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From Epistemic Bubbles to Generative Possibilities: Knowledge Leadership and Knowledge Mobilization for Child and Youth Care Practicum Education

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Abstract

Child and Youth Care (CYC) Practicum Education (CYCPE) operates in more than 40 public postsecondary institutions (PSI) across Canada. CYC educators instruct and assess, while supervisors mentor thousands of students at child, youth, and family-serving organizations. As an emerging profession, CYC does not yet experience well-established governance, widespread postsecondary research infrastructure, or public recognition, leaving CYCPE with threats to its credibility and existence. Despite individual CYC educators' and programs' extensive professional knowledge, we lack CYC-specific CYCPE organizational knowledge. This problem of practice (PoP) limits CYC educators 'ability to inform, improve, and innovate upon CYCPE's design and delivery. This organizational improvement plan (OIP) positions CYCPE as an organization, to propose change initiatives that will disrupt its epistemic bubble. A critical postmodern (CPM) perspective forefronts tensions generatively. Organizational culture and discourse theory's concepts provide a framework to analyze the PoP. Knowledge Leadership (KL)—within a Distributed Leadership (DL) higher education context, along the River Change Model (RCM) change process—propels a change initiative toward a desired state. Organizational knowledge creation and knowledge mobilization (KMb) expands CYCPE's possibilities. By way of a CYCPE Consciousness-Raising Campaign, two streams of faculty-led change activities are detailed. This inquiry provides a novel perspective on CYCPE's organization; syntheses of CYCPE's extant data; application of KL in experiential education; and modification of Outcomes Harvesting (OH) to measure the change initiative's contributions to a complex context. Ultimately, this inquiry is a call to action, for CYC educators to create and mobilize organizational knowledge, to benefit CYCPE's complex design and delivery.

   Keywords: Child and Youth Care; practicum; knowledge leadership; organizational knowledge creation; knowledge mobilization; higher education

Executive Summary

Child and Youth Care (CYC) Practicum Education (CYCPE) operates in more than 40 public

postsecondary institutions (PSI) across Canada with CYC credentials. Thousands of CYC students enroll in

CYC practicum courses each year, hosted by child, youth, and family-serving organizations and the

practitioners who supervise them, concurrently instructed and assessed by CYC educators at the PSI.

Despite extensive professional knowledge, CYC educators and CYC programs lack CYC-specific CYCPE

organizational knowledge. This gap restricts our ability to inform, improve, and innovate upon CYCPE's

design and delivery. Meanwhile, as an emerging profession (Freeman, 2013; Lee, 2018; Mann-Feder et

al., 2017), unlike its more established peers, CYC does not yet experience well-established governance,

widespread postsecondary research infrastructure, or public recognition, leaving CYCPE with threats to

its credibility and existence. By way of my CYC faculty role, based within an applied degree-granting,

primarily teaching college in Western Canada, I have participated in local, provincial, and national CYCPE

change pursuits. Though not without limitations, these experiences afford me a great deal of respect,

access, and authority (Cragg, 2020a). Using extant data, this research-informed, theory-driven inquiry

and plan allows for the generative disruption of CYCPE's epistemic bubble (Nguyen, 2020).

By way of a critical postmodern (CPM) perspective, CYCPE is positioned and analyzed as an

organization (Alvesson & Deetz, 2006; Strom & Lupanacci, 2019; Tsoukas & Chia, 2002; Wheatley, 2006).

Its complex context emerges through a discussion of its relevant features, including the postsecondary,

health, education, and social service sectors in which it operates; its academic and professional

regulatory environment across Canada; the distributed leadership landscape in which it is governed

(Gronn, 2002; Spillane et al., 2004); the CYC educators at the helm; and its calls to action for inquiry,

innovation, and change (Ainsworth, 2016; Littlefield et al., 2022; Saraceno, 2012; Snell et al., 2018).

Organizational culture theory and its concepts (Alvesson, 2002b; Austin & Jones, 2016; Pollanen, 2016;

Schein, 2017) highlight how this epistemic bubble has maintained CYCPE as-is, while discourse theory

and its concepts (Mumby & Mease, 2011; Weiss & Wodak, 2003; van Dijk, 2003) highlight the knowledge systems that constitute and are constituted by CYCPE's reality. This exploration identifies a desired state, where CYC educators have accessible, relevant, and diverse forms of CYC-specific CYCPE organizational knowledge, such as to reflect, inform, discuss, question, advocate for, extend, develop, improve, and innovate upon CYCPE's design and delivery, to benefit students' learning and systems of social care.

