



# Child and Youth Care Certificate

## PLAR Candidate Guide

Prior Learning Assessment and Recognition (PLAR)

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### Prior learning credit options at Saskatchewan Polytechnic

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See [Get Credit for What you Know](#) for important information about all options to get credit for prior learning at Sask Polytech, including PLAR, transfer credit, Canadian Armed Forces credit, and equivalency credit.

### How to navigate this document

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This document contains links to other document sections or webpages. To return to where you were from another section in this document, press the *ALT* key and *left arrow* key at the same time. To return to this webpage from another webpage, close the other webpage or click back on the browser tab for this document.

### Contents of this guide

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This guide contains the following specific PLAR information and tools for this program

- A. [PLAR fees](#)
- B. [PLAR eligibility and options](#)
- C. [Dates when PLAR assessment is available](#)
- D. [Special directions for this program](#)
- E. [PLAR contact person](#)
- F. [Self-rating course outlines](#)

## A. PLAR fees

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Fees for PLAR challenges are set to cover our costs for consultation, assessment, and related administrative tasks. PLAR fees are non-refundable and non-transferrable.

The PLAR fees policy is subject to change for each new academic year. Please see the **Cost** section on the [PLAR webpage](#) for current fee information.

## B. PLAR eligibility and options

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To be eligible for PLAR for courses in this program, you must first apply for admission and be accepted into the program. You must also consult with the [PLAR contact person](#) and be approved for PLAR assessment.

To be approved for PLAR assessment, you must have attained the skills and knowledge to competently achieve the outcomes for one or more of the program's courses.

Additionally, you must have at least two (2) years, or 3600 hours, of successful experience within the last 5 years in the child and youth care field.

- This experience must be with an agency that is funded for, and delivers services for, children and youth who are identified as being "at risk" in Saskatchewan.
- Your work role must have involved applying a range of intervention skills with at risk children and youth and a substantial portion of work time must have been in a residential setting.
- Volunteer hours will NOT contribute to time requirements.

You must be prepared to provide your student advisor with a detailed job description from each workplace that you want counted toward recent youth care experience.

## C. Dates when PLAR assessment is available

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PLAR assessment for this program is available from Sept 1<sup>st</sup> to May 1<sup>st</sup> in each academic year.

**All PLAR assessments must be completed by May 1<sup>st</sup> of each academic year.**

## D. Special directions for this program

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1. **Review** the [PLAR process and FAQs](#) and the information in this guide.
2. **Self-rate** your learning for each course using the [Course Outlines](#) in this guide.
3. **Consult** with the [PLAR contact person](#) for PLAR approval. Be prepared to provide your resume, course self-ratings (see [section F](#)), and a partially completed [PLAR application](#). If you are approved for PLAR, the contact person will sign your PLAR application and explain next steps.
4. **Apply** for admission to the program. See [directions](#) for applying.
5. **Register** for PLAR at Registration Services once you have signed approval on your [PLAR Application Form](#). The PLAR fee will be added to your student account.
6. **Finalize** a detailed Assessment Plan with your assigned assessor.
7. **Complete** assessment before your PLAR registration expires.

## E. PLAR contact person

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Contact the person below to arrange a consultation **after** you have read this guide and [general PLAR information](#) and rated yourself for each course (see next session). Consultation may be by phone, online, or in person. Be prepared to provide your resume, course self-ratings, and a partially completed [PLAR application](#). If agreement is reached to go ahead with PLAR, the contact person will sign approval on your PLAR application and explain the next steps. Admission to the program is required before you can register for PLAR.

**Cathy Deneiko, Program Head**  
Saskatchewan Polytechnic, Saskatoon Campus  
Phone: 306 – 659 – 4908  
Email: [deneikoc@saskpolytech.ca](mailto:deneikoc@saskpolytech.ca)

## F. Self-rating course outlines

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Clicking on a course code below opens a page where you can rate yourself on the knowledge and skills assessed for PLAR credit. For Arts & Sciences courses, clicking on the course code opens another PLAR guide. The [PLAR contact person](#) for this program will refer you to another person to discuss PLAR for courses delivered by Arts & Sciences or another program/department.

