

Structure for Registrar-Approved Courses of Study

**Related to Discipline Committee
and Fitness to Practise
Committee Decisions**

&

Requirements for Course Providers

June 2012

Structure for Registrar-Approved Courses of Study

1. Professional Boundaries, Dual Relationships and Conflict of Interest
2. Professional Supervision in Early Learning and Care
3. Stress and Anger Management
4. Ethical and Professional Standards

Background

When the Discipline Committee finds a member guilty of professional misconduct or to be incompetent or the Fitness to Practise Committee finds a member to be incapacitated, they may make an order directing the Registrar to impose specified terms, conditions or limitations on any certificate held by the member under the *Early Childhood Educators Act, 2007*. This may include terms requiring the successful completion by the member of specified courses of study, pre-approved by the Registrar.

A member may also be required to successfully complete specified courses of study under the terms of a memorandum of agreement authorized by the Complaints Committee.

Courses of study are imposed to help educate and rehabilitate members so that they can become active and effective members of the profession and conform to the ethical and professional standards of the profession.

Practitioners who deliver these courses of study need to know the College's expectations with regards to the scope, expected outcomes, method of assessment and appropriate resources for the course of study to be approved. This document gives practitioners a structure to design and develop four such courses of study:

- Professional Boundaries, Dual Relationships and Conflict of Interest
- Professional Supervision in Early Learning and Care
- Stress and Anger Management; and
- Ethical and Professional Standards.

This document will be distributed to practitioners who wish to have their courses of study approved by the College Registrar. Practitioners will be invited to submit an outline of their courses of study. In order for a course of study to be approved by the Registrar and added to the Registrar-Approved Courses of Study List, practitioners must confirm in writing that they will meet the requirements outlined in this document. Members needing to take a course of study would have access to this list.

The Registrar may add a course of study to this list, or remove it, at any time, according to the Registrar's sole discretion. A member who is subject to a committee order or memorandum of agreement will continue to be responsible for obtaining the Registrar's approval of a given course in any specific case.

Course Length

Courses of study should be comprehensive in scope and should provide sufficient time to internalize and master the expected articulated outcomes. In considering the length, breadth and scope of concentration of the course, the Registrar will take into account the nature of the matter, the most appropriate practitioner and the intended outcome of education and/or remediation. Courses of study should demonstrate flexibility in length to accommodate learning needs, as well as the specific requirements of the decisions of the Discipline Committee or the Fitness to Practise Committee.

Methods of Assessment

Practitioners shall require the member to complete, as part of the evaluation component:

- a reflective component requiring evidence that indicates understanding of and a commitment to ethical and professional practice
- a personal plan of action to implement required changes in practice
- other assessment components as required by the practitioner.

Resources

Courses of study shall use a variety of resources that enhance adult learning including, but not limited to:

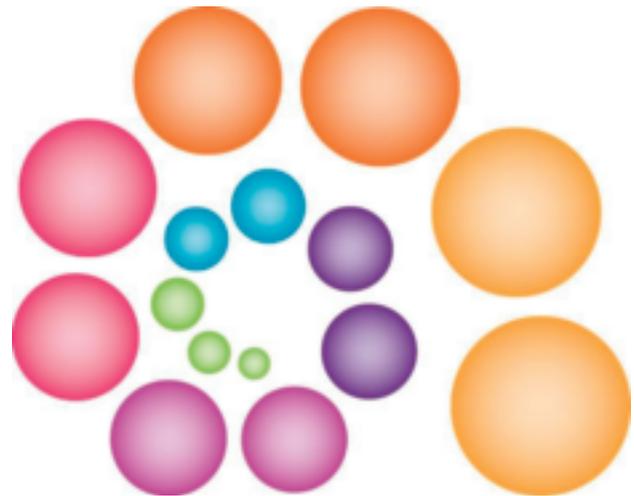
- reading materials (professional journals, articles, books)
- reflective check lists
- video and audio materials
- case study analysis
- legal summaries
- a bibliography of recommended reading as follow up
- web references
- access to professional supports and resources
- online learning.

