effectiveness.

Evidence-informed practice – A process that involves critical thinking and evaluation of information to determine the most effective and efficient responses for children, youth and their families. Evidence-informed practice takes into consideration children's, youth's and their families' values and expectations along with current research and best practices in child and youth care practice.

Life space - The social environment where young people learn to manage life. It is a single unified space that includes physical, mental, relational, spiritual and virtual dimensions. By exploring young people's experience of life space one can help them develop agency and control over that space. (Adapted from Gharabaghi, K. and Stuart, C. 2013. Right Here, Right Now: Exploring Life Space Intervention for Children, Youth and Families).

Relational practice – A mindful approach to practice where the child and youth care practitioner provides co-created, child-centred and responsive care that meets the needs of children, youth and their families and leads to moments of growth and development. Through the development of relationships, relational

practice is characterized by being present with others, sharing emotional involvement, considering cultural, psychosocial development and being sensitive to and managing power differentials within relationships.

Resiliency - A child's, youth or family's/caregiver's ability to recover and/or adapt effectively from disruptive change, trauma, illness or misfortune without being overwhelmed or acting in dysfunctional ways. Resilient children, youth and families/caregivers possess the skills to cope with life's challenges. Children and youth have a naturally resilient nature but it must be nurtured, strengthened and taught, particularly in the face of one or more risk factors (Adapted from the Ontario Ministry of Children and Youth Services, 2006, A Shared Responsibility for Child and Youth Mental Health).

Strength-based - An approach to child and youth care practice that focuses on the abilities, skills, resources and cultural and life experiences of children, youth and their families and acknowledges their inherent resiliency. Child and Youth Care practitioners collaborate with children, youth and their families in the planning, intervention and evaluation of relevant strength-based strategies and programs with the goal to promote individual and family capacity building.

Therapeutic milieu - The context within which child and youth care practice occurs. The therapeutic milieu includes physical, social, emotional, cultural and ideological factors. All of these factors must be positive, affirming and non-oppressive in order to create a safe, healthy and positive space for children, youth and their families to develop and facilitate positive change (Adapted from Burns, Michael, 2006. Healing Spaces: Therapeutic Milieu in Child and Youth Work).

III. Essential Employability Skills

All graduates of the Child and Youth Care (Ontario College Advanced Diploma) program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed on the following pages, in addition to achieving the vocational learning outcomes and meeting the general education requirement.

Context

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning.

The teaching and attainment of these EES for students in, and graduates from, Ontario's colleges of applied arts and technology are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today;
- our colleges are well equipped and well positioned to prepare graduates with these skills;
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education.

Skill Categories

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal
- Personal

Application and Implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories and learning outcomes to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential.

EES may be embedded in General Education or vocational courses, or developed through discrete courses. However these skills are developed, all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories.

SKILL CATEGORY	DEFINING SKILLS: Skill areas to be demonstrated by graduates:	LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
COMMUNICATION	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Presenting • Visual literacy 	<ol style="list-style-type: none"> 1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. 2. respond to written, spoken or visual messages in a manner that ensures effective communication.
NUMERACY	<ul style="list-style-type: none"> • Understanding and applying mathematical concepts and reasoning • Analyzing and using numerical data • Conceptualizing 	<ol style="list-style-type: none"> 1. execute mathematical operations accurately.
CRITICAL THINKING & PROBLEM SOLVING	<ul style="list-style-type: none"> • Analyzing • Synthesizing • Evaluating • Decision making • Creative and innovative thinking 	<ol style="list-style-type: none"> 1. apply a systematic approach to solve problems. 2. use a variety of thinking skills to anticipate and solve problems.

SKILL CATEGORY	DEFINING SKILLS: Skill areas to be demonstrated by graduates:	LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
INFORMATION MANAGEMENT	<ul style="list-style-type: none"> • Gathering and managing information • Selecting and using appropriate tools and technology for a task or a project • Computer literacy • Internet skills 	<ol style="list-style-type: none"> 1. <i>locate, select, organize and document information using appropriate technology and information systems.</i> 2. <i>analyze, evaluate and apply relevant information from a variety of sources.</i>
INTERPERSONAL	<ul style="list-style-type: none"> • Teamwork • Relationship management • Conflict resolution • Leadership • Networking 	<ol style="list-style-type: none"> 1. <i>show respect for the diverse opinions, values, belief systems and contributions of others.</i> 2. <i>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i>
PERSONAL	<ul style="list-style-type: none"> • Managing self • Managing change and being flexible and adaptable • Engaging in reflective practices • Demonstrating personal responsibility 	<ol style="list-style-type: none"> 1. <i>manage the use of time and other resources to complete projects.</i> 2. <i>take responsibility for one's own actions, decisions and their consequences.</i>

IV. General Education Requirement

All graduates of the Child and Youth Care (Ontario College Advanced Diploma) program must have met the general education requirement described on the following pages, in addition to achieving the vocational and essential employability skills learning outcomes.

Requirement

The General Education Requirement for programs of instruction is stipulated in the Credentials Framework (Appendix A in the Minister's Binding Policy Directive *Framework for Programs of Instruction*).

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or the equivalent) designed discretely and separately from vocational learning opportunities.

This general education learning would normally be delivered using a combination of required and elective processes.

Purpose

The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work.

General Education strengthens students' essential employability skills, such as critical analysis, problem solving and communication, in the context of an exploration of topics with broad-based personal and/or societal importance.

Themes

The themes listed below will be used to provide direction to colleges in the development and identification of courses that are designed to fulfill the General Education Requirement for programs of instructions.

Each theme provides a statement of Rationale and offers suggestions related to more specific topic areas that could be explored within each area. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the nature and scope of content that would be judged as meeting the intent and overall goals of General Education.

1. Arts in Society:

Rationale:

The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student's cultural and self-awareness.

Content:

Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist's and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

2. Civic Life:

Rationale:

In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national and global level and an awareness of international issues and the effects of these on Canada, as well as Canada's place in the international community.

Content:

Courses in this area should provide students with an understanding of the meaning of freedoms, rights and participation in community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in a Canadian and/or in an international context. They may also provide an historical understanding of major political issues affecting relations between the various levels of government in Canada and their constituents.

3. Social and Cultural Understanding:

Rationale:

Knowledge of the patterns and precedents of the past provide the means for a person to gain an awareness of his or her place in contemporary culture and society. In addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.

Content:

Courses in this area are those that deal broadly with major social and cultural themes. These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic or linguistic characteristics.

4. Personal Understanding:

Rationale:

Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually and vocationally.

Content:

Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

5. Science and Technology:

Rationale:

Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the human mind that is unique in human history. This and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.

Content:

Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing) and assorted computer-related technologies should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.