



## Child and Youth Care Certification Board,

1701 Southwest Parkway Suite 113  
College Station, Texas 77840

Phone: 979-764-7306  
Fax: 979-764-7307  
E-Mail: [passageh2h@aol.com](mailto:passageh2h@aol.com)

---

### ELECTRONIC PORTFOLIO INSTRUCTIONS

This competency-based portfolio assessment allows the candidate to reflect on his/her own practice and determine how specific competencies are expressed. Each portfolio item is based on a required competency listed in the CYCCB competency document that has not been assessed by another method. The CYCCB competency document is available for review and downloading at <http://www.acycp.org/childcarecompr.pdf>.

The portfolio activities are divided into seven (7) sections labeled as sections: A, B, C, D, E, F, and G. Some sections have multiple activities from which one may be chosen; others only have one activity. You must address one question within each section. Section D has one activity that has two subsections. Each subsection requires a response.

You will submit a total of seven (7) activities in your portfolio.

One of the NACP competencies (IV.B.4.j: delivering an effective presentation to a professional audience) will be met by the completion of this portfolio.

If you have questions or need additional information, please contact [cycceoffice@acycp.org](mailto:cycceoffice@acycp.org).

#### **Professional literature:**

In several places in the portfolio you will be asked to reference professional literature. Supporting literature should be relevant and current. If older literature is used it should also be relevant and of high quality. It may include classic authors in Child and Youth Care and/or authors describing current “best practices”. Attention should be paid to the quality of the research and its relevance. When listing published sources, standard American Psychological Association (APA) format must be used. This can be found in the:

American Psychological Association (APA) (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D. C.: Author

or accessed on the Internet at ([http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)) or other sites that can be found by conducting a browser search for the *Publication Manual of the American Psychological Association*.

CYCCB Portfolio:

### **Formatting requirements:**

The portfolio is provided in Microsoft WORD and must be submitted in this format. Responses in other formats or written responses will not be accepted. Response boxes have been provided following each activity description. These boxes are formatted to provide text in 12 point Times New Roman with double spaces between lines and 1” margins to meet submission requirements. Your responses can easily be typed into the boxes when completing each portfolio activity. When sources are requested, a separate box has been included formatted to provide single spacing. The boxes are designed to expand as you type in them.

### **First Page:**

Use the next page as the first page of your portfolio. Please fill in the information requested. Type your name and date after the statement in the box to indicate your agreement with the statement. Once you have completed your portfolio, you can delete the instructions that precede the Portfolio Front Cover Page.

### **Page Headers**

At the top of each page is a header: **CYCCB Portfolio:**. Modify the header so that your name is included as follows: **CYCCB Portfolio: James Bolton.** You can change the heading on any page and it will modify all the pages. Using this method, your name will appear on each page. Double click on the header to activate this feature.

When completing entries in the text boxes provided, please move the boxes to the top of the next page so that your entries begin on a new page. This can be accomplished by placing the cursor on the line above the text box title and pressing the enter key until the box is in the position you desire.

### **Saving Your Work**

It is recommended that you save your work frequently and make backup copies of the entire portfolio in multiple locations (hard drives, CDs) to avoid loss. You may also want to make a printed copy for your records.

### **Activity Format:**

Each activity contains instructions for completion of the activity, a box containing information on how the activity will be assessed and formatted text boxes in which to make responses.

### **Submission:**

The portfolio should be submitted electronically as an attachment to an email. Please title the document file as: CYCCB portfolio your full name (e.g. CYCCB portfolio James Bolton). This will assure that CYCCB can identify your portfolio when handling it electronically.

You will receive an electronic confirmation of receipt. Please attach the portfolio to an email and send it to: [cycboffice@acycp.org](mailto:cycboffice@acycp.org) .

## Portfolio Front Cover Page

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

Zip: \_\_\_\_\_

Home Phone: (    ) \_\_\_\_\_

Work Phone: (    ) \_\_\_\_\_

Email: \_\_\_\_\_

Submission Date: \_\_\_\_\_

With my name typed below, I am attesting that I personally completed the responses contained in the portfolio I am submitting.

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Date

**SECTION A: COMPLETE ONE OF THE FOLLOWING ACTIVITIES**  
(A-1 or A-2 or A-3)

**Activity A-1**

**Competency I.B.1.a** Access the professional literature

**Instructions:**

Select a professional child and youth care related topic and seek out relevant professional literature regarding the topic.

<b>Assessment</b>
<ul style="list-style-type: none"><li>• <b>Includes (5) references</b></li><li>• <b>References relevant to topic</b></li><li>• <b>References from professional literature; government publications</b></li><li>• <b>References current or classic</b></li><li>• <b>Uses APA format</b></li><li>• <b>Check at least one reference to verify</b></li></ul>

**Activity A-1**

<b>Topic in inquiry:</b>	
<b>Reference citation (APA format)</b>	<b>Reference source</b>
1)	
2)	
3)	
4)	
5)	

**Activity A-2**

**Competency I.B.1.b** Access information about local and national professional activities (e.g., organizations, conferences, and certification).

**Instructions:**

Select either a practice setting (e.g., early care and education, community based child and youth development programs, parent education and family support, school based programs, community mental health, group homes, residential centers, day and residential treatment, early intervention, home based care and treatment, psychiatric centers, rehabilitation programs, pediatric health care, and juvenile justice programs) or a client population (e.g., adolescent male sexual offenders, runaway and homeless youth, incarcerated juvenile females) and access information about local and national professional activities (e.g., organizations, conferences, certification) related to supporting child and youth care practice for this setting or population of clients.

<b>Assessment</b>
<ul style="list-style-type: none"><li>• Lists topic/milieu/population of inquiry</li><li>• Lists local and national professional activities</li></ul>

**Activity A-2**

<b>Practice Setting or Client Population:</b>	
<b>Professional Activities:</b>	<b>Where did you find out about this activity?</b>
1)	
2)	
3)	
4)	
5)	



**SECTION B: COMPLETE ONE OF THE FOLLOWING ACTIVITIES**  
**(B-1 or B-2)**

**Activity B-1**

**Competency I. B. 2.a (2)** Contribute to the on-going development of the field

**Instructions:**

If you are a current member of a local, regional, or national youth work related organization, list the organization, describe your participation (such as offices held or committee memberships), any trainings you have presented, courses you have taught, research in which you participated, governmental committees representing child and youth care, and articles you have published (relating to the practice of child and youth care work).

<b>Assessment</b>
<ul style="list-style-type: none"><li>• <b>Includes membership in an appropriate group</b></li><li>• <b>Includes list of contributions</b></li><li>• <b>Lists minimum of (1) contribution</b></li></ul>

**Activity B-1**

<b>Organization</b>	<b>Activity</b>

CYCCB Portfolio:

## **Activity B-2**

**Competency I. B. 2.e (1)** Keep up-to-date with developments in foundational and specialized areas of expertise

### **Instructions:**

In 1 page, state your plan for staying current and gaining new skills and knowledge for the next two years.

<b>Assessment</b>
<ul style="list-style-type: none"><li>• <b>Describes (2) year period</b></li><li>• <b>Plan is coherent</b></li></ul>



## **Activity B-2**

**SECTION C: COMPLETE ONE OF THE FOLLOWING ACTIVITIES**  
(C-1 or C-2)

**Activity C-1**

**Competency I. B. 2.a (2)** State a philosophy of practice that provides guiding principles for the design, delivery, and management of services

**Instructions:**

Write a paper (not to exceed 500 words) outlining a philosophy of practice that provides guiding principles for the design, delivery, and management of services. This activity is designed to assist you in taking a closer, more critical look at a theoretical orientation, approach, strategy, or philosophy which is used within the field of child and youth care work.

Assessment
<ul style="list-style-type: none"><li>• Does not exceed 500 words</li><li>• Includes statement of philosophy and guiding principles</li><li>• Consistent with values in Child and Youth Care field</li></ul>



**Activity C-1**

## ACTIVITY C-2

**Competency I. B.3.b. (1)** Incorporate ‘wellness’ practices into own lifestyle

### Instructions:

Briefly describe (not to exceed 500 words) what causes you stress and burnout as well as what helps you achieve physical and emotional well-being.

Assessment
<ul style="list-style-type: none"><li>• <b>Does not exceed 500 words</b></li><li>• <b>Sources of stress and burnout described</b></li><li>• <b>Describes strategies that promote health and well-being</b></li><li>• <b>Strategies are realistic and could be used</b></li></ul>



### Activity C-2

## **SECTION D: COMPLETE ACTIVITY D-1**

### **Activity D-1**

**Competency I. B.6.b.** Access information on the rights of children, youth and families (in Canada this includes the United Nations Convention on the Rights of the Child)

#### **Instructions:**

This activity is made up of two sections and each section has multiple questions. You must answer one question in each of the two sections. Please begin your entry by indicating the question to which you are responding.

#### **SECTION 1: answer one (1) of the first three questions below (I, II, or III)**

- I. In what ways does your agency, school, or program:
  - A. Advocate for children and/or adolescents? Provide specifics.
  - B. Empower children and/or adolescents to advocate for themselves? Provide specifics.
- II.
  - A. Give a specific example of how you have advocated for a child, adolescent, or group of children and or adolescents. Provide specifics.
  - B. Give a specific example of a child, adolescent, or group of adolescents successfully advocating. Provide specifics.
- III.
  - A. Describe agency strengths in advocating for children and /or adolescents. Provide specifics.
  - B. In what ways could advocacy be strengthened in your organization, school or program? Create a specific proposal that could be used to improve one area identified? Develop a plan to improve one area. Include sources that would be helpful.

#### **SECTION 2: answer one (1) of the two questions below (IV or V)**

- IV. Name three (3) local, regional, state/provincial and national organizations or agencies that support advocacy for children and websites, telephone numbers, addresses, and mission statement or goals of the agency. How might you use one of the identified organizations or agencies in your work?
- V. The United Nations Convention of the Rights of the Child has been ratified by every country except Somalia and the USA. There is some support in the USA for ratification including a USA Committee. While it will take time to ratify the UN Convention of the Rights of the Child, this international document can still be used in our profession.

CYCCB Portfolio:

Acquire a copy of the UN Convention on the Rights of the Child.

(<http://www.unhcr.ch/html/menu3/b/k2crc.htm>). State how you can or will use at least one of the Conventions in your work with children or adolescents. What might you, your organization, agency, school, or professional organization do to move toward ratification?

**Assessment**

- **Answers (1) question in each category**
- **Question is adequately addressed**
- **Specifics are included**
- **Specifics relate to question**
- **(IV only) includes name, telephone numbers, addresses, and mission statement or goals of agency in response**
- **(V only) includes where Convention was accessed/how**
- **(V only) includes description of how to use at least (1) Convention in work**
- **(V only) includes description of what organization, agency, school or professional organization can do to move toward ratification**

**Activity D-1 Section 1**

**Activity D-1 Section 2**

**SECTION E: COMPLETE ONE OF THE FOLLOWING ACTIVITIES**  
(E-1 or E-2 or E-3)

**Activity E-1**

**Competency II.1.a** Describe own biases

**Instructions:**

Describe (not to exceed 500 words) a specific practice scenario (could include individual/group/family interaction, program planning or agency management scenarios). Indicate how your bias/es operated in this situation and give a specific indication/s of how you can grow in providing competent service in relation to the bias identified. Included comments on what you learned from this interaction.

Assessment
<ul style="list-style-type: none"><li>• <b>Does not exceed 500 words</b></li><li>• <b>Describes a personal practice scenario</b></li><li>• <b>States personal bias</b></li><li>• <b>Includes what was learned</b></li><li>• <b>Includes specific indication of how this would impact personal growth</b></li></ul>



**Activity E-1**

## Activity E-2

**Competency II.1.b.** Describe an interaction with others who are of a culture different from your own.

### Instructions:

Describe (not to exceed 500 words) an interaction with others who are of a different culture from your own. You must select a culture that is different from your own; explain how the cultural values are different and what impact the differences had in your interaction.

Assessment
<ul style="list-style-type: none"><li>• <b>Does not exceed 500 words</b></li><li>• <b>Includes description of personal cultural values and values of another</b></li><li>• <b>Describes the difference between the cultural values</b></li><li>• <b>Does not make stereotypical or prejudiced statements in the description</b></li><li>• <b>Recognizes the value of diversity</b></li></ul>



### Activity E-2





## Activity F-2

**Competency V.B.d.(1)** Access current information on infectious diseases of concern in a specific practice area

### Instructions:

List the training you have received within the last 3 years in recognizing or dealing with infectious disease issues (e.g. TB, whooping cough, chicken pox, sexually transmitted diseases, etc.). Highlight why this training is germane to your work given your current client population and practice setting. If you are not currently employed in a youth serving organization, highlight why this training is important to child and youth care work. Indicate the date you completed this training.

Assessment
<ul style="list-style-type: none"><li>• <b>Includes relevant details</b></li><li>• <b>Includes description of relationship to current client population</b></li></ul>



## Activity F-2



## **ACTIVITY G-2**

**Competency V.B.5.a** Connect own childhood activity experiences and skills, and adult interest and skills, to current work

### **Instructions:**

Describe (not to exceed 500 words) three (3) examples of how your childhood and life experiences impact the work you are currently doing with children, youth and families.

<b>Assessment</b>
<ul style="list-style-type: none"><li>• <b>Does not exceed 500 words</b></li><li>• <b>Includes (3) examples</b></li><li>• <b>Connects examples to current work</b></li><li>• <b>Describes current work</b></li></ul>



### **Activity G-2**

### **ACTIVITY G-3**

#### **Competency V.B.9.I. (1) Describe personal response to crisis situations**

**Instructions:**

Describe (not to exceed 1000 words) a crisis situation in which you were a participant and how you responded to the situation. In your response, be sure to include:

- a. The principles of crisis management you would take into account or employ when making a response.
- b. Any important sequencing of your responses.
- c. Modifications in your response you might consider due to the age of the youth or the practice setting.

<b>Assessment</b>
<ul style="list-style-type: none"><li>• <b>Does not exceed 1000 words</b></li><li>• <b>Describes a crisis situation personally experienced</b></li><li>• <b>Identifies principles to take into account</b></li><li>• <b>Discusses sequencing coherently</b></li><li>• <b>Includes description of modifications to consider due to age and practice setting</b></li></ul>



#### **Activity G-3**