Requirements of Course of Study Practitioners

1. Practitioners will be required to provide, for approval by the College Registrar, course of study outlines in sufficient detail to demonstrate that the expectations articulated in this *Structure for Registrar-Approved Courses of Study* have been met.
2. From time to time, practitioners shall permit the College to monitor the courses of study being provided through a feedback component from members who have taken the course.
3. Practitioners will provide participants with a letter of completion of the course of study, which will include the date, course length and the name of the practitioner.
4. Practitioners, with the permission of the member, will provide the Complaints and Discipline Department of the College with a letter indicating that the member has achieved the outcomes and has successfully completed the course of study.

Legal/Professional References

- *Early Childhood Educators Act, 2007* and Regulation 223/08
- College of Early Childhood Educators *Code of Ethics and Standards of Practice*
- College of Early Childhood Educators Professional Advisory on the protected title
- *Day Nurseries Act* and Regulations
- *Education Act* and Regulations
- Ministry of Children and Youth Services policy/program memoranda
- Ministry of Education policy/program memoranda
- Ministry of Children and Youth Services *Early Learning for Every Child Today*
- Ministry of Training, Colleges and Universities *Early Childhood Education Program Standard*
- Child Care Human Resources Sector Council *Occupational Standards for Early Childhood Educators*
- Child Care Human Resources Sector Council *Occupational Standards for Administrators*
- *Child and Family Services Act*
- *Occupational Health and Safety Act*
- *Criminal Code of Canada*
- *Ontario Human Rights Code*
- Case Law



Professional Boundaries, Dual Relationships and Conflict of Interest

Scope

Professional Boundaries, Dual Relationships and Conflict of Interest courses of study approved by the College Registrar will enhance participants' capacity to:

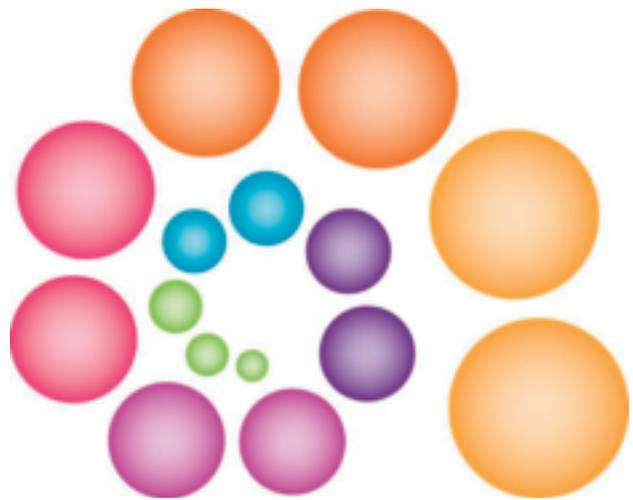
- know, understand and commit to the expectations of members of the College included in the College's *Code of Ethics and Standards of Practice* regarding professional boundaries, dual relationships and conflicts of interest
- know and understand the potential legal consequences of not adhering to the expectations in the College's *Code of Ethics and Standards of Practice*
- make informed and ethical decisions that demonstrate the professional knowledge, expertise, ethical values and behaviours expected of early childhood educators as members of the College
- understand relevant legal and professional references, especially Standard V: Professional Boundaries, Dual Relationships and Conflicts of Interest, and the related sections in Standard IV and VI
- be sensitive to and recognize boundary violations, dual relationships and conflicts of interest when they occur, regardless of the early learning and care setting in which they occur
- comprehend that they have a duty to address the issue when they know of colleagues who are involved in boundary violations, dual relationships and conflicts of interest
- evaluate their personal and professional relationships and seek expert advice to assist in identifying and dealing with potential boundary violations, dual relationships and conflicts of interest
- recognize and understand the difference between boundary crossings and boundary violations
- address identified deficiencies in the member's past practice or knowledge.

Expected Outcomes

Participants in the Professional Boundaries, Dual Relationships and Conflict of Interest courses of study shall demonstrate an understanding of any or all of the following topics, as appropriate to the presenting situation:

- the concepts of ethical practice and professional boundaries
- the relationship between ethics and law
- current legislation and case law related to professional boundaries
- the difference between boundary crossings and boundary violations
- case studies and scenarios and ability to identify boundary crossings and boundary violations
- a comprehensive list of prevention strategies
- situations of differential power relationships and dual relationships

- the various types of boundary crossings including breach of trust and/or breach of fiduciary responsibilities
- self-assessment tools to assess personal awareness of boundary issues and identify areas for growth and change
- relevant documents related to specific issues identified as individual growth areas
- the College's *Code of Ethics and Standards of Practice*
- the College's Professional Misconduct Regulation 223/08
- relevant legal references
- the changes required in their practice to incorporate new learning.



