

Your Quarterly News & Updates Vol.9 Issue 3/Spring 2024
From The Association of Child and Youth Care Practice



THE CYC ADVOCATE

"Real Expertise Comes From Those Closest To The Challenge"



THE HIDDEN EPIDEMIC OF LONELINESS

[Hear Now In Your Solitude](#)

[How Loneliness Is Killing Us \[Video\]](#)

[A New Model for Studying Social Isolation and Health in People with Serious Mental Illnesses](#)

[Conversation With a World-Renowned Happiness Expert](#)

[How to Create More Belonging for Yourself and Others](#)

[#powerofconnection](#)

[Experiences of Loneliness Across the Lifespan](#)

[How Many Young and Older Adults Lived Alone?](#)

[Loneliness Tied to Problematic Porn Use](#)

[The Science of Social Connection](#)

Illustration: congerdesign on Pixabay.com

Our Mission: ACYCP's mission is to engage practitioners in building the child and youth care profession. We build collaborative partnerships, promote innovative training and education, shape public policy, and inform developmental practice through research and scholarship.

Our Vision: We envision a society which recognizes, understands, and supports the essential role of child and youth care work in ensuring the well-being and success of children, youth and families. ACYCP aspires to excel as an influential and innovative organization advancing child and youth care practice throughout the profession.

Our Value Proposition: There is probably no undertaking more essential to the stability of humanity than the nurturing of each generation into mature self-actualizing adults. This task falls mainly to youth and childcare workers. Often underpaid and overworked, these professionals are society's first responders to the many crises, which can impact human development in the most formative years. Primarily through its professional certification program, the Association for Child and Youth Care Practice, Inc. (ACYCP) supports these care providers in the acquisition and use of best practices. Employing research-based methods, plus personal dedication, ensures strong measurable outcomes. ACYCP bolsters both the individual and the collective field through communication, education, and advocacy. These activities encourage individual live-long learning, selfcare and career dedication. As such, ACYCP seeks the financial support of its Vision and Mission, which guide its daily practices. ACYCP reaches every community of care across the entire spectrum of youth and childcare services, with proven results. Through the prudent stewardship of its resources by an all-volunteer staff and board, ACYCP has maximized its direct benefit to its members and the profession at large for over 45 years. An investment in ACYCP is an investment in the quality of tomorrow's citizens.

Find out what ACYCP is all about. See a quick video at: <https://www.acycp.org/acycp-at-a-glance>

ACYCP is on social media! Follow us on [Facebook](#) using [The-Association-for-Child-Youth-Care-Practice-Inc-186063394783003/](#) and [Twitter](#) using [@ACYCP](#) and on [Instagram](#) using [@ACYCP_Inc](#) . We look forward to hearing from you!

Illustration: Pixabay.com



IN THIS EXCITING ISSUE:

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- YOUR AD CAN GO HERE!

What Our Readers Are Saying

"I think the range of [articles] in the [CYC] Advocate is truly impressive...[each] issue...looks extremely professional...the [CYC] Advocate does a good job of appealing both to the most advanced workers and to workers just getting started."

"Great! Lots of links to valuable resources. Again, so well done!"

"Wow that is quite a newsletter! Very impressive work."

LIKE WHAT YOU SEE? FEEL FREE TO SHARE, ANNOUNCE, PRINT AND POST AS YOU SEE FIT. FREE SUBSCRIPTIONS AT propman46@gmail.com REPRINTS?-See terms and conditions at end of this issue. Comments, questions, or concerns? Contact Michael Mitchell propman46@gmail.com, or (608)846-2860 Madison, WI (Central Time)

IF YOU LIKE THIS QUARTERLY CYC ADVOCATE...Join ACYCP and get the monthly ACYCP Membership Memo, as one of many membership benefits!

TO JOIN ACYCP OR RENEW YOUR INDIVIDUAL, STUDENT, AGENCY, or ORGANIZATIONAL MEMBERSHIP, GO TO: <https://www.acycp.org/acycp-membership>

WE WANT TO HEAR FROM YOU!

Yes, YOU! And while you're at it, please forward this issue to colleagues, peers, friends and anyone else who has the interests of youth and child care workers at heart. You'll be doing them a real service.

Next Issue: Copy for the fall issue is due October 1, 2024 to: Michael Mitchell, propman46@gmail.com (608)846-2860, Madison, WI

ACYCP PRESIDENT'S PERSPECTIVE



By Jody Rhodes, CYC-P, MS, Board President

Dear ACYCP Members, CYC Colleagues, and Friends of Children, Youth, and Families,

Welcome to the Summer edition of the CYC Advocate! I hope everyone is having a fun and enjoyable summer; these summer months fly by so fast! In fact, this entire year is flying by. I am sure many of you are feeling the same way.

It's that time of year when we start to think about honoring the great youth workers with the opening of our Annual Award Nominations- visit our website at www.acycp.org to nominate a colleague for an award.

We have 2 award categories that we consider each year:

ACYCP CHILD AND YOUTH CARE LIFETIME ACHIEVEMENT AWARD

This award is considered to be very distinguished and important to the field and is not awarded on an annual basis. It was designed to call special attention to Child and Youth Care leaders who have been exceptional among their peers and have demonstrated a lifelong commitment to the field of Child and Youth Care. This award is a salute and standing ovation for individuals who have always been there for the Child and Youth Care profession. It consists of an attractive engraved plaque and a public announcement. You know your colleagues best, so we welcome your input and participation in the awarding and evolution of this award! ◇ [GO HERE](#)

ACYCP DR. CAROL KELLY NEWCOMER'S AWARD

To honor the memory of an early founder of ACYCP and a pioneer in the field of Child and Youth Care work (CYC), ACYCP is offering an exciting opportunity for members to nominate a colleague for their early achievements and contributions to the profession. The award consists of an engraved plaque and a public announcement. You know your colleagues best, so we welcome your input and participation in both the awarding and in the evolution of this award. ◇ [GO HERE](#)

ACYCP DR. LORRAINE E. FOX CYC DEDICATION AWARD [NEW AWARD]

The ACYCP CYC Dedication Award was established in 2023 by the Board of Directors to honor Lorraine E. Fox, Ph.D., for her lifetime of dedicated service to children, youth, families, and the child and youth care profession. Lorraine has been a direct service worker, a supervisor, a clinical director, an Executive Director, and Assistant Professor. Finding work that has never stopped being challenging, kids and families worth loving, and wonderful colleagues to work beside, both nationally and internationally she shared her work, love and life with a like-hearted soul-mate. She has trained and consulted across the United States and in Australia, Canada, Guam, England, Scotland and Czechoslovakia. In addition to extensive work with private service agencies, Lorraine was a contract instructor with the Human Services Department, University of California, Davis for thirty years. She was also a contract instructor with the San Diego State University Foundation, training public service employees serving welfare and child protective clients and their community partners. In addition, Lorraine enjoyed a long-standing relationship with the California Community Colleges Foster and Kinship Care Education Programs. She was awarded the Outstanding Service Award for Excellence in Teaching by the UC-Davis. In addition to numerous scholarly articles, she writes a monthly Parenting column for her church news=letter and co-authored an internationally recognized training curriculum. Lorraine has appeared on radio and television in the U.S., Canada, and Australia, and has been a consulting editor for the Journal of Child and Youth Care. She was also a staff columnist for the ACYCY quarterly CYC Advocate until 2023. ♦ [GO HERE](#)

Also- look ahead in August when we open our Board Election Process. We look for nominations for new board members! We will announce the nomination process via email to all our members- so stay tuned.

Happy reading and exploring!

Jody Rhodes

ACYCP President

ACYCP ACHIEVES MAJOR BREAKTHROUGH!

CHILD AND YOUTH CARE PRACTITIONERS (CYCP) ARE NOW RECOGNIZED BY THE US DEPT. OF LABOR!

(Repeat Announcement)

March 18, 2024: With great excitement we would like to announce that Child and Youth Care Practitioners (CYCPs) are now recognized by the US Dept. of Labor as an established profession. Technically defined, DOL's Employment and Training Administration's Office of Apprenticeship (OA) has made this determination. OA is charged with recognizing occupations on a national level. Most of us doing this incredible work with children, youth and families have known for a very long time that we are a profession. This determination just makes it official and a great step forward.