COURSE CODE	COURSE NAME	Delivered by another department/program
<b>Year 1 - Semester 1</b>		
<a href="#">COMM 291</a>	Interpersonal Communications	
<a href="#">CYC 100</a>	Professionalism in Child and Youth Care	
<a href="#">CYC 101</a>	Child and Youth Care Practices 1	
<a href="#">CYC 102</a>	Family Dynamics in Child and Youth Care	
<a href="#">CYC 103</a>	Behaviour Supports in Child and Youth Care	
<a href="#">EMPL 180</a>	Employability Skills	<a href="#">Arts and Sciences</a>
<a href="#">HLTH 183</a>	Health Promotion in Child and Youth Care	
<a href="#">SOC1 184</a>	Sociology 1	
<b>Year 1 - Semester 2</b>		
<a href="#">CLTR 180</a>	Culture and Diversity	
<a href="#">CYC 104</a>	Therapeutic Planning in Child and Youth Care	
<a href="#">CYC 105</a>	Addictions in Child and Youth Care	

COURSE CODE	COURSE NAME	Delivered by another department/program
<a href="#">HUMD 188</a>	Human Growth and Development	
<a href="#">PRAC 384</a>	Child and Youth Care Practicum 1	
<a href="#">SOCI 185</a>	Sociology 2	
<b>Year 1 - Semester 3</b>		
<a href="#">PRAC 385</a>	Child and Youth Care Practicum 2	

**COMM 291 - Interpersonal Communications**

You will develop employability skills through the study of interpersonal communications theory and applications in the workplace. Learning outcomes include the importance of self-awareness and self-esteem, perception problems, verbal and nonverbal messages, and listening skills, creating positive communication climates and resolving interpersonal conflict.

**Credit unit(s):** 2.0  
**Prerequisites:** none  
**Corequisites:** none  
**Equivalent course(s):** BCOM 103, COMM 112, COMM 135, COMM 155, COMM 160, COMM 381, HUMR 182, HUMR 186, JOBS 190, NEPS 114, NURS 114, NURS 163

<p><b>Use a checkmark (P) to rate yourself as follows for each learning outcome</b></p> <p><b>Competent:</b> I can apply this outcome without direction or supervision.  <b>Learning:</b> I am still learning skills and knowledge to apply this outcome.  <b>None:</b> I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe interpersonal communication.			
2. Describe how self-concept and perception affect communication.			
3. Discuss verbal and nonverbal messages.			
4. Discuss factors affecting communication climates.			
5. Apply skills to improve communication.			

**CYC 100 - Professionalism in Child and Youth Care**

You will visit human service agencies and meet the workers from a range of programs and agencies for children, youth, and families at risk. You will prepare for advanced coursework and confirm your career choice.

**Credit unit(s):** 4.0  
**Prerequisites:** none  
**Corequisites:** none  
**Equivalent course(s):** ORTN 385

<p><b>Use a checkmark (P) to rate yourself as follows for each learning outcome</b></p> <p><b>Competent:</b> I can apply this outcome without direction or supervision.  <b>Learning:</b> I am still learning skills and knowledge to apply this outcome.  <b>None:</b> I have no knowledge or experience related to this outcome.</p>	<b>Competent</b>	<b>Learning</b>	<b>None</b>
1. Demonstrate professional behavior in child and youth care.			
2. Perform child and youth care tasks under supervision.			
3. Practice established safety procedures.			
4. Describe community child and youth care services and programs.			
5. Prepare a continued professional development plan.			

**CYC 101 – Child and Youth Care Practices 1**

You will be introduced to the assumptions, values, ethics, and laws that provide the basis for working with children, youth, and families. You will develop awareness of your professional role and boundaries in maintaining effective helping relationships. You will apply the problem-solving process in child and youth care practices.

**Credit unit(s):** 3.0  
**Prerequisites:** none  
**Corequisites:** none  
**Equivalent course(s):** YCW 187

<p><b>Use a checkmark (P) to rate yourself as follows for each learning outcome</b></p> <p><b>Competent:</b> I can apply this outcome without direction or supervision.  <b>Learning:</b> I am still learning skills and knowledge to apply this outcome.  <b>None:</b> I have no knowledge or experience related to this outcome.</p>	<b>Competent</b>	<b>Learning</b>	<b>None</b>
1. Explain the knowledge, values, ethics, and skills required for child and youth care work.			
2. Explain the importance of developing self-awareness in child and youth care work.			
3. Describe the relationship between the problem-solving process and case management.			
4. Apply the problem-solving process.			

### CYC 102 - Family Dynamics in Child and Youth Care

You will examine the structure and patterns of family life in the context of Canadian cultural and societal diversity. You will identify and discuss issues that impact family functioning. You will use strength-based assessments, interventions, and strategies that promote resilience and healthy family life while in the role of a child and youth care practitioner.