Professional Supervision in Early Learning and Care

Scope

Professional Supervision in Early Learning and Care courses of study approved by the College Registrar will generally:

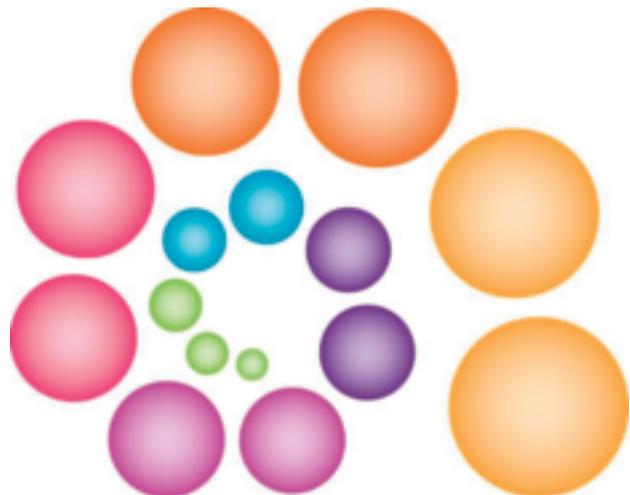
- promote and develop in participants informed, ethical and reflective practice
- increase awareness, knowledge and understanding of effective, professional early learning and care supervision techniques in various roles, with children from birth to 12 years old and with supervisees, and in settings such as:
 - licensed child care centres
 - before and after school programs
 - full-day kindergarten
 - special needs and intervention programs
 - family resource centres; and
 - health care settings.
- impart knowledge of relevant legal and professional references, especially the College's Standards I, II, III and IV
- develop an understanding of effective behaviour guidance techniques
- understand the impact of gaining respect on effective program design and delivery
- understand the correlation between effective professional supervision of early learning and care techniques and strong program design and delivery
- impart an understanding of positive behaviour guidance strategies
- understand how an RECE's emotions can adversely affect children, their families and colleagues, and how to prevent this
- be supportive and informative for members in their quest for improved professional practice.

Expected Outcomes

Participants in the Professional Supervision in Early Learning and Care courses of study shall demonstrate an understanding of any or all of the following topics, as appropriate to the presenting situation:

- child development research and theory, to better understand child behaviour, including developmental needs of children with exceptionalities or identified special needs (e.g., autism, developmental delays) and families under stress (e.g., parental separation/divorce, loss of a loved one)
- the concepts of risk and protective factors for children, colleagues and self (e.g., family dynamics, income, self-regulation)
- concepts of health and safety factors (e.g., attendance, adult-child ratios, administering medication)
- the concept of positive behaviour guidance
- key concepts such as confidentiality, informed consent, consultation and collaboration

- key processes in behaviour guidance, including reflective practice, information gathering, taking appropriate actions, reviewing and debriefing and effective planning
- the components of exemplary programming, implementation and assessment
- methods of practice for establishing developmentally appropriate learning environments
- strategies for effective parental involvement and collaboration
- the factors in creating a safe learning environment
- strategies to foster co-operation and respect
- strategies to diffuse anger and stress in children, parents and colleagues
- methods of creating effective transitions
- the College's *Code of Ethics and Standards of Practice*
- relevant legal references
- the changes required in their practice to incorporate new learnings.



Stress and Anger Management

Scope

Stress and Anger Management courses of study approved by the College Registrar will generally:

- promote and develop in participants informed, ethical and reflective practice
- develop awareness of the sources of stress and anger and an understanding of the relationship between stress and anger
- develop or increase awareness of effective stress and anger management techniques and programs
- examine the impact of a healthy lifestyle on stress and anger management
- impart awareness of how anger and stress can jeopardize any and all of an RECE's legal, contractual and ethical responsibilities, and therefore, must be effectively controlled
- understand the correlation between stress and anger management and practice in early learning and care settings, peer relations, interactions with families and stakeholders and a positive personal life
- be understanding and supportive of members in their quest for self-improvement
- address identified deficiencies in the member's past practice or knowledge.