Knowledge Leadership (KL) is chosen as a suitable leadership approach to propel change forward (Cavaleri & Seivert, 2005; Fischer et al., 2016; Mabey & Nicholds, 2014). Meanwhile, the River Change Model (RCM) (Elrod & Kezar, 2017) is chosen for its fit within the PSI context, application to inter-organizational change pursuits, and focus on organizational culture and faculty-led change (Kezar, 2018; Lester & Kezar, 2012). This change model involves extensive leadership, readiness, and action movements; acknowledges barriers; and includes recommendations to attend to challenges along the way (Kezar & Holcombe, 2019). Four knowledge-based change initiatives are proposed, as is an extensive suitability assessment. A CYCPE Consciousness-Raising Campaign is chosen due to its anticipated ability to create organizational knowledge (Nonaka, 2002), mobilize organizational knowledge (Cooper, 2014; von Krogh et al., 2000), include diverse perspectives, highlight tensions, and work within existing access to human and material resources, including an extensive CYC educator network.

Two streams comprise the CYCPE Consciousness-Raising Campaign: a CYCPE Social Justice Innovations Survey & Report and a CYCPE Individual & Collaborative Writing & Publishing Plan. The social justice innovations survey and report stream will form a working group of CYC educators, who will collect CYC educators' stories regarding how social justice innovations show up in their CYCPE design and delivery. Then, the working group will synthesize that knowledge into a report and offer it back to the CYCPE community through accessible forms and forums. The writing and publishing plan stream will identify CYC educators who wish to contribute to written discourse with the wider community, regarding CYCPE issues, theory-building, and synthesis and analysis of extant data. Both streams include

collaborative working groups, work within existing higher education structures, and create and mobilize CYCPE organizational knowledge to benefit CYC educators (and the CYCPE community). Communicative practices comprise the change process, the change outputs, and the change itself (Deetz, 2005; Deetz & McClellan, 2009). The change initiative goals align with the higher education and emerging profession context along with the organizations and interested parties that intersect with its activities to increase its sustainability and success (Buchanan et al., 2005; Kezar, 2018). Designed for complex and unpredictable environments, and cross-organizational change, Outcomes Harvesting (OH) forms the basis for the monitoring and evaluation plan that will retrospectively assess the change initiative's contributions (not attribution) to CYCPE's organizational knowledge (Wilson-Grau, 2019). This methodology will provide feedback to guide the efforts of the CYC educators involved in the working groups.

This inquiry provides a novel perspective on CYCPE's organization, syntheses of CYCPE's extant data, application of KL to experiential education, and modification of OH to measure a faculty-led change initiative within a complex context. Further, through this inquiry's positioning of CYCPE as an organization, it is the first to analyze and articulate its current limitations and the generative possibilities and potential of CYCPE's organizational knowledge creation and knowledge mobilization. It calls for change. A significant barrier to the change process is the everyday reality of CYC educators' capacity (Gharabaghi, 2022; Huber, 2021; Kostouros, 2022; Lester & Kezar, 2012; Mackay, 2014; Townsend & Rosser, 2009) and the distributed leadership environment itself (Gosling et al., 2009; Herbst et al., 2019; Storey, 2004). Anticipated delays will be seen as merely a reflection of the organizational context. By way of this OIP's inquiry, as a scholar-practitioner and knowledge leader, I can move forward confidently knowing that the choices outlined throughout are supported with extensive, relevant scholarship, integrated into a specific educational environment, and aligned with organizational and social justice goals. CYCPE's organization stands to benefit from the analysis and proposed changes throughout this OIP, to disrupt CYCPE's epistemic bubble and lead to generative possibilities for all involved.

Acknowledgements

Single motherhood and doctoral studies, even if chosen with eyes wide open, cannot occur without quality childcare. Thank you, Mom, for our postsecondary organizational change conversations and for caring for Jono while I was in late afternoon classes. Thank you Jeove for accepting my last-minute childcare requests while I desperately attempted to finish papers. Thank you Carli, Ms. Sue, and all the other ECEs at the centers for caring for my son such that I could formulate and sustain meaningful, critically reflective thoughts. Thank you to Shannon and my neighbours—Charlene, Rane, Brandon, and Jordana—for surrounding my family with presence and care, especially during these three years of worldwide disruption. Thank you to the provincial government for introducing childcare fee reduction investments the over past few years. My ability to create and care for my family has been greatly impacted. It has continuously opened space for social and economic activities for years to come that were not possible before. This dissertation-in-practice is for the great love and joy of my life, Jono, who began his first year of formal schooling as I finished my last. You deserve all the joy and adventure that awaits us.

I wrote these words while working, learning, and raising my family on Coast Salish territories, Kwikwetlem First Nations land, along the Kwantlen River. I acknowledge these lands as but one attempt to indicate the responsibility I accept, to use my earned and unearned privileges as responsibilities: to make space for new possibilities by way of diverse perspectives, to change the conditions in which young people live, and to improve our systems of social care, including but certainly not limited to education.