Even though this determination made on March 11, 2024 for our profession, we do have a long history. Starting way back in the 1977, and into the 1980's, researchers, educators, professors, other direct care workers and administrators at all levels knew the significance of Child and Youth Care practice. They got together in Chicago and formed National Organization of Child Care Workers Association known as NOCCWA. In 1998 NOCCWA

changes to Association of Child and Youth Care Practice (ACYCP). They then start the North American Certification Project (NACP) 1998. In 1999, International Leadership Coalition for Professional Child and Youth Care Work (ILC), ACYCP, and Council of Canadian Child and Youth Care Associations meet in Milwaukee, WI (Cream City Summit). In 2001 the 1st Draft of our Core Competencies are developed. This later translated to the formation of the Child and Youth Care Certification Board (CYCCB) in 2007.

In 2021 ACYCP had a retreat to review its work, assess new developments and trends, and created goals. To accomplish this latest development as a recognized profession several committees were formed. One being the Professional Development committee. Two of their goals are:

- 1.) Identify strategies to support certification/worker status (e.g., expanding certification, increasing renewals)
- 2.) Developing educational resources to promote professionalization (e.g., attracting workers, clarifying descriptions of roles, developing a clear model of our "different kind of profession".

Many of the original organizers of our profession are still involved to this day, along with many new arrivals, ready to again move us forward to new accomplishments.

Gene Cavaliere CYC - P
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MEMBERSHIP RENEWAL

Please also take a minute to see that your membership is current, so that you continue to receive your full menu of membership benefits and services, including the monthly ACYCP Membership Memo.

[Follow this link to renew](#)

ACYCP ENCOURAGES OUTREACH TO ALLIED CYC ORGANIZATIONS

For 45 years, the Association For Child and Youth Care Practice has worked hard to lift up the recognition, status, and compensation of child and youth care workers. They have done this primarily through professional Certification, supported by webinars, workshops, trainings and conferences, not to mention awards, scholarships, and media recognition.

Now, ACYCP is reaching out to potential allies in every community of care, with a cost-free reciprocal promotional exchange program, with other social service organizations focused on the welfare of youth, children, and families.

Collaborator

- ◇ Exchange of logos and links to website homepage on respective websites Partner
- ◇ Exchange of logos and link to website homepage on respective websites
- ◇ Exchange of promotional advertisement in newsletters and online periodicals

Associate

- ◇ Exchange of logos and link to website homepage
- ◇ Exchange of promotional advertisement in newsletters and online publications
- ◇ Exchange designation of liaison person for on-going communications
- ◇ Reciprocal endorsements of respective Mission and Vision Statements

[GO HERE FOR MORE DETAILS](#)

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Diversity, Equity, and Inclusion (DEI)-The ACYCP Position

The Association Child and Youth Care Practice (ACYCP) stands in solidarity with all who seek social justice and equality. We are grateful to be associated with Black Lives Matter and others, who demonstrate their commitment to these ideals and to a vision of a future that recognizes the value and worth of all human beings irrespective of their race, gender identity and expression, sexual orientation, national origin, economic status, or religious beliefs. These are fundamental values upon which the child and youth care field is founded. It is the foundation upon which we humbly stand.

As an association, we strive to uphold these values but know that we, as a board and as a profession, have fallen short of living up to this vision. The recent tragic events connected to the killings of George Floyd, Ahmaud Arbery, Breonna Taylor and others, have brought to light just how big this gap is in our country as well as in our field. We promote diversity and inclusion, but racial disparity and exclusion are still prevalent. We proclaim justice and equality, but injustice and inequality are everywhere we turn.

As child and youth care practitioners, we meet our youth where they are at and accept them for who they are. We are the foundation of society, helping to raise the next generation of leaders. If we don't take this seriously, who will?

We can start making changes to better the world we live and work in – for the youth, children and families we serve, as well as our own lives. It won't happen overnight, but if we do this together, it will happen. ◇

CYC PRACTICE METHODS



TIPS, TOOLS, AND RESOURCES ON DAILY CYC PRACTICE

DOWNLOAD THE ACYCP BEST PRACTICE STANDARDS OF CARE

AT: [https://acycp.org/best-practice-](https://acycp.org/best-practice-standards)

[standards](#)

[Editor's Note: The following is reprinted with thanks to the author and The Chronical For Evidence-based Mentoring was posted June 12, 2024.]

LET'S PUT EFFECTIVE MENTAL HEALTH STRATEGIES INTO EVERY MENTOR'S TOOL BOX

By Jean Rhodes, Ph.D.

Whether we plan for it or not, mental health conversations will inevitably arise within mentoring relationships. -Liz Raposa, Ph.D.

When mental health struggles arise, many mentors are caught off guard and forced to rely on intuitive approaches that may or may not be grounded in evidence. Supervision is crucial, but mentors who also have basic training in effective mental health responses are better prepared. Fortunately, a growing number of trainings have emerged, including clinical psychology professor Liz Raposa's new self-paced "Mentoring for Mental Health," which is designed specifically for mentors. Below Liz Raposa shares her thoughts...

[READ MORE](#)

BONUS FEATURES

[Building Resilient Staff: Trauma-Informed Approaches for Better Support \[ACRC Webinar\]](#)

[Self-paced Mentoring for Youth Mental Health](#)

[Georgia Embraces 'Barnahus' Model for Child Abuse Victims](#)

[Protecting Black Women From HIV](#)

[PrEP vs. PEP: What's the Difference?](#)

[APA Releases Important Guidelines On Race And Ethnicity In Psychology](#)

[It's Not Naïve, Treating Youth Violence as a Disease Gets Results](#)

[Know the Warning Signs of Suicidal Behavior](#)

[This Scheduling Strategy Can Save You Hours Per Week](#)

[Online Child Sexual Abuse and Exploitation: Current and Emerging Threats](#)

[35th Edition of the Annie E. Casey Foundation's KIDS COUNT® Data Book](#)

Illustration: FreeImages.com

CYC RESEARCH, REPORTS & RESOURCES



STAYING CURRENT WITH THE LATEST DISCOVERIES IN CYC WORK

[Editor's Note: The following is reprinted with thanks to the News & Events tab of the National Institute of Mental Health and was posted there June 13, 2024.]

DIGITAL AUTISM SCREENING TOOL COULD ENHANCE EARLY IDENTIFICATION

A tablet-based screening tool that analyzes children's behavior in response to specific video clips shows promise for enhancing early autism screening, according to a study supported in part by the National Institute of Mental Health. While early autism screening typically depends on parent questionnaires, data suggest the accuracy of these assessments may vary across settings and populations. Objective measurement tools, including digital technologies, could help improve screening in real-world settings and reduce disparities in early screening and identification.

[READ MORE](#)

BONUS FEATURES

[Sound Therapy May Improve Sleep](#)

[Heterosexual Transmission Likely Drove The Spread Of HIV-1 Subtype C From Africa To Europe](#)

[Ambitious Clinical Trial Could Bring First TB Vaccine In A Century](#)

[ALS Study Reveals Subtypes and Promising Drug Target](#)

[Genome Testing Can Spot Rare Disease Risks At Birth](#)

[Web-Based Cognitive Behavioral Treatment for Bulimia](#)

Illustration: rawpixels on Unsplash.com

REFLECTIONS FROM THE JJ SIDE



**By Felix Brooks, MS & Carol Cramer Brooks, MS-CYC
Advocate Staff Writers**

WE REALLY WANT TO HEAR FROM YOU!

Yes, YOU! See our contact info below. *

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UNSEEN, UNHEARD; WHAT WE MISS WE WHEN NEGLECT THE IMPACT OF TRAUMA

In 2024, Human Rights for Kids (HRFK) published a report titled Unheard: The Epidemic of Severe Childhood Trauma Among Girls Tried as Adults written by Sara Kruzan (Stoneleigh Fellow) and Aiden Lesley (Child Rights Researcher). The research for this report expands on the research from a previous HRFK 2023 report titled Crimes Against Humanity.

Methodology:

- The authors surveyed individuals using ten questions from the Adverse Childhood Experiences Survey (ACEs).
- Survey size and participant descriptor:
- The authors sent the survey to 892 women prosecuted as adults and housed in women's prisons for crimes they committed as juveniles.
- Response rate:
- 76 women responded representing 9.38% of the total number of women imprisoned since they were juveniles.
- Findings: The authors report the following statistical findings:
- Prevalence of ACEs – 90.79% of respondents reported over 4 ACEs experienced
- Abuse – respondents were victims of emotional (92%), physical (84%), or sexual (84%) abuse prior to involvement in the justice system
- Neglect – nearly every respondent grew up in a home and community lacking in love and support
- Family Separation – most respondents came from broken homes
- Exposure to domestic violence, substance abuse, and mental illness in the home
- Recommendations:
- Early screening to identify victimized girls sooner.
- Treating system-involved girls.
- Policy reforms to protect human rights and provide trauma-informed accountability.

Summary: Two sentences taken directly from the report sum up the author's response to the findings and recommendations:

1. "...our draconian response to girls who come into conflict with the law, who almost universally experience severe trauma and victimization, is a form of government-sanctioned child abuse masquerading around as 'justice'."
2. "While every child must be held accountable for the harm they cause, we must do so in a trauma-informed and age-appropriate way that comports with international human rights standards."

A Call for Change and Action

The authors provide support data for the findings in the research. The report also includes important context regarding historical realities for girls in the justice system and the impact of victimization and trauma on development, most importantly brain development. We are only able to hit key points in this article and highly recommend you read the report in its entirety.

We view the recommendations of the authors as a call for action and systems change.

- Early screening. Systems, including primary schools, pediatric service providers, foster care and the justice system, must implement early screening for ACEs to identify victimized girls sooner. Traumatization, and in particular, early trauma impacts brain development. When unaddressed it can lead to numerous unhealthy pathologies. The earlier trauma is identified, disrupted, and treated; the more successful girls will be at stopping behavior issues that arise during adolescence.
- Treating system-involved girls. Whether they are girls waived into the adult system for crimes committed while they were juveniles (as in this study), girls in the juvenile system, or girls in contact with other systems in the community, a common throughline for most of these girls is that they have been traumatized on multiple occasions well before they came to the attention of the system. Once identified, systems must engage in treating the trauma.
- Trauma-informed programs help girls develop resiliency, and feelings of safety and trust. Trauma-informed programs create a support system for girls experiencing complex trauma. These programs are operated by trauma-informed trained staff who are trauma-responsive. Successful trauma-informed treatment plans are individualized and identify and treat underlying trauma and guide the reintegration back into community as soon as possible.
- Trauma-responsive environments include rooms or dorms instead of cells. Trauma-responsive environments incorporate all the senses through the choice of paint color and interior furnishings, aromatherapy and diffusers throughout, and music.
- Policy reforms to protect human rights and provide trauma-informed accountability The American criminal legal system is far more focused on the crimes committed than the factors that led to them. The system is punishment oriented as opposed to child centered. When the criminal legal system fails to recognize the role trauma plays in the lives of these young girls and women, the system intensifies the trauma by labeling them as criminal and treating them as such. This has led to a set of policy prescriptions that do little, if anything, to address the needs of the very women it processes. Instead, the United Nations Office of the High Commissioner on Human Rights recommends that nations treat youth based on what is in their best interest and promote a model of care focused on rehabilitation and restorative justice (Unheard, page 24).

The authors provide ten examples of policy reforms. While all are relevant, a few really resonated with us as difference makers.

- Require courts to consider girls' exposure to trauma during transfer or waiver processes and prior to sentencing.
- Prohibit girls with extensive trauma histories from being tried as adults.
- Prohibit victims of forced criminality from being tried as adults.

In the hit Netflix show, [*Unbelievable*](#), there is a scene in a police station where two male police officers grill a young woman who is there to report a sexual assault on her person. While the officers probe the girl's story for inconsistencies, they fail to recognize that gaps in her story could be a function of the trauma she has experienced. It is a cautionary tale, as well as a mirror to the experiences of a significant number of girls and women who encounter the criminal legal system as victims or perpetrators.

The lesson for those of us in the field is clear. Unless we want scenes like this to continue to depict our reality, our laws and policies must be changed. They must be child centered and trauma informed. Such an approach, by definition, leads us to examine the root causes of what brings a youth into the system. If we are seeking to help youth, we must make the effort to understand our incarcerated youth and the trauma that exists in their lives.

Deep Dive Links:

[**The Body Keeps the Score**](#)

[**The Nature of Trauma**](#)

Enjoy!

BONUS FEATURES

[**Model Programs Guide Literature Review: LGBTQ Youths in the Juvenile Justice System**](#)

[**Pride Justice Resource Center**](#)

[**Training Opportunity: Family-Engaged Case Planning In Youth Probation**](#)

[**What Kids Behind Bars Need: Mentors Who've Been There**](#)



Office of Juvenile Justice and
Delinquency Prevention

PROFESSIONAL DEVELOPMENT



**A virtual marketplace of professional development for
Child and Youth Care Practitioners.**

ACYCP Monthly Webinars Resuming in September

Check below for the line up of webinars beginning in September. All focus on topics relevant to CYC practice including: planning for the future, understanding diverse populations, strengthening relationships, and ethical practice.

JOIN THE CONVERSATION

CEUs for Live Webinars

Working with our partners at the Indiana University School of Social Work, CYC-Source will be offering no cost CEUs for all LIVE webinars beginning in September. Formal CEUs are not required for CYC Certification renewal but many social workers, professional counsellors, and others need them to receive credit. If this is something you need, we have you covered.

Discounts for ACYCP Members



All My Childhood Heroes: *The Need for Ethical Standards*

Chip Bonsutto

September 17
2:00 - 3:30 Eastern
1.5 hours

CEU Approval Pending

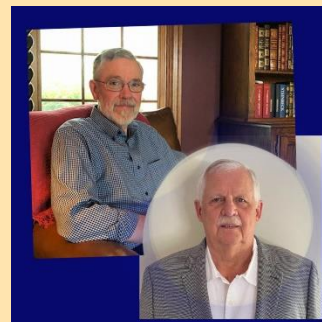


Leading While Simultaneously Following

Indu Wilson

September 24
2:00 - 3:00 Eastern
1.0 hour

CEU Approval Pending



Future Trends: *Where is CYC Practice Heading & How Do We Prepare for the New Realities?*

**Tom Woll
&
William Martone**

October 10

2:00 - 3:30 Eastern
1.5 hours

[More information & Registration](#)

[More information & Registration](#)

CEU Approval Pending

[More information & Registration](#)



Indigenous Youth: Supporting the Next Seven Generations

Dyan Roy

October 22
2:00 - 3:00 Eastern
1.0 hour

CEU Approval Pending

[More information & Registration](#)

Behavior Specialist: Creating Positive Living Environments that Address Difficult Behaviors

Gene Cavaliere

November 7
2:00 - 3:00 Eastern
1.0 hour

CEU Approval Pending

[More information & Registration](#)

Mind Mapping

Jessica McKinley & Emily Siler

November 19
2:00 - 3:00 Eastern
1.0 hour

CEU Approval Pending

[More information & Registration](#)

Archived Webinars available 24/7

[See What is Available](#)

[Purchase Webinar Bundles](#)

Discounts for ACYCP Members



FAMILY SUPPORT & SERVICES



[Editor's Note: The following is reprinted with thanks to the author and the Wisconsin PublicRadio website and was first posted on June 19, 2024]

FATHERS SUFFER FROM POSTPARTUM DEPRESSION, TOO

By Colleen Leahy

University of Wisconsin-Madison social work professor Tova Walsh is glad more people are paying attention to postpartum depression in moms. She said that's a big improvement.

Still, she recently published research on paternal mental health and said anyone of any gender can struggle after having a new baby. That struggle can sometimes reach a point of clinical depression, she told WPR's "Wisconsin Today."

"I think we still really overlook (paternal postpartum depression)," Walsh said. Postpartum depression affects about 1 in 7 women after giving birth. That figure is about 1 in 10 men, who tend to have different symptoms than moms, Walsh said. Her research focused on fathers.

"Fathers are more likely to feel more irritable or to mask their symptoms," she said.

Walsh said men experiencing postpartum depression tend to show avoidant behaviors, such as isolating themselves and spending less time with their families. They might also use numbing mechanisms to cope. Those could include drinking alcohol more than usual or throwing themselves into work or hobbies. Men might also show fewer open signs of sadness.

[READ MORE](#)

[Editor's Note: Also see bonus feature below.]

BONUS FEATURES

[Reunification From Foster Care: A Guide for Parents](#)

[Reflecting On Persistent Misconceptions And Celebrating The True Role Of Black Fathers](#)

[Empathy in Kids Linked to Poorer Health Amid Parental Conflict](#)

[Setting Healthy Boundaries in a Co-Parenting Relationship](#)

[Advocates Share Postpartum Resources Available To New Parents](#)

[Prenatal Cannabis Use Impacts Brain Development](#)

[The Failure to Track Data on Stillbirths Undermines Efforts to Prevent Them](#)

[Parents: You Do Have Power Over Your Tweens' Screen Use](#)

[Resources for Service Members and their Families](#)

[Understanding Child Abuse Fatalities](#)

Enjoy! ◇

Illustration: Omar Medinal Films on Pixabay.com

WHAT ABOUT ME?



**"IF YOU DON'T MAKE TIME FOR YOUR WELLNESS,
YOU'LL BE FORCED TO MAKE TIME FOR YOUR
ILLNESS!"**

[Editor's Note: The following is reprinted in part with thanks to the author and Quartz-Forecast [new resource] and MedPage Today, and was posted June 20, 2024]

NEXT PANDEMIC COULD COME FROM BIRD FLU

By Bruce Gil

A former director of the U.S Centers for Disease Control and Prevention (CDC) is predicting that the next pandemic could come from the bird flu virus that is spreading rapidly among U.S. poultry and cattle.

"I really do think it's very likely that we will, at some time — it's not a question of if, it's more of a question of when we will have a bird flu pandemic," said former CDC chief Robert Redfield during an appearance on NewsNation on Friday [6/14/24(?)].

[READ MORE](#)

[ALSO READ](#)

[READ EVEN MORE](#)

BONUS FEATURES

[Do You Struggle With Loneliness? Maybe This'll Help](#)

[What to Know About the Current Summer COVID Wave](#)

[Feeling Rough After Your COVID Shot? Congrats, It's Working!](#)

[How to Spot Lyme Disease](#)

[Give Those Peepers A Little Love](#)

[Surgeon General Calls for Social Media to Carry Cigarette-Like Warning Labels](#)

[The Old-School Secret to a Relaxing Vacation](#)

[Point of Care Testing for Syphilis](#)

[Men: Prioritize Your Health](#)

[Is Holding In A Sneeze Dangerous? \[LOL\]](#)

[Junk Food Fuels Anxiety](#)

[Influencers Are Maligning Sunscreen. Here's What To Know](#)

[Heat Illness Prevention](#)

[Court: Some Employers Can Exclude PrEP](#)

[This Bedtime Habit Can Help Turn Your Brain Off at Night](#)

Illustration: Gerd Altman on Pixabay.com

COVID-19 COMMUNITY CORPS



[Find Locations to Get Your Updated Vaccination](#)

[Some Infected By Flirt Variants Report Their Most Unpleasant Symptoms Yet](#)

1500 People Per Month Are Still Dying Of COVID!

[And Here for Education Tools](#)

HELP APPLYING FOR CERTIFICATION

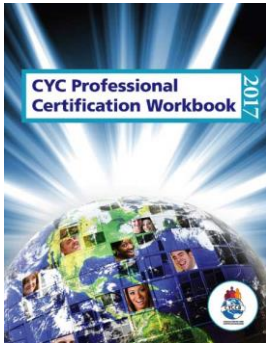


CERTIFICATION HELP WEBINARS

CYCCB offers monthly webinar-based Certification Help. If you have questions about how to get started or need help completing your certification application, references, documenting your training and experience, or finishing your portfolio, [sign up for one of our webinars.](#)

If you need immediate help, call the CYC Office (979) 764-7306 or email CYCcertification@YouthWorkAcademy.org or visit the website at www.CYCCB.org

“If the only tool you have in your toolkit is a hammer, you tend to see every problem as a nail.”—*Abraham Maslow*



ORDER CERTIFICATION WORKBOOK

Whether you are preparing for testing, completing an application, or simply exploring how to improve your CYC knowledge and skills, this workbook is designed for you.

The workbook is available for \$30 (shipping cost included).

[MORE INFORMATION & ORDER WORKBOOK](#)

“If the only tool you have in your toolkit is a hammer, you tend to see every problem as a nail.”—Abraham Maslow



GET CERTIFICATION TESTING

[REGISTER FOR IN-PERSON TESTING](#)

Learn about the in-person and virtual testing programs

[REGISTER FOR ONLINE TESTING](#) When you are ready to proceed with virtual testing.

THE OTHER HALF OF THE JOB



BUSINESS TIPS FOR CYC AGENCIES, PROGRAMS, & EMPLOYEES

[Editor's Note: The following is reprinted in part with thanks to The Nonprofit Leadership Center and was posted June 18, 2024.]

STRATEGIES TO ATTRACT & RETAIN TOP NONPROFIT TALENT*

Although nonprofit jobs comprise about 10% of the American workforce, nonprofits are experiencing a workforce crisis. In the most recent Nonprofit Workforce Survey conducted by the National Council of Nonprofits, nearly 3 in 4 nonprofits reported job vacancies (exceeding pre-COVID levels), primarily due to salary competition, budget constraints/insufficient funds and burnout. So how can nonprofits compete for top talent? Sulzer, Inc. shares effective strategies and recommendations to address this challenge and ensure mission success.

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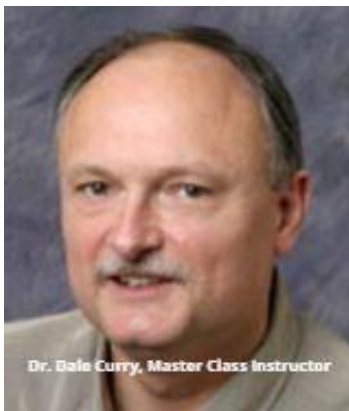
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*Illustration: NDEAM/ <https://www.dol.gov/agencies/odep/initiatives/ndeam>

THE ACCIDENTAL PRACTITIONER



By Dale Curry, Ph.D., LSW, CYC-P, Professor Emeritus-Kent State University; CYC Advocate Staff Writer

WHAT ARE YOUR METHODS OF PRACTICE?

Part of the journey of moving from an accidental to a planful and professional practitioner requires awareness of professional methods of practice. What strategies, techniques, and approaches (professional toolkit) do you use as part of your professional self?

Completing the Professional Level Portfolio is one requirement to be certified at the Professional Level by the North American Child and Youth Care Certification Board (CYCCB). Section 3a of the CYCCB Professional Level Portfolio requests certification applicants to "select a specific philosophy of practice (e.g., a specific theoretical orientation, approach, strategy) and describe how it provides guiding principles for the design and practice of child and youth care."

Since many of us entered the field "accidentally," we may not have received formal education and training in methods specific to child and youth care (CYC). Some programs have excellent in-service training programs and some of us were fortunate enough to have

supervisors and colleagues who were excellent models and teachers. Yet, many of us have incorporated the things we do day-to-day from what we have incidentally learned from our lived experiences; which can sometimes be helpful and sometimes less helpful and even harmful to those we serve.

CYC employers (administrators, supervisors, trainers) and the field itself (including higher education) have a responsibility to communicate core aspects of both the CYC field's body of knowledge and methods of practice. Individual practitioners have a responsibility to learn, understand, implement and reflect upon the effectiveness of their use of CYC methods of practice.

So, what are CYC methods of practice? What are the similarities and differences from other related fields of practice such as education, social work, and counseling. Good places to start exploring these questions are by reading publications that focus on CYC competencies and what Thom Garfat and Leon Fulcher describe as a "child and youth care approach" (Curry et al., 2012; Garfat, et al., 2018; Garfat & Fulcher, 2011; Mattingly et al., 2002; 2010 revised). Being able to articulate your methodology to others may elevate your role within your work setting while educating colleagues to the importance of CYC as an essential field of practice.

Twenty-five characteristics of a child and youth care approach that are more fully described by Garfat & Fulcher, (2011) are listed below:

1. Participating with people as they live their lives.
2. Rituals of encounter.
3. Meeting them where they are at.
4. Connection and engagement.
5. Being in relationship.
6. Using daily life events to facilitate change/promote learning & development.
7. Examining context.
8. Intentionality.
9. Responsive developmental practice.
10. Hanging out.
11. Hanging in.
12. Doing "with"; not "for" or "to."
13. A needs-based focus.
14. Working in the now.
15. Flexibility and individuality.
16. Rhythmicity.
17. Meaning-making.
18. Reflection.
19. Purposeful use of activities.
20. Family-oriented.
21. Being emotionally present.
22. Counseling on the go.
23. Strength-based and resiliency focus.
24. Love.
25. It's all about us/self as an asset and importance of self-awareness.

Looking at just the first characteristic differentiates our practice from many others who may work in offices far away from the daily life events of those we serve. That facet of our CYC methods provides us a unique position to intervene (perhaps also using all of the other 24 characteristics) and positively impact the lives of young persons, families, and communities.

How can each of these aspects of a CYC approach guide our practice throughout our career; even if we choose to make a career change to a related field of practice? Embracing a CYC approach can become internalized into one's professional self and lead to a "way of being" that transcends practice settings.

Volume 24 of the Relational Child and Youth Care Practice Journal describes a wide range of practice areas in which a CYC approach can be employed such a professional development and training, supervision, working in schools, and work with families.

I can think of many examples of former CYC practitioners who have changed to related fields of practice such as child protective social work who continue to employ many of the methods of a CYC approach. In my opinion these practitioners tend to be some of the most effective in their new areas of practice.

So, let's recognize, understand, use, reflect upon, embrace and communicate to others our CYC methods of practice.

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Enjoy!

Illustration: Dale Curry, Ph.D.

WHY WE STAY



By Angelo "Chip" Bonsutto, Ed. D., CYC Advocate Staff Writer

CHILD AND YOUTH CARE PROFESSIONALS AND THE SUPPORT OF FAMILY THERAPY

Prior to the early 1990's, it was common for children to be placed in hospitals, residential centers or group homes to be "fixed" and then returned "all better" to families. For many youth, they responded quickly to the highly structured and regimented residential environments, learned to comply within the context of the setting, and adapted their behaviors to be successful enough to be discharged. However, many youth were unable to generalize the new skills learned in residential care when they returned to the more chaotic home and community environments they were in prior to the initial residential placement. Often, these children quickly returned to the treatment setting with more troubling behaviors and needs than the original placement. It was fairly obvious that to break this cycle, we needed to do something quite different.

As a novice child and youth care worker, manager, and caseworker I became involved in the early use of structural family therapy for children in residential care. Developed by Salvador Minuchin in the 1960s, it was, basically, a therapeutic approach designed to treat and restructure the whole family. In short, fix the family, not just the child. A family is a system, and like all systems the actions on any part of the system impacts the interactions within the system. Therefore, children and adults react to the systems they are in. Today, most of the current crop of family and in-home therapies can trace at least parts, if not all, of their models back to Minuchin's work and systems theory.

In the mid-1980s, the services I worked in and managed started using this model for children whose plan for them was to return home. In those days, most talk-based therapies were provided in office settings; basically, a child and therapist in a room. For residential centers, these therapies were generally provided outside of the living unit. Many agencies had special therapy offices or buildings used to provide this service.

By design, structural family therapy was and is a highly supervised model. It involved all family members, parents, siblings, even grandparents living in the home. Those using it often had specialized rooms built with one-way mirrors so that supervisors could monitor the sessions without interfering or at least limiting interruptions with the session. Some rooms had phones so a supervisor could call in instructions or observations. Some rooms offered earpieces so therapists could get instructions without the need of the phone. I always preferred the earpiece to the phone as there was nothing more jolting to the mood and flow of a session of a closed circuit phone ringing right after you thought you made a profound observation to the family or a family member said something of particular interest.

What I found unique on how we used it was that we brought residential staff into the sessions to participate. In those days, residential work and therapy were often compartmentalized with very few points of interface. Actually, it still is in many settings. However, this model allowed the child and youth care professional to share with the parent what worked with little Johnny or Suzy and allowed the child to provide their input.

I remember many cases from these early days. Some were highly successful, most presented with some degree of success that allowed the child to return home. Many of these youth didn't grace our doors again. One early case for me does stand out.

"Ray" was a 10-year-old boy with a history of non-compliance with his parents and teachers. Actually, I doubt Ray would be in residential care today but, over 40 years ago "unruly" youth often found themselves in residential care. His parents were professionals, with the financial means to make Ray a private placement. These are relatively rare today for most residential programs, but at one point in time, not so much. Residential care in the early 1980s was often less than \$30.00 a day. In today's dollars, that is about a per diem of \$104.00. Many residential programs today are at least double or triple that amount. Some specialized treatment facilities exceed \$1,000 a day.

Ray was an academically gifted young man. His IQ was tested about 130 or about two standard deviations above average. He had a thirst for learning new things but was a bit immature for his age, often having a temper tantrum if he didn't grasp something instantly. These temper tantrums would involve shouting, crying, and the throwing of items around him. This frustrated both his parents, teachers and residential staff. Though he wanted to learn, most didn't want to teach him.

In those days, I played a lot of chess. I was pretty good but never great at it. However, I did teach a lot of children how to play and Ray wanted to learn the game.. So, I set some ground rules with him, such as no temper tantrums, and would teach him during the course of a shift. Rarely, did I have the staffing to spend the time with one child to sit down and focus on a game but moving around the unit I could circle back to the game, make a move, answer a question and move around the unit.

As noted, Ray was smart but easily frustrated. Many games ended with the board and pieces flying. Before we continued, he had to pick it up, regain composure, reset the board, and do a brief timeout. If he didn't comply, we didn't play. And he really did want to play. Overtime, fewer games ended with a flying chess board. Early on, I often won; however, he was a very bright young man and after a month or so, he would start beating me on occasion.

He was very proud of his victories and would often share these games during family therapy sessions. His father played chess, but never taught his precocious son. The father didn't seem to have the patience, and Ray's tantrums turned him off. However, they began to play on the weekend's home visits and their games started being talked about in the sessions rather than ours. His father started talking about how chess makes one thing beyond the moment, the coming move, to what you plan to do in future moves. Both Ray and his dad bonded over this concept.

A few months later, Ray went home. He never returned and we never heard, read, or saw him again. Structural family therapy allowed a child and youth care worker to bring a simple residential treatment intervention into the sessions, allowing the family to turn it into its own.

Today, most family therapy models have been converted to in-home interventions. I've strongly encouraged and used these models as I believe that they work best in family settings. However, due to cost concerns, less professionals are traveling to homes or interacting with families. Shift cost concerns and short-staffing situations make it increasingly difficult to have direct care staff participate in family therapy and/or in-home sessions. With Pandemic-era use of video conferencing technology such as Zoom or GoToMeeting, a large percentage of in-home services have diluted to two dimensional interactions that often lead to participants less focused as they multitask. Sadly, I believe that we have lost a large portion of the human element that we had with a therapist, parents, a child, other children, and a child and youth care worker in the room all focused on the family. ◇

About the Author: Chip Bonsutto, Ed.D., is a retired child and youth care professional. A past president of both Ohio Association of Child and Youth care Professionals and the Association of Child and Youth Care Practice. In his 43-year career he was a child and youth care worker, manager, residential administrator, and executive director of a large foster care and behavioral health agency. Currently, Bonsutto is an Adjunct Professor in Child and Youth Care Professional Development at Kent State University.

Illustration: Chip Bonsutto

GLOBAL PERSPECTIVE ON YOUTH AND CHILD CARE WORK



[Editor's Note: The following reprinted with thanks to the PBS (Public Broadcasting System) and the Associated Press (AP) and was first posted March 18,, 2024.]

WE ARE HOME: BECOMING AMERICAN IN THE 21ST CENTURY

You may have heard Ray Suarez on Bullseye before. He was last a guest on the show in 2016 and has since interviewed all kinds of folks for us. Lately, Ray has been spending a lot of time abroad. He lectures at the New York University campus in Shanghai. During his time abroad, he's been thinking a lot about what it means to be an immigrant. He's interviewed people from all across the globe on the topic, and has compiled their stories into a new book called We Are Home: Becoming American in the 21st Century.

[HEAR MORE](#)

BONUS FEATURES

[Caring For Children Moving Alone: Protecting Unaccompanied And Separated Children](#)

[Thailand Beat Avian Flu 20 Years Ago. What Can We Learn From Their Strategies?](#)

[Global Human Trafficking Operation Leads to 219 Arrests and 1,374 Victims Rescued](#)

[Durbin, Butler Urge DHS To Issue A Policy Ensuring Vulnerable Children Seeking Protection Through The Central American Minors Program Have Access To Counsel \(Press Release\)](#)

[What Now For Undocumented Children Without Families?](#)

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Editor's Note: Looking to get more involved with international CYC work? Want to bring your international experience to the ACYCP Board?

ACYCP-FICE is working on some exciting major international initiatives. For more information contact:

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<https://www.acycp.org/an-invitation-to-learn-and-share-as-a-member-of-fice>



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FROM CAMPUS TO COMMUNITY



**"IF YOU THINK EDUCATION IS EXPENSIVE, TRY
IGNORANCE."**

**NEWS FOR STUDENTS & EDUCATORS IN CHILD AND
YOUTH CARE PROGRAMS AND EDUCATION**

[Editor's Note: The following is reprinted with thanks to the author and The Hechinger Report, was posted May 13, 2024.]

TRACING BLACK-WHITE ACHIEVEMENT GAPS SINCE THE BROWN DECISION

By Jill Barshay

Academic progress of Black students has followed a bumpy path since the 1970s.

ast week, I wrote about trends in school segregation in the 70 years since the Supreme Court's landmark Brown v. Board of Education decision that declared racial segregation in schools unconstitutional. That data showed considerable progress in integrating schools but also some steps backward, especially since the 1990s in the nation's biggest cities.

Website for Mind/Shift

This story also appeared in Mind/Shift

We should care about this troubling shift because many researchers say that children learn best in integrated classrooms. That's why I also wanted to trace the data on academic achievement over the same time period. Unfortunately, we don't have consistent test scores dating back to 1954, but we do have reading scores since 1971, when school segregation plummeted, and math scores starting in 1978.

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[This Is Your Brain On Screens \[This is your brain on paper.\]](#)

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Tuition Tracker link thanks to: [The Hechinger Report](#)

Enjoy!

CYC AND NONPROFIT ADVOCACY



[Editor's Note: The following is reprinted with thanks to the author and Youth Today. This story was originally published by ProPublica and was reposted by Youth Today on July 3, 2024.]

FORMER FOSTER YOUTH ARE ELIGIBLE FOR FEDERAL HOUSING AID. GEORGIA ISN'T HELPING THEM GET IT.

By Stephannie Stokes, WABE

Malik Johnson thought he was doing well after he turned 21 and left foster care, working two jobs to afford his apartment south of Atlanta.

But last fall, everything started to fall apart: His car transmission failed, so he couldn't reach his second job. He fell behind on rent.

He didn't know about a federal housing program that could have reduced his housing costs. It's open to foster youth in all states as long as local government agencies put in an application for the funding. But in Georgia, they didn't make that request for Johnson — or for almost anyone else.

Instead, at 23, he was on his own. As he faced his mounting bills, the stress got to be overwhelming.

"I was to the point where I was so behind on everything, I just almost stopped caring," Johnson said.

In Georgia's foster care system, about 500 young people become adults each year and, sometime between age 18 and 21, they'll have to make it on their own. Without the safety net the foster care system provides, they're especially vulnerable to becoming homeless.

That risk is why, in 2019, the U.S. Department of Housing and Urban Development created the Foster Youth to Independence program, which offers between three and five years of rental assistance to young adults who have moved on from foster care. The program is the only long-term federal housing assistance targeted at former foster youth as they navigate adulthood, and advocates hoped it would help prevent situations like Johnson's from ever happening.

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BONUS FEATURES

[Securing Nonprofit Workforce Data](#)

[Caregivers And Child Care Are A Vital Part Of The Economy](#)

Ratification of the Convention on the Rights of the Child in the United States

The United States is the only country in the world that has yet to ratify the UN Convention on the Rights of the Child (CRC). Several of the provisions of the CRC came at the recommendation of President Reagan's Administration and President Bill Clinton signed the CRC in 1995. However, the Convention has not been ratified by the U.S. Senate. The failure to ratify this treaty has left U.S. children vulnerable to human rights abuses at the state and federal level. It is critical that every nation, including the U.S., sign and ratify the CRC to protect the human rights of children.

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FROM THE HILL



CYC REGULATIONS, LEGISLATION & COURT RULINGS

[Editor's Note: The following is reprinted in part with thanks to the Good New Network (new resource) and was posted by Child Welfare Information Gateway Library on July 32, 2024.]

divides. I knew many of the participants personally. But I was unfamiliar with Convergence and what type of process could help soften ground between entrenched political positions and groups. What a delight it was to find out.

U.S. MARSHALS FIND 200 MISSING CHILDREN ACROSS THE NATION DURING 6-WEEK SPECIAL OPERATION

The U.S. Marshals Service (USMS), along with federal, state, and local agencies led a six-week national operation that resulted in finding 200 critically missing children, which includes endangered runaways and those abducted by noncustodial persons.

This is the second rendition of this coordinated effort, and so it was called Operation We Will Find You 2 (WWFY2). Running from May 20 to June 24 it focused on geographical areas with high clusters of missing children.

WWFY2 resulted in the recovery and removal of 123 children from dangerous situations. An additional 77 missing children were located and found to be in safe locations, according to law enforcement or child welfare agencies. The vast majority of these were runaway children, one case was a family abduction, and one was a non-family abduction.

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[Bill to Fund Stillbirth Prevention and Research Passes Congress](#)

[Bipartisan Safer Communities Act One Pager](#)

[U.S. Rep. Moore introduces Advocates For Families Act To Improve Foster Care Transition](#)

[Court Blocks Race-Conscious Philanthropy](#)

[Feenstra Introduces Legislation Aiming To Support Foster Care Prevention Services](#)

[Extending the Affordable Connectivity Program:](#)

Enjoy! ◇

Illustration: Ross Johnston

HEALTHY KIDS, HEALTHY ADULTS



EXPLORING CYC DEVELOPMENTAL ISSUES WITH LIFELONG IMPACTS

[Editor's Note: The following is reprinted with thanks to Neuroscience News and was posted July 10, 2024.]

BRAIN STUDY REVEALS HOW CURIOSITY ARISES IN KIDS

Summary: A new study reveals how the brain triggers curiosity in response to visual ambiguity. Researchers identified brain areas that assess uncertainty, sparking curiosity. Using fMRI, they found that lower confidence in recognizing images leads to higher curiosity.

This discovery highlights the deep biological roots of human curiosity and its role in creativity.

Key Facts:

Curiosity Trigger: Brain areas assess uncertainty to spark curiosity.

fMRI Insights: Lower confidence in image recognition increases curiosity.

Biological Origins: Curiosity drives exploration and creativity beyond survival needs.

Source: Columbia University

You look up into the clear blue sky and see something you can't quite identify. Is it a balloon? A plane? A UFO? You're curious, right?

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BONUS FEATURES

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[**After-Dark Worries Fuel Kid's Bedtime Battles**](#)

[**Supporting Black LGBTQ+ Youth Mental Health**](#)

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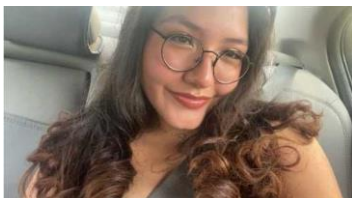
[**Free And Low-Cost Ways To Practice Positive Childhood Experiences This Summer**](#)

[**LGBTQ+ Young People are at Higher Risk for Childhood Adversity**](#)

Enjoy! ◇

Illustration: geralt on Pixabay.com

FROM THE YOUTH PERSPECTIVE



[Editor's Note: The following is a guest article from an aspiring CYC worker. We encourage other young people to come forward and submit their compositions. Contact editor Michael Mitchell at propman46@gmail.com, or (608)846--2860 in Madison, WI Central).

"Alicia Campbell brings new ways of thinking and taking action to the table. As ACYCP Past President it is my pleasure to welcome Alicia Campbell as our new Youth Work Ambassador. She is currently a student at HiTech High and Grossmont College in San Diego.

ACYCP has long advocated that the perspectives of youth should be included in all that we do. Alicia has studied the ACYCP competencies extremely well and she encourages us first and foremost to clearly include SAFETY as a primary competency when we work together as equal partners, youth and adults.

We look forward to welcoming Alicia to national leadership as she next attends and fully engages with us in the upcoming "face to face" 2024 Board Meeting in Milwaukee September 25-26." --- Andrew Schneider Munoz, Ph.D., mentor

By Alicia Kim Campbell

WHO CARES ABOUT SAFETY?

Adolescence is a time of development, growth, and change. Sufficient support of current youth is essential to ensuring all previously stated, but what does sufficient support insinuate? Sufficient support is a broad term, but it can be boiled down to the fundamentals of what aspects youth prioritize, namely, being guaranteed safety and security.

Throughout my education, I came to realize that my peers who weren't accustomed to security in the same way I was had difficulty acclimating to a class culture. Of course, not everyone is born a social butterfly, but there was a striking level of hostility from said peers toward other students and faculty. As I've gotten older, I've come to realize that the hostility stemmed from their environment. How can trust be given to others when you have never been safe enough to trust before? When I think back to these peers, it feels so abundantly clear that there was something wrong—from social withdrawal to a lack of emotional regulation skills—the signs were there, so how did the school faculty fail to notice them? Safety should be a basic right of every youth, but as we've seen, that is not always the case. Not every youth has a place to call home, enough food to feed their family, or access to life-saving resources. These are issues that have continued to be prevalent throughout our society for decades, but how can we fix them?

To begin to tackle this, safety and security must be redefined because safety is security. A youth not accustomed to security will feel similar to a child trying on their mother's clothes, waddling in too big shoes, and tripping over the hem of a shirt that wears more like a dress. Initially, they would feel clumsy, possibly bashful, if they noticed others observing with mirth from the corner of their eyes. They would have to wait for the vulnerability that is found in security to settle onto their skin and learn how it is only as patient with them as they are with it. It will slip off their shoulders and fall down their waist in a constant reminder of how frustrating it is to be done growing and yet, growing still.

This process, a learning curve, is essential to development. They need to waddle before they can walk in confident strides and fumble about before they can gain their balance. More importantly, youth need a support system—a safe space—to fall back on during this stage of life. In order for youth to trust adults, adults must trust youth, and that all starts with safety.

◇

About the Author: "Hello!! I'm Alicia and I'm based in San Diego, CA. I'm a chai latte lover and a big fan of Chappell Roan, so you can always find me dancing around while singing her songs (my favorites being "Pink Pony Club" and "Super Graphic Ultra Modern Girl"). I believe

that everything I do can make an impact, so I actively choose positivity. I enjoy delving into and educating myself on social injustices and curating ways to support those struggling in my community.” ♦

BONUS FEATURE

[High Schooler Invented Color-Changing Sutures to Detect Infection \[New resource\]](#)

Illustration: Alicia Kim Campbell

FROM THE SOAPBOX... AGAIN!



Karen Vander Ven, Ph.D., Professor Emerita, Department of Psychology in Education, University of Pittsburgh; CYC Advocate Staff Writer at kvander@pitt.edu Enjoy!]

A SNAPSHOT IN TIME

The following is a recent cursory interview conducted with Karen Vander Ven by CYC Advocate editor Michael Mitchell

Briefly describe the nature and length of your tenure as a faculty member at the University of Pittsburgh?

I began my career at Pitt in 1961 as a Masters’ degree student in the in Child Development and Child Care Program, which then in the School of Medicine, but it didn’t stay there. Over time the program moved came under the Social Work Department and ended up under the School of Education, from which I later retired in 2011 at age 74.. Needless to say, I loved the work and stayed as long as I could.

Approximately how many students did you work with in this capacity at Pitt?

That’s hard to estimate, as I was there so long and was involved in several levels of study. So I’d say, “ lots of them !” B.S., M.S., and Doctoral level students in related programs in other academic units. I also ran what we called the “Practicum”, which was an internship program. I worked with community CYC service providers to give students a “real world” preview of what might lay ahead for them in their careers. [Edito’s Note: Given the length of Karen’s career, it would be safe to say “hundreds.”]

What common challenges did students deal with in reaching their education objectives?

There were challenges, but mostly the usual ones in any academic program completion. “Care work” as I’ve frequently said, can and should be applied to people throughout the life course.

What would you say was the ratio of students who went on to seek instructor positions within higher education, versus those who went on into direct care?

It's hard to say, but some definitely did and had respected careers in these roles. Some applied their knowledge in related service fields. Many assumed supervisory and administrative positions in various child and youth caring agencies and programs. I always thought some of the practices in child and youth care could and should be applied to other fields. I continue to contend that care work with both a developmental (and if needed) a therapeutic approach, could and should be extended, with some modifications, to all ages. Older people, for example, need informed caregiving, engaging activities, relationships with peers, and personal caregivers.

What kind of feedback did you receive from graduates once they had been in the CYC field for a while?

They seemed to greatly value their education, especially for its provision of direct practice opportunities, along with the academic work, so I'd say mostly "good". The nicest thing was the fact that as colleagues, rather than student and professor, I could be playful and have good fun together. I was delighted when many former students turned up at my retirement party in 2011. ◇

BY THE WAY



[Editor's Note: This editor has sought out potential authorities on ethics to write for the CYC Advocate ever since it was first published in 2016, unfortunately without success despite several promising leads. So it is indeed historic that Tammy Hooper has taken time out of her very busy career to provide much needed insight into this essential element to CYC practice. Like the air we breathe, we often

take ethics for granted, until it's tainted or absent, which quickly causes major complications. Would you like to contribute to this discussion? Please contact me at propman46@gmail.com.]

EVERYDAY ETHICS: A PERSONAL REFLECTION

By Tammy L. Hopper, MSSW, CYC-P, Chief Strategic Initiatives Officer, National Safe Place Network

Recently, I was making my way to my car in the parking lot of a shopping center. Having some degree of physical challenge, I leaned on the cart the entire way. Once at my car, I proceeded to unload the cart. To my dismay, I found an item beneath some of the bags that I had failed to scan at the self-checkout. I looked back at the store and the long way back (imagine the never-ending hallway in the movie Poltergeist) and the walk back to address the mistake seemed daunting. Was it necessary to go back? The item did not cost much. It was a simple mistake. I relied on the car air conditioning to help me think more clearly and I sat for a while as I tried to decide what to do.

The process of "doing ethics" in our personal lives is not much different from our professional ones. Whether we are regularly conscious of it or not, we all have a view of the world, our place in it, and what we believe to be right or wrong. Our values are not the same thing as ethics, yet these values affect the way we perceive ethical standards and our responsibilities to operate within them.

Codes and standards represent a groupthink of professional vision and serve as guidance as we do our work. It is rare for a child and youth care worker to be uncertain or stuck in matters that are life threatening. When it comes to the ongoing struggles around professional boundaries, fostering self-determination, and being mindful of the importance of developmentally appropriate interventions – we can refer to the Standards for Practice of North American Child and Youth Care Professionals (2023) for guidance. We use the standards to highlight our vision, examine the issue, explore potential resolutions, and then make a choice.

As I thought about my simple, personal dilemma – I reflected on how difficult it may be for individuals to set aside personal limitations, values, perspectives on our world, and fear of the unknown to routinely make decisions that align with the standards. Does a published standard make it easier to comply? Does annual refresher training increase the likelihood of doing the right thing?

Ethics are not personal values, agency policies, or laws and regulations. Yet each of these things come into play in decisions made daily in the lives of vulnerable youth and families seeking support. Ensuring discussions about the standards happen in staff meetings, team reflections of program challenges, and individual supervision sessions is essential to integrating the standards into a level of constant awareness. In the moment the decision must happen, the influencing factors of values, policies, and legal implications easily come to mind. Our profession must work to ensure the standards are as readily accessible and meaningful. What can you do this week or this month to make the standards a useful tool for you and your team? How can you ensure the standards serve as a way to decrease your organization's risk?

Values, policies, and legal implications were in my mind as I sat in my car holding the item. I even thought about the standards – my responsibility to myself – to be the best self I can be to ensure I can ethically support the youth and families with whom I work. What would I advise them to do? What could I role model for them? The long walk back to the store was hot and totally worth it. ◇

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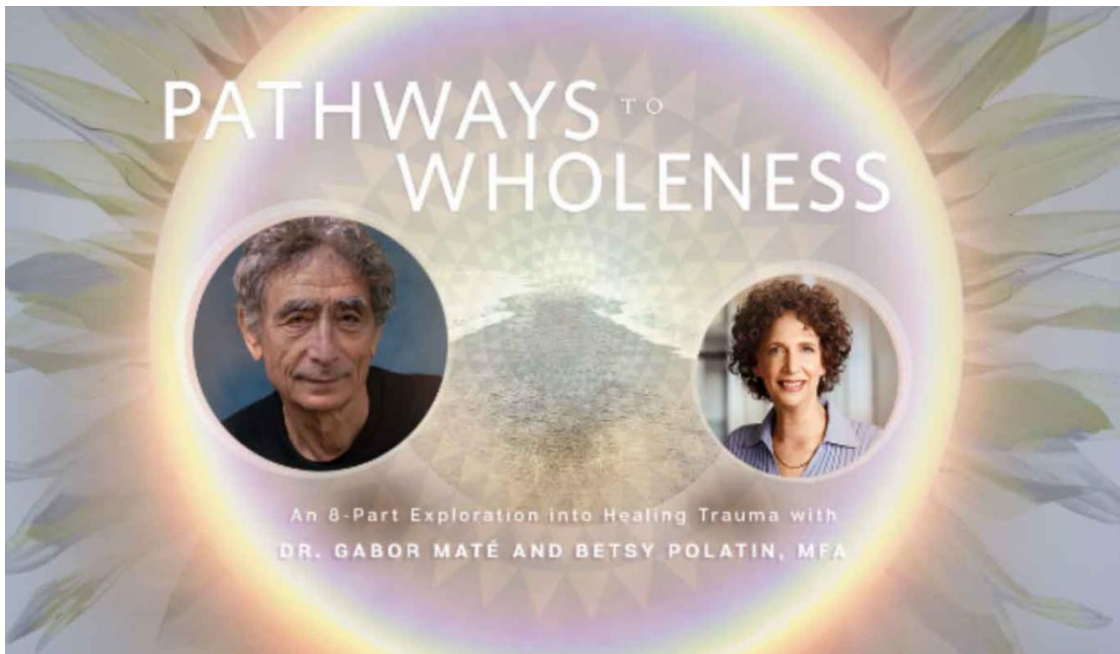


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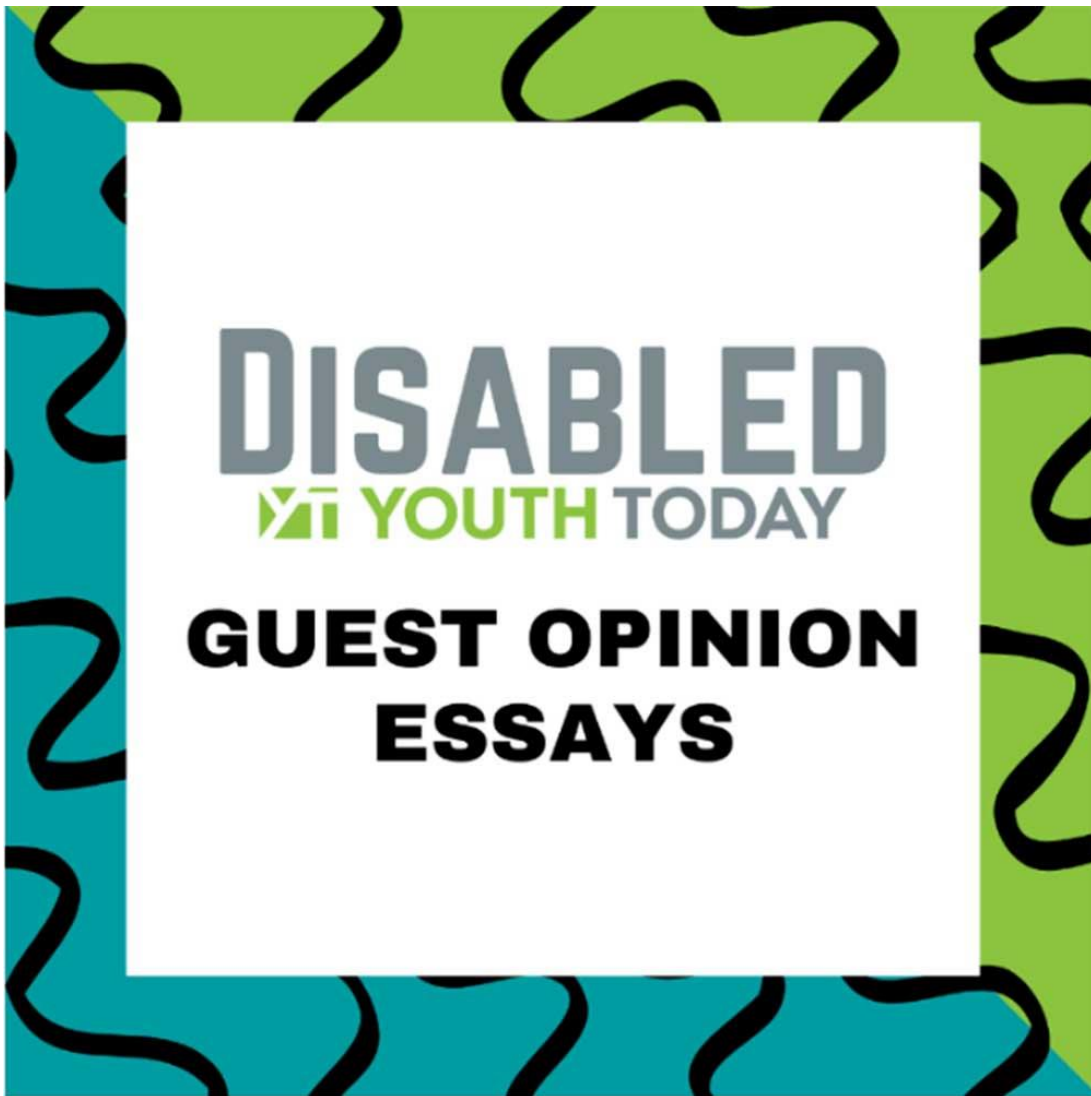
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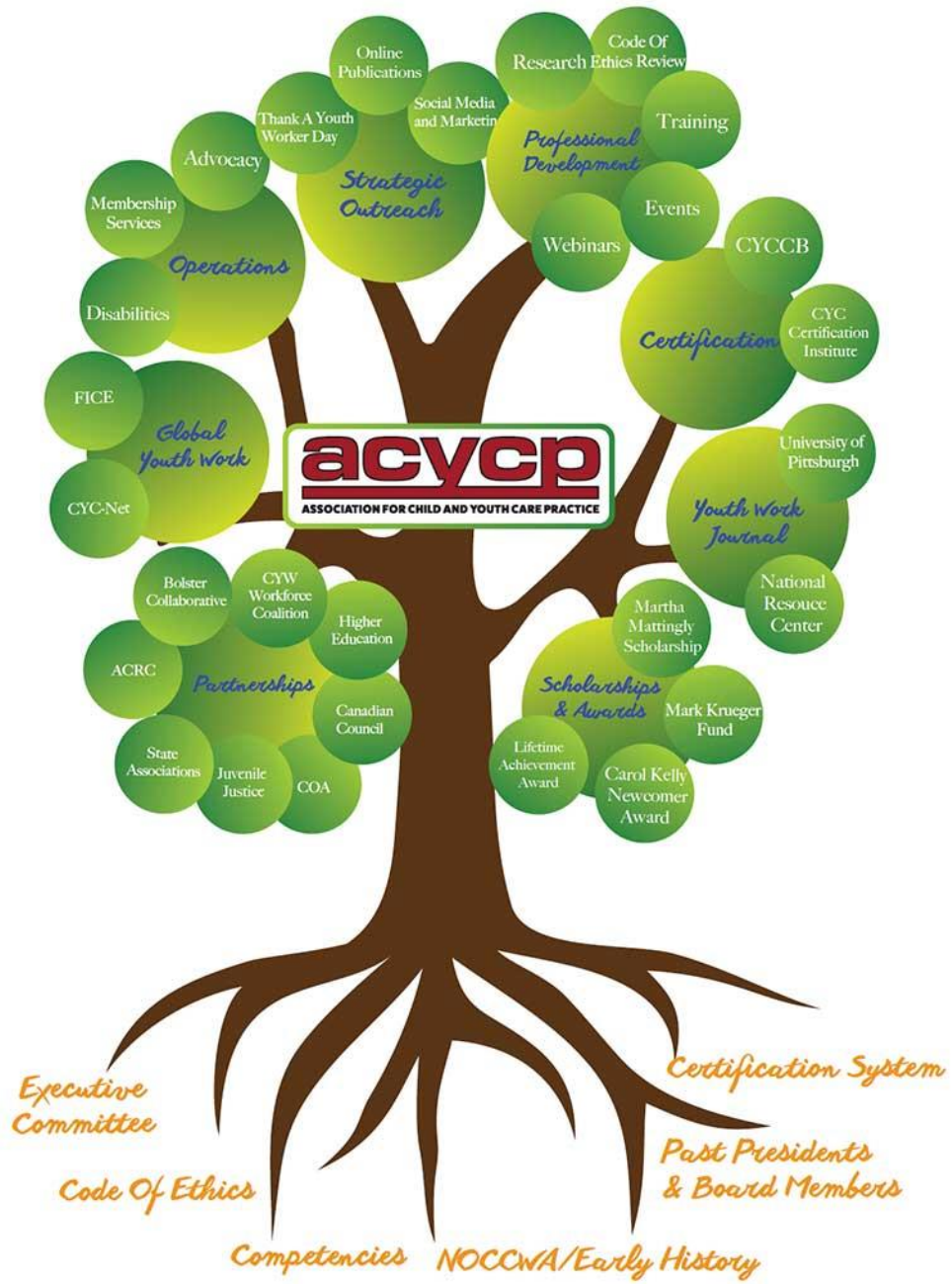


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