Expected Outcomes

Participants in the Stress and Anger Management courses of study shall demonstrate an understanding of any or all of the following topics, as appropriate to the presenting situation:

- the negative impact of stress and anger on day-to-day functioning
- factors that trigger anger and the relationship between thoughts and resulting emotions and actions
- the reduction of stress and/or anger through the enhancement of a healthy lifestyle
- strategies to avoid the build-up of stress and anger, including:
 - monitoring of physiological changes and the use of calming techniques
 - dealing with stress and anger appropriately in various settings - workplace, community, home, etc.
 - letting go of negative past occurrences
 - identifying and taking advantage of ongoing support programs
- the value of active listening and the need for tolerance of the viewpoints of others
- case studies and scenarios to reflect on appropriate responses to difficult situations
- the changes in practice required to incorporate new learning
- legal, contractual and ethical responsibilities of members.

Ethical and Professional Standards

Scope

Ethical and Professional Standards courses of study approved by the College Registrar will generally:

- promote and develop in participants a commitment to the core set of beliefs and values of care, respect, trust and integrity, which are fundamental to members of the profession and guide their conduct to informed, ethical and reflective practice
- increase awareness, knowledge and understanding of the areas of responsibilities of RECEs:
 - A. Responsibilities to Children
 - B. Responsibilities to Families
 - C. Responsibilities to Colleagues and to the Profession
 - D. Responsibilities to the Community and to Society as they pertain to RECEs in today's society
- impart knowledge of relevant legal and professional references and use this knowledge in making ethical decisions
- develop understanding of the critical thinking necessary to make informed and responsible decisions related to ethical practice
- be understanding and supportive of members in their quest for improved ethical and professional practice
- address identified deficiencies in the member's past practice or knowledge.

Expected Outcomes

Participants in the Ethical and Professional Standards courses of study shall demonstrate an understanding of any or all of the following topics, as appropriate to the presenting situation:

- the College's Code of Ethics and the Standards of Practice and an awareness of the online and written resources available at the College
- the concepts of moral development, moral judgment, ethical and professional practice
- the relationship between ethics and law
- current legislation and case law related to ethical decision-making
- case studies and scenarios to reflect on appropriate responses to ethical issues
- a comprehensive list of strategies, including support structures, such as mentoring by a colleague.

This document has been adapted from resources printed by the Ontario College of Teachers.



Complaints and Discipline Department

Requirements for addition of courses of study to the College's Registrar-Approved Courses of Study List

In order for a course to be approved by the Registrar and added to the Registrar-Approved Courses of Study List, practitioners must confirm in writing that they will meet the following requirements:

1. Provide, for the approval by the College Registrar, course of study outlines in sufficient detail to demonstrate that the standards articulated in this *Structure for Registrar-Approved Courses of Study* have been met.
2. Submit to the College the following:
 - an outline of the course of study
 - current curriculum vitae of each person instructing or assisting in the delivery of the course
 - the name of the organization, if applicable
 - with the member's permission, a letter indicating the member's successful course completion.
3. Agree to have contact information (name, title, address, phone number, e-mail address) placed on the Registrar-Approved Courses of Study List, which will be distributed to interested College members.
4. Permit the College to conduct reviews or audits of a course at any time through a feedback component from members who have taken the course.
5. Agree to respect the privacy of individuals by not disclosing registration, instruction, attendance, completion or any other information concerning the member with any other person, organization or entity except for the College, unless written consent is provided by the participating member.
6. Agree that any corporate sponsorships or partnerships will not demonstrate a conflict of interest for the member, profession or the College. Practitioner and course approval notifications are not to be used as methods of advertisement or endorsement of a particular organization or product.
7. Acknowledge that approval as a practitioner shall be withdrawn for making a false or misleading statement in an application for approval as a practitioner or in an application for approval of a course.



Practitioner Representative:

Name (please print): _____

Title: _____

Name of
Course(s): _____

Signature: _____ Date: _____

Please submit the completed form, your curriculum vitae and course of study outline to:

Director of Complaints and Discipline

College of Early Childhood Educators
438 University Avenue, Suite 1900
Toronto, ON M5G 2K8
CANADA

For office use only

Date application received: _____

Date approved: _____

Date of response: _____

Signed: _____

For additional information:

College of Early Childhood Educators

438 University Avenue, Suite 1900
Toronto ON M5G 2K8

Telephone: 416 961-8558 Toll-free in Ontario: 1 888 961-8558

Fax: 416 961-6995

E-mail: discipline@collegeofece.on.ca