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Acronyms

CPM   Critical Postmodern

CYC   Child and Youth Care

CYCPE   Child and Youth Care Practicum Education

DL   Distributed Leadership

EL   Experiential Learning

KL   Knowledge Leadership

KMb   Knowledge Mobilization

M&E   Monitoring and Evaluation

NOC   National Occupational Classification

OH   Outcomes Harvesting

OIP   Organizational Improvement Plan

PoP   Problem of Practice

PSI   Postsecondary Institution

RCM   River Change Model

WIL   Work-Integrated Learning

Chapter 1: Organizing Child and Youth Care Practicum Education Across Canada

More than 40 public post-secondary institutions (PSIs) across Canada offer Child and Youth Care (CYC) credentials. Through therapeutic interventions and environments, in educational, community, and residential settings, CYC practitioners work alongside young people and families to support their holistic development and well-being. By extension, CYC Practicum Education (CYCPE) (also known as fieldwork, internship, field placement, etc.) seeks to support the education and training of CYC practitioners. As a core and recurring component of all CYC credentials, CYCPE is designed and delivered by the PSI and its partnerships with hundreds of surrounding child, youth, and family-serving organizations. A CYC practicum supervisor mentors the CYC practicum student within the community. In most programs, a CYC educator (professor, faculty, instructor, coordinator, etc.) provides opportunities for individual and group critical reflection and formal assessment. Through experiential pedagogy, CYC practicum students develop CYC competencies, connect theory and practice, and gain employability skills.

Through my position as CYC faculty for over 12 years—teaching, coordinating, and leading CYCPE—I have initiated and participated in numerous local, provincial, and national change pursuits to respond to issues and opportunities that I and others encounter in CYCPE's design and delivery.[1] During this time, I have come to observe that CYCPE suffers from an epistemic bubble. Despite extensive professional knowledge, the CYC educators responsible for CYCPE's overall design and delivery lack available, accessible, diverse, and vital CYC-specific organizational knowledge.[2] I argue this problem-posing context restricts our collective and individual ability to reflect upon, inform, discuss, question, advocate for, extend, develop, improve, and innovate upon CYCPE's design and delivery.

This chapter begins an Organizational Improvement Plan (OIP). I position myself within CYCPE; outline CYCPE's organizational context; analyze an educational leadership problem of practice (PoP);

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[1] See Appendix A, which provides background to this and further statements concerning my expanding and growing involvement and agency within CYCPE.
[2] The evidence that supports this problem of practice is outlined throughout this chapter (e.g., Educational Problem of Practice).

offer questions to guide this inquiry; and conclude with my leadership-focused vision for change. This chapter sets forth a direction toward a desired change for CYCPE's organization. With an understanding that CYCPE is a pedagogical practice that contributes to the reproduction of CYC practice, this change pursuit further aligns with the ethical imperative that intends to change the unjust perspectives, policies, practices, and systems of social care from which young people seek support.

My Positionality and Perspective within Child and Youth Care Practicum Education

I am faculty in the CYC program at River College, which is a large, limited degree-granting, and historically vocational college in Western Canada. For the past 12 years, I have held various leadership positions (e.g., faculty, program coordinator, committee chair, faculty representative). Deeply embedded within and committed to CYCPE's quality and improvement, I have instructed and advised practicum students; co-taught and coordinated practicum; developed relationships with practicum host partners; lead practicum curriculum changes through governance and program review; coordinated grant-funded practicum projects; participated in local, provincial, and national CYC education committees; and authored CYC's first practicum textbook (Cragg, 2020a). Like many CYC educators, I arrive at these leadership positions and activities by way of my educational and professional experiences, including my professional experience working in CYC settings and as a CYC student completing three practicum placements. These experiences offer a distinct perspective within CYCPE's organization.

My Scope of Influence

These leadership positions and activities—as well as my personal social positioning: white, cis-gendered, able-bodied, Canadian citizen, within a social economic status that has allowed for continuous access to education, housing, employment—afford me a great deal of privilege and agency in being able to understand, access, influence, and propose change within CYCPE. This scope of agency happens through my faculty (CYC educator) role by way of the many organizations and organizing bodies in which I participate. Appendix A outlines these extensive activities, to give a sense of the issues I/we encounter

and attempt to resolve as well as the opportunities we have pursued to develop CYCPE. However, I am

but one CYC educator in a vast, distributed organization and these leadership positions and activities are

discontinuous. That is, I may or may not be assigned to teach practicum in any given year; practicum

coordination rotates amongst faculty every few years; my program improvement and project work is

almost entirely dependent on external grant funding; my participation in local, provincial, and national

committees is accounted for through my workload's professional development and service time, which is

all too often done off the side of our desks, even volunteering personal time (Mackay, 2014, pp. 37-38).

Further, I enjoy a secure, full-time, unionized faculty position (unlike precarious faculty employment

trends in higher education across North America [Kezar, 2012a; Mackay & Devitt, 2021]). However, like

most college educators, I am occupied primarily with teaching, as opposed to, for example, a research-

intensive institution, where time exists within one's workload to sustainably participate in research and

scholarly work. This broad access and influence are precarious, though not without strength and

momentum. I have developed expert authority, an extensive relationship network, and knowledge of

several educators who are interested in partnering to advocate for and advance CYCPE, alongside our

regular presence within several CYC educational groups.