**Credit unit(s):** 3.0  
**Prerequisites:** none  
**Corequisites:** none  
**Equivalent course(s):** YCW 282

<p><b>Use a checkmark (P) to rate yourself as follows for each learning outcome</b></p> <p><b>Competent:</b> I can apply this outcome without direction or supervision.  <b>Learning:</b> I am still learning skills and knowledge to apply this outcome.  <b>None:</b> I have no knowledge or experience related to this outcome.</p>	<b>Competent</b>	<b>Learning</b>	<b>None</b>
5. Describe family structure, function, strengths, and development within Canada’s culturally diverse society.			
6. Recognize dynamics that impact Canadian families.			
7. Demonstrate strategies for strength-based assessment and intervention planning with families.			
8. Implement child, youth, and family care occupational strategies that support families with complex needs.			

### CYC 103 - Behaviour Supports in Child and Youth Care

You will be introduced to the behavioural change process as it applies to the child and youth care worker’s role with at-risk children and youth. You will examine the theories, principles, and strategies designed to increase optimal behaviours and address inappropriate behaviours. You will study practical guidelines and techniques for working with at-risk children and youth in the context of family and community. You will learn the role of functional behaviour assessment and implementation of behavioural supports in child and youth care.

**Credit unit(s):** 4.0  
**Prerequisites:** none  
**Corequisites:** none  
**Equivalent course(s):** MGMT 193, SAFE 109

Use a checkmark (P) to rate yourself as follows for each learning outcome		Competent	Learning	None
Competent:	I can apply this outcome without direction or supervision.			
Learning:	I am still learning skills and knowledge to apply this outcome.			
None:	I have no knowledge or experience related to this outcome.			
9.	Define the role of the child and youth care practitioner in behaviour support with at-risk children and youth.			
10.	Describe the developmental assets and behaviours that are critical for the successful growth and development of children and youth.			
11.	Discuss screening, assessment, and evaluation of behaviour-risk and intervention outcomes with at-risk children and youth.			
12.	Demonstrate building professional therapeutic relationships with at-risk children and youth.			
13.	Analyze behaviour intervention approaches used with challenging behaviours of at-risk children and youth.			
14.	Examine the components of crisis situations.			
15.	Apply conflict de-escalation strategies.			

### EMPL 180 - Employability Skills

You will receive instruction and practice in written communication skills needed in the workplace. You will develop effective job search strategies, with emphasis on communicating a professional image through job search materials and interview skills.

**Credit unit(s):** 3.0  
**Prerequisites:** none  
**Corequisites:** none  
**Equivalent course(s):** COM 103, COM 105, COMM 292, EMPS 105

<p><b>Use a checkmark (P) to rate yourself as follows for each learning outcome</b></p> <p><b>Competent:</b> I can apply this outcome without direction or supervision.  <b>Learning:</b> I am still learning skills and knowledge to apply this outcome.  <b>None:</b> I have no knowledge or experience related to this outcome.</p>	<b>Competent</b>	<b>Learning</b>	<b>None</b>
16. Apply workplace writing skills.			
17. Use professional email practices.			
18. Write an incident report.			
19. Use job search skills.			
20. Create a job search portfolio.			
21. Apply job interview skills.			

### HLTH 183 - Health Promotion in Child and Youth Care

You will discuss a holistic approach to wellness with a focus on personal health. You will receive instruction in the lifestyle practices that promote health and wellness. You will study workplace safety practices and demonstrate competency in practical skills necessary for practitioner, child, youth, and family safety.

**Credit unit(s):** 3.0  
**Prerequisites:** none  
**Corequisites:** none  
**Equivalent course(s):** none

<p><b>Use a checkmark (P) to rate yourself as follows for each learning outcome</b></p> <p><b>Competent:</b> I can apply this outcome without direction or supervision.  <b>Learning:</b> I am still learning skills and knowledge to apply this outcome.  <b>None:</b> I have no knowledge or experience related to this outcome.</p>	<b>Competent</b>	<b>Learning</b>	<b>None</b>
22. Discuss holistic health and wellness in child and youth care.			
23. Demonstrate standard precautions in child and youth care.			
24. Demonstrate workplace safety in child and youth care settings.			
25. Discuss the importance of nutrition and health to children and youth.			
26. Practice healthy self-care for the child and youth care practitioner.			

**SOCI 184 - Sociology 1**

The course provides an introduction to the sociological perspective and addresses the study of people as social beings. You will examine culture, socialization processes and social inequality.

**Credit unit(s):** 3.0  
**Prerequisites:** none  
**Corequisites:** none  
**Equivalent course(s):** SOCI 160

<p><b>Use a checkmark (P) to rate yourself as follows for each learning outcome</b></p> <p><b>Competent:</b> I can apply this outcome without direction or supervision.  <b>Learning:</b> I am still learning skills and knowledge to apply this outcome.  <b>None:</b> I have no knowledge or experience related to this outcome.</p>	<b>Competent</b>	<b>Learning</b>	<b>None</b>
27. Describe the sociological perspective.			
28. Describe sociological research, methodology and ethics.			
29. Describe culture and socialization from a sociological perspective.			
30. Describe social inequality in Canada.			
31. Discuss gender and sexuality from a sociological perspective.			
32. Describe race and racialization.			
33. Describe families and family violence from a sociological perspective.			

**CLTR 180 - Culture and Diversity**

You will be introduced to the many facets of culture. Your studies will focus on the personal attitudes and values involved in appreciating cultural differences. You will explore multiculturalism in Canadian society and discuss practices that promote acceptance of diversity in society.

**Credit unit(s):** 3.0  
**Prerequisites:** none  
**Corequisites:** none  
**Equivalent course(s):** CLTR 100

<p><b>Use a checkmark (P) to rate yourself as follows for each learning outcome</b></p> <p><b>Competent:</b> I can apply this outcome without direction or supervision.  <b>Learning:</b> I am still learning skills and knowledge to apply this outcome.  <b>None:</b> I have no knowledge or experience related to this outcome.</p>	<b>Competent</b>	<b>Learning</b>	<b>None</b>
34. Describe diversity and social inequality in Canadian society.			
35. Identify your personal and occupational diversity competence.			
36. Examine diversity in Canadian culture.			
37. Develop occupational activities that promote socialization and equality.			

### CYC 104 - Therapeutic Planning in Child and Youth Care

You will examine the role of the child and youth care practitioner in planning and implementing culturally and developmentally appropriate programs for at-risk children and youth. You will develop, implement, and evaluate individual and group activities, Indigenous cultural activities, and activities that involve the use of social media.

**Credit unit(s):** 3.0  
**Prerequisites:** CYC 101  
**Corequisites:** none  
**Equivalent course(s):** REHA 281

<p><b>Use a checkmark (P) to rate yourself as follows for each learning outcome</b></p> <p><b>Competent:</b> I can apply this outcome without direction or supervision.  <b>Learning:</b> I am still learning skills and knowledge to apply this outcome.  <b>None:</b> I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
38. Explain the benefits of therapeutic recreational activity for at-risk children and youth.			
39. Propose program ideas and topics.			
40. Discuss needs assessment processes for planning therapeutic programs.			
41. Compose program goals and objectives.			
42. Develop strategies for planning recreational activities.			
43. Implement therapeutic program activities for at-risk children and youth.			
44. Evaluate therapeutic program activities for at-risk children and youth.			

### CYC 105 - Addictions in Child and Youth Care

You will examine historical trends and perspectives of addictive behaviours and interventions, with a focus on substance, gambling, and sexual addictions. You will identify drug classifications and the impact of addiction on family functioning. You will learn about prevention, intervention, and treatment options.

**Credit unit(s):** 3.0  
**Prerequisites:** none  
**Corequisites:** none  
**Equivalent course(s):** YCW 284

<p><b>Use a checkmark (P) to rate yourself as follows for each learning outcome</b></p> <p><b>Competent:</b> I can apply this outcome without direction or supervision.  <b>Learning:</b> I am still learning skills and knowledge to apply this outcome.  <b>None:</b> I have no knowledge or experience related to this outcome.</p>	<b>Competent</b>	<b>Learning</b>	<b>None</b>
45. Describe current North American trends and perspectives regarding substance usage/abuse.			
46. Explain theories of drug/alcohol dependence and addiction.			
47. Describe the different drug classifications.			
48. Discuss youth gambling addictions.			
49. Discuss youth sexual addictions.			
50. Identify the relationship between substance usage/abuse and family issues.			
51. Identify child and youth care practice strategies for the prevention of substance abuse problems.			
52. Explain child and youth care practice strategies for addiction treatment and relapse prevention.			

**HUMD 188 - Human Growth and Development**

You will learn the physical, sensory, perceptual, cognitive, social, and personality stages of human growth and development from conception to death.

**Credit unit(s):** 4.0  
**Prerequisites:** none  
**Corequisites:** none  
**Equivalent course(s):** none

<p><b>Use a checkmark (P) to rate yourself as follows for each learning outcome</b></p> <p><b>Competent:</b> I can apply this outcome without direction or supervision.  <b>Learning:</b> I am still learning skills and knowledge to apply this outcome.  <b>None:</b> I have no knowledge or experience related to this outcome.</p>	<b>Competent</b>	<b>Learning</b>	<b>None</b>
53. Describe growth and development from conception to end of life.			
54. Describe growth and development in infancy and early childhood.			
55. Describe growth and development in middle childhood and adolescence.			
56. Describe growth and development in early and middle adulthood.			
57. Describe growth and development in late adulthood and the end of life.			
58. Describe death, dying and bereavement.			

**PRAC 384 - Child and Youth Care Practicum 1**

You will apply knowledge and skills learned in your coursework at a program or agency that provides child, youth, and family services to persons at risk. Under the supervision of the agency, you will develop skills needed to work as a child and youth worker in a residential setting.

**Credit unit(s):** 9.0  
**Prerequisites:** EMPL 180, CYC 100, CYC 101, CYC 103  
**Corequisites:** none  
**Equivalent course(s):** none

<p><b>Use a checkmark (P) to rate yourself as follows for each learning outcome</b></p> <p><b>Competent:</b> I can apply this outcome without direction or supervision.  <b>Learning:</b> I am still learning skills and knowledge to apply this outcome.  <b>None:</b> I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
59. Identify professional conduct expected in child and youth care service agencies.			
60. Develop a portfolio that supports student success and readiness for professional practice.			
61. Identify function and operation of the child and youth care agency and its relationship to the community it serves.			
62. Identify roles of child and youth care staff within a residential setting.			
63. Review procedures to record documentation.			
64. Identify prevalent at-risk factors in children and youth.			
65. Review intervention programs/activities.			
66. Describe child and youth care practices that prompt respect for diversity in the context of Indigenous culture.			
67. Demonstrate professional practice in child and youth care.			
68. Demonstrate effective professional relationships.			
69. Practice a healthy work life balance.			
70. Prepare a self-care plan.			

**SOCI 185 - Sociology 2**

Building on what you learned in SOCI 184, you will examine the importance of a sociological understanding in human service professions. You will study social institutions, social deviance, and issues facing mainstream and marginalized people in Canada.

**Credit unit(s):** 3.0  
**Prerequisites:** SOCI 184  
**Corequisites:** none  
**Equivalent course(s):** SOCI 260, SOCI 282

<p><b>Use a checkmark (P) to rate yourself as follows for each learning outcome</b></p> <p><b>Competent:</b> I can apply this outcome without direction or supervision.  <b>Learning:</b> I am still learning skills and knowledge to apply this outcome.  <b>None:</b> I have no knowledge or experience related to this outcome.</p>	<b>Competent</b>	<b>Learning</b>	<b>None</b>
71. Describe education from a sociological perspective.			
72. Describe religion from a sociological perspective.			
73. Discuss crime, law and regulation in Canada.			
74. Explain the role of mass media in Canada.			
75. Describe Canadian health policy, aging, and disabilities from a sociological perspective.			
76. Describe work and the political economy in Canada.			
77. Explain globalization and environmental sociology.			

**PRAC 385 - Child and Youth Care Practicum 2**

Building on the experience you gained in Practicum 1, you will develop independence and expand the skill set needed to work as an employee in social services, residential, educational, or community agency that provides child, youth, and family services in Saskatchewan.

**Credit unit(s):** 11.0  
**Prerequisites:** PRAC 384  
**Corequisites:** none  
**Equivalent course(s):** none

<p><b>Use a checkmark (P) to rate yourself as follows for each learning outcome</b></p> <p><b>Competent:</b> I can apply this outcome without direction or supervision.  <b>Learning:</b> I am still learning skills and knowledge to apply this outcome.  <b>None:</b> I have no knowledge or experience related to this outcome.</p>	<b>Competent</b>	<b>Learning</b>	<b>None</b>
78. Identify professional conduct expected in child and youth services agencies based on practicum experiences.			
79. Identify personal and professional career goals.			
80. Develop a portfolio that integrates personal career goals with the learning outcomes.			
81. Identify roles within a community/school setting.			
82. Implement the components of a healthy therapeutic relationship with children and youth.			
83. Demonstrate effective therapeutic activities.			
84. Demonstrate flexibility to changing environment.			
85. Demonstrate intervention skills for behaviours of children and youth.			
86. Examine the impact of generational trauma on children and youth within the practicum agency.			
87. Formulate a therapeutic relationship with children and youth.			
88. Formulate a working relationship with co-workers.			
89. Organize supervision consultations.			
90. Evaluate personal self-care plan.			