Organizational change scholars affirm the broad agency and influence I describe above. Deszca

et al. (2020) encourage change agents to leverage their strengths, characteristics, and assets in the

pursuit of change. After all, it is only from this specific leadership position and positionality that I can

propose change. Likewise, Ebrahim (2019) states that change agents need to be respected and to

understand the inner workings of a change context, which my extensive immersion in CYCPE allows me

to assume. Further, Lewis (2011) describes social roles that have "tremendous impact" (p. 105) in change

initiatives, including opinion leader, journalist, connector, and counsellor. Depending on the activity at

hand, I morph across social roles. Deszca et al. (2020) affirm change agent effectiveness via one's

attention to the situation, vision, and actions (p. 283). However, I also note their reminder that change

agents can experience change pursuits as exciting *and* demoralizing and I have experienced both. Overall, I see myself as mobilizing CYCPE's organization. Because this pursuit is framed upon my experience, it becomes necessary to state my theoretical perspective in educational leadership practice.

My Theoretical Perspective in Educational Leadership Practice

Burrell and Morgan (1979) apply Kuhn's (1962) profound contributions on paradigmatic shifts in sociological and organizational analysis. A paradigm's philosophical orientation (i.e., ontology, epistemology, axiology, and methodology), implicit/explicit intentions, and understandings of concepts (e.g., organizations, leadership, problems, change, communications, and measurement) are central to leading change. There are many ways in which to perceive, analyze, and intervene in CYCPE. I forefront Critical Postmodern (CPM) paradigm as the best for this inquiry.

Originating as a response to the limitations of modernist and interpretive philosophies, a CPM paradigm: critiques dominant ideologies, seeks to emancipate marginalized peoples, centres language and discourse, highlights multiple identities, rejects universal narratives, and intersects knowledge with power (Alvesson & Deetz, 2006). This perspective allows me to understand the context of CYCPE and my change pursuits within it as activities, not a leadership position; a responsibility to disrupt not destroy; opportunities to forefront tension as productive forces; the chance to question practices; an opening that highlights multiple local perspectives and emergent possibilities; and the inherent potential of any given situation. I join these typically separated paradigms together, as often critical organization studies scholars do (Alvesson, 2002b; Alvesson & Deetz, 2006; Deetz, 2005; Heracleous & Barrett, 2001; Morgan & Spicer, 2009). However, I acknowledge that some of their philosophical assumptions are arguably incommensurable (e.g., understanding of reality), which is beyond the scope that this inquiry could explore. Instead, I appreciate the creative force in which the CPM paradigm guides my actions.

A CPM perspective allows me to see CYCPE as a quintessential intersection of the public-versus-private debate in higher education, within the late-stage capitalist, neoliberal context in which

postsecondary educational leadership and management currently exists (Ayala et al., 2018a/b; Harms

Smith & Ferguson, 2016; Mintz, 2021; Samier, 2002; Sultana, 2012). It encourages me to see the social

care system—in which our CYC students, graduates, faculty, and the wider community participate within,

receive services from, and actively construct—as far from ideal. That is, I, as do others, question the

assumed benevolence[3] of human services/psy-professions writ large (Chapman & Withers, 2019).

However, I do not believe we should reject everything, as do many critics who misinterpret the

intentions and conclusions of many CPM philosophies. Rather, I believe that at any moment, there is

possibility and potential within the systems, structures, and dominant narratives we find ourselves.

My Perspective on Leadership

A CPM perspective invites me to understand leadership in different ways than are immediately

assumed in mainstream scholarship. Northouse (2019) defines leadership as "a process whereby an

individual influences a group of individuals to achieve a common goal" (p. 43). However, I align myself

with Alvesson (2002b) and others (Niesche, 2018) who question leadership's construct validity and

grandiose claims (discussed further in Chapter 2). I offer Appendix B to deconstruct this commonly held

definition of leadership, through a series of critical questions. Further, given CYCPE's complex context, I

am inspired by Uhl-Bien and Arena's (2017) description of leadership for emergent change, where a

leader can watch for environmental trends, tensions as signs of possible change, and the potential to link

up complex dynamics. I am continually inspired by emergent opportunities that I know exist, to use

tensions productively, and to pursue something different than what is (Ebrahim, 2019; Tsoukas & Chia,

2002; Wheatley, 2006). I state my theoretical perspective such as to illuminate how the following

organizational context can be understood and imagined.

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[3] We do not need to look very far in space and time to see what systems, policies, practices, and interventions that professions have maintained: Indian Residential Schools, forced Institutionalization, individualization of psychosocial problems, and so on.

The Organizational Context of Child and Youth Care Practicum Education

CYCPE's organization is complex. Delivered as a course in which a student enrolls at their PSI several times throughout their CYC credential, CYC practicum happens primarily off-campus, at the surrounding child, youth, and family-serving organizations. It intersects educational, social service, and healthcare systems and sectors, across provincial and territorial boundaries and legislation, in addition to the higher education context in which it is formally governed. It directly involves CYC educators (chairs/coordinators, faculty/instructors, staff, etc.), child, youth, and family organizations (managers, supervisors), and thousands of students who complete CYC practicum each year, and indirectly involves many others. While I may teach (and sometimes coordinate) CYC practicum at River College—and, as such, any problem and potential response I identify must occur through my CYC educator role—I position this inquiry's organization not as one institution, such as River College. Instead, I position the organization as a particular assemblage of people, concepts, practices, or activities, or a "substantive multiplicity of human and non-human, material and discursive elements that work together to produce something" (Strom & Lupanacci, 2019, p. 111). That is, I position CYCPE as an organization itself.[4]

Child and Youth Care Practicum Education in Higher Education

Historically, CYC practitioner education and training moved from community agencies to PSIs during the massification of higher education in Canada in the 1960s and 1970s (Macdonald, 1962). Following higher education professional education trends (Kellogg Foundation, 1973), including professional schools (e.g., nursing, teaching, social work) moving to PSIs (Stuart et al., 2019), PSIs expanded to meet the needs of a changing post-war demographic, while the government became increasingly involved in education through funding, regulation of employment, and "forecasting needs for specialists in major professions" (Elbrekht, 2015, pp. 536-538). Concurrently, "professional

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[4] Effort has been taken to avoid anthropomorphizing non-human phenomenon, as per APA requirements; however, given the novel positioning of CYCPE as an Organization, I argue the use of anthropomorphizing (i.e., CYCPE is an organization organizing itself), can be helpful to discover agency within a complex system, as well as theory-building itself (Sheperd & Sutcliffe, 2015).

associations and employers who desired a stable workforce with consistent knowledge and skills capable of caring for young people with significant emotional and behavioural concerns" advocated for PSIs to host applied CYC credentials (Stuart, et al., 2019, p. 192). Today, there are more than 40 public PSIs that host CYC credentials in Canada with practicum embedded in their curriculum frameworks.[5] Each PSI has an extensive network of child, youth, and family-serving organizations surrounding it, which collectively host thousands of CYC practicum students each year. Figure 1 maps CYC credentials across Canada. Appendix C dives further into each of those PSI's CYC credentials, listing each program's practicum courses. Seen this way, CYCPE's organization is massive.

Of the more than 40 PSIs in Figure 1 and Appendix C, one is a polytechnic institute, seven are universities, and 32 are colleges. Of the PSIs, the majority of PSIs host diplomas and advanced diplomas, six host undergraduate degrees, one hosts a graduate diploma, two hosts master's degrees, and one hosts a doctoral degree. Of the seven universities, three are ranked as comprehensive, one as primarily undergraduate, and the remaining ones are typically categorized along with colleges (Maclean's Education, 2023)—as "special purpose, teaching universities" (Universities Act, 1996) or "undergraduate universities" (Post-secondary Learning Act, 2022)—in part due to their relatively recent shift from college to university status, and because they remain primarily teaching institutions. From this figure and appendix, one could conclude that only three of the 40 PSIs that host CYC credentials have traditionally accepted research infrastructure, including, for example, research workloads amongst their CYC educators. A cursory look at those PSIs indicates that most CYC educator research is focused on CYC theory and practice, much less so on CYC pedagogy. However, there are recent calls for change, to reimagine CYC pedagogies (Jean-Pierre et al., 2020). Individual PSIs and CYC educators' research capacity is out of this study's scope; however, one could generally assume that most CYC educators are master's

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[5] As mentioned in Appendix C, it is impossible to state the exact number of CYC programs, which hopefully will become clear as this inquiry progresses. This number excludes generalist human service programs as well as child and youth study programs without a professional/applied focus (i.e., required practicum throughout credential).

Figure 1

Mapping CYCPE Across Canada: Postsecondary Institutions with Child & Youth Care Credentials
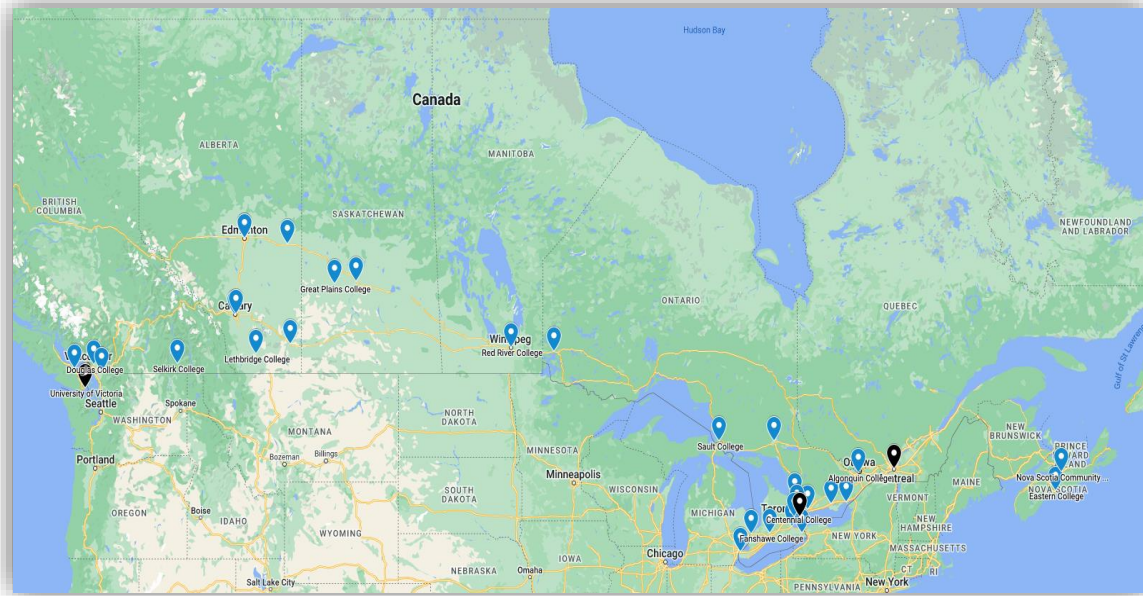
Note. This figure maps 40 public postsecondary institutions that host CYC credentials with CYC practicum courses across Canada. This map is provided for readers to see and imagine the vast scope of CYCPE's organization and are encouraged to consult Appendix C for a list of each PSI, its CYC credential(s), and practicum courses (as opposed to this map's fine print). Pins with black shading indicate PSIs with traditional research infrastructure. This list excludes generalist human service credentials that may include CYC practicum settings (e.g., common in northern Canada) and child and youth study programs without a substantive and required practicum component. Of note, readers should see Mann-Feder (2019) for a discussion of the psychoeducateur role, profession, and credentials, for a more accurate interpretation of CYC's context in Quebec. I used Google Maps software to create this figure. It is available to view online, to zoom in/out as needed (Cragg, 2023b). I welcome feedback to improve its accuracy.

degree-level educated with teaching-intensive workloads. Further, like journalism and creative writing, the CYC master's degree could be understood as its terminal degree (D. Magnuson, personal communication, September 2022). One may anticipate that with current trends in postsecondary-industry research funding, which increasingly recognize the potential of college-industry partnerships

(Colleges and Institutes Canada, 2023; National Science and Engineering Research Council, 2022; Young et al. 2021), research capacity is changing, though not without significant barriers, including PSI hiring practices and faculty workloads (CYC educators, personal communication, 2019-2023).

Child and Youth Care Practicum Education Calls to Action

In the more than five decades since CYCPE began, the world has changed in many ways, including CYC itself. However, regardless of any changes to CYCPE course descriptions and curriculum outcomes, its overall model arguably operates unchanged (Pope et al., 2023). At the same time, CYC's educational leaders "underscore[d] the need to harmonize divisions in the field and consolidate an agreed-upon knowledge base" (Mann-Feder et al., 2017, p. 1). CYC educators have called for CYC practicum inquiry (Ainsworth, 2016; Keough, 2016; McGrath, 2018; Pope et al., 2023; Snell, et al., 2018), innovation, and change, to bring its design and delivery into the 21st Century (Ainsworth, 2016). Meanwhile, Littlefield et al. (2022) encouraged their presentation participants to consider "Indigenizing field placement" to centre "decolonizing and Indigenizing practice" learning outcomes (para. 2). So too do CYC-adjacent social work fieldwork scholars call for changes to practicum design and delivery, to better respond to systemic problems and to centre social justice (Bogo, 2015; Southgate et al., 2013). However, Vick (2006)—looking at one hundred years of teacher-training practicum policy—reminds us to "not delude ourselves that we are proposing bold new departures when, in fact, we are merely tinkering with the fine tuning [sic] and recycling ideas tried long ago" (p. 182), which is important to consider.

Child and Youth Care Practicum Education and Governance Across Provinces

At present, CYC credentials in PSIs are, for the most part, predominantly governed by provincial ministry oversight. Stuart et al. (2012) highlight the "inter-provincial differences in scope of practice, legislation, and certification are extensive for CYC, but educational preparation is well developed" (p. 36). The Province of Saskatchewan, Nunavut, Yukon, and the Northwest Territories do not have CYC professional associations (Council of Canadian Child and Youth Care Associations, 2022) whereas the

other provinces have CYC associations, though in very different stages of regulatory pursuits and

sustainability. For example, one provincial association is currently pursuing regulatory governance with

its counselling-therapist body; another follows its government ministry's vocational standards; another

could pursue its province's new health professions and occupations legislation yet has limited capacity to

do so. Some provinces have social service, health, and education employers who require prospective

employees to have a human service discipline credential, with the CYC credential increasingly

recommended. These differences influence how PSIs design and deliver CYCPE.

Child and Youth Care Practicum Education and Child and Youth Care Professionalization

Each source listed above sheds light on CYC as an emerging profession, much less established

than its health, education, and social service counterparts (e.g., social work, counselling, teaching, early

childhood education, etc.). The context of CYC professionalization relates to CYCPE for several reasons,

including its interaction with and influence on PSIs. Over many decades, CYC professionalization has

expanded from a cluster of CYC-like occupations, to formally recognized education and professional

associations, to shifting occupational and credential titles, to developing a specialized body of

knowledge, scopes of practice and codes of ethics (e.g., Child and Youth Care Certification Board, 2017;

Council of Canadian Child and Youth Care Associations, 1995), and, for the most part, voluntary and

recently available certification (Curry et al., 2010), which are all recognizably socially-accepted

requirements and processes of becoming a profession (Lee, 2018). Depending on what province and

territory one looks to, CYC is on the precipice of externally regulated governance processes (e.g.,

required certification and regulation), processes that the public would expect to see for established

professions (Lee, 2018). Further, what is considered CYC literature—the traditionally accepted form in

which professional "established bodies of knowledge" exist (Lee, 2018)—is unclear and currently being

defined (Slavik, 2023). This is due in no small part to our "interdisciplinary history" (Scott, 2012, p. 196)

and current engagement in critical perspectives that rightfully question the historical and present

dominant narratives embedded in our "canonical" or "core literature" (Kouri, 2015, p. 610). These narratives often centre Euro-Western worldviews (Gharabaghi, 2022; Saraceno, 2012), not dissimilar to other human service professions. CYC has several journals, professional magazines, a national (predominantly professional) conference hosted every two years (with a pre-conference education day), a (predominantly academic) conference hosted by the School of Child and Youth Care at the University of Victoria every few years, as well as provincial and international gatherings, too. Given these factors, I will refer to CYC as an emerging profession[6] throughout this OIP to indicate this movement and status.

Child and Youth Care Practicum Education and Educational Accreditation

During the CYC Educational Accreditation Board of Canada's formation, Stuart et al. (2012) asked, "What is an appropriate practicum or internship?" wondering if they should set specific standards (e.g., "direct work with clients that is clinically supervised") or "leave that decision to the program" (p. 41). In a review of 31 CYC credentials, they noted that CYCPE varies significantly across Canada— including number of required hours, timing within the credential, credit-hour ratios, required supervisor credentials, competency assessments, grading systems, concurrent seminar, etc.—despite an overall similar pedagogical model (CYC Educational Accreditation Board of Canada, 2016). Of note, they have been accrediting PSIs since 2016, with 14 of more than 40 PSIs accredited as of this writing (CYC Educational Accreditation Board of Canada, 2023a). Further, accreditation is not currently required by industry, provincial ministries, and association membership.

The COVID-19 pandemic caused havoc for traditional, in-person practicum placements. For example, Statistics Canada (2020) indicated that healthcare and education students were two of the top

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[6] I acknowledge the use of the term 'emerging' may suggest developmental assumptions (i.e., stage/phase), with a predetermined future. However, I use the term to imply multiple meanings, including development, indecision, debate, and the precarious space of organizing a massive group—with dissenting opinions of our collective identity, goals, and shifting boundaries. Fusco and Baizerman (2013) and Magnuson and Baldwin (2014), for example, debate and problematize assumptions/rationales embedded in the pursuit of professionalizing youth work. Previous discussions provide historical context (e.g., Freeman, 2013; Kreuger, 2002; VanderVen, 2006). I also hope that the remaining organizational analysis suggests organizational rationale as to why we find ourselves in this place.

three work placements that were most significantly disrupted. Given these stressors, the CYC

Educational Accreditation Board of Canada hosted a few online forums to inquire with and support CYC

educators. Grappling with non-traditional CYC practicum placement options, it became clear CYC

educators were desperate to discuss challenges and share solutions to the disruptive problems that the

pandemic introduced. Soon after, combined with its interest in CYCPE from its review a few years before,

they initiated a new standing subcommittee, the CYC Practicum Committee (of which I am an invited

member). In the two years of its existence, we have published a list of all CYCPE's peer-reviewed and

grey literature now on the CYC Educational Accreditation Board of Canada's publications website,

presented at a recent CYC conference, and are currently reviewing CYCPE-related policy (e.g., its self-

study guide requires a minimum of 750 practicum hours, percentage of "direct-service" hours,

consideration of practicum host's affiliation with their provincial association, etc.). Meanwhile, the CYC

Educational Accreditation Board of Canada (2023b) is actively hosting online webinar "meet-ups" on a

variety of topics, including CYC literature, experiential learning, and publishing (attendance varies).

Child and Youth Care Practicum Education and the Care Economy

We can also look at the social care sectors in which CYCPE operates. CYC practitioners are found

in schools, community centres, residential homes, psychiatric inpatient units, street outreach, family

development centres, and beyond. They have numerous job titles that may or may not have CYC in the

title. As such, it is difficult to capture the professional body itself. CYC students and graduates are

employed in positions with CYC scopes of practice that can fit within numerous National Occupational

Classifications (NOC), though arguably most predominantly within NOC 4212 (or 42201) Social and

Community Service Workers (Government of Canada, 2023). NOC 4212 is frequently listed on provincial

labour market reports within "high opportunity occupations" including fifth within a recent "top ten care

economy occupations" (Government of British Columbia, 2022, p. 59). Recently, the care economy has

been incorporated into labour market research reports. It is defined as "the sector of the economy

comprising the provision of paid and unpaid care work that supports the physical, psychological, and emotional needs of care-dependent adults and children" (Statistics Canada, 2022), which crosses education, social service, or health care sectors, caring for people across the lifespan (Government of British Columbia, 2022). However, CYC does not have its own NOC code—unlike other social care professions that are present across sectors—which proves difficult when trying to measure outcomes.

The Federation of Community Social Services of British Columbia (2020) reported on recruitment and retention challenges in their sector, highlighting the importance and need for collaborative relationships with PSIs, including practicum students, to effectively address external educational and training needs; however, they also suggested longer, more in-depth practicum placements "due to increasingly complex service demands" (p. 71-74). While there are obvious tangible benefits for employers (e.g., recruitment), Bogo (2015) highlights many problems with fieldwork, in that it is done mainly on a voluntary basis, PSIs are competing for the same spots available at a community organization, and many others. These issues speak to the need for more sustainable partnership practices between PSI and community organizations.

Child and Youth Care Practicum Education at River College

River College is but one of these PSIs that host CYC credentials. While there is no typical CYC credential, River College could be seen as a representative credential to analyze its features, as they relate to the CYCPE's organization. For example, its CYC educators' workloads are dedicated to teaching, as opposed to research. Most of River College's more than ten CYC faculty teach practicum each year, including me. We place on average 115 students in practicum each year in any one of our more than 100 practicum host organizations (River College, 2020a). Each agency, school, hospital, community centre, and so on, across health, education, and social service sectors have different processes for coordinating student placements. River College practicum coordination responsibilities are undefined and learned on the job; faculty are provided course release for program coordination; and the coordinator changes

every few years. Our course descriptions and curriculum guidelines looked very similar to when they

were created (River College, 1972; River College, 1993; River College, 2014) until this past year when

there was a significant effort to overhaul many guiding documents (e.g., curriculum guidelines (River

College, 2023a, 2023b), field guide and assessments (River College, 2021b), etc.) to be more in line with

our CYC Education Consortium of British Columbia's (B.C.) (2018) CYC credentials' learning outcomes.

River College follows a similar governance structure to universities, with a governing board and

education council (College and Institute Act, 1996). It has a relatively new research and innovation office,

with a few faculty across the college who have been successful in obtaining large national college-

industry partnership applied research and innovation funding, as well as with small pockets of funding to

hire student research assistants and present at conferences (Coordinator, personal communications,

2019-2023). River Colleges' academic leadership has expressed support for applied educational research

and innovation within the context of an educational institution, including offering to connect faculty with

one another to increase the chance of funding applications being well-received (Vice President

Academic, personal communication, December 2021). Likewise, its college-wide research committee

emphasizes an expanded understanding of research and scholarly work in the context of a primarily

teaching institution (River College, 2021a). However, in the faculty where the CYC department is housed,

a research culture does not exist and recent attempts to mobilize educator capacity stall (Research

Committee Co-Chairs, personal communication, September 2022). While I have been able to obtain

various external project funding (Cragg, 2021; Cragg & Gronsdahl, 2020) and internal educational leaves

(River College, 2018, 2022c) to support various CYCPE projects in the recent past, they are largely

unpredictable, irregular, competitive, and the preparation work required to apply for them is often done

in my personal time.

Through my local, provincial, and national access to CYCPE discussions and publicly available

online PSI information—by way of various pursuits in my CYC educator position at River College—I note

the following observations that are similar to River College. It appears CYC practicum is taught by many CYC educators within any given CYC faculty team (as opposed to a subject matter expert for a specific course). It appears instructor-student ratios are governed more so by PSI cross-department trends and/or collective agreements (as opposed to CYC-specific governance). CYCPE coordination workload (and its resourcing) seems to vary significantly (e.g., from faculty course release to a formal coordinator, to a non-faculty staff position, to siphoning off pieces of coordination and teaching into centralized co-operative education-centric offices, etc.). Further, CYC practicum on-site supervision requirements seem to be determined by an individual CYC educator's judgement and the specific host organization, as opposed to, for example, common standards (e.g., experience, education, certification, membership, supervisory training, etc.) (though it seems this phenomenon varies by province).

Child and Youth Care Practicum Education and its Leadership Context

CYCPE's workload, tasks, responsibilities, activities, community partnerships, resources, stakeholders, decisions, knowledge, relationships, maintenance, regulation, accreditation, governance, and places are shared, distributed amongst many highly autonomous professionals and organizations involved in its operations, internal and external to the PSIs in which CYC practicum courses exist.

When we focus on the leadership approaches and processes within this organizational context, we can see an overarching distributed leadership (DL) framework, common to higher education contexts. Gronn (2002) and Spillane et al. (2004) invite us to see DL as organizational activities distributed across people and situations over time, with a "complex interplay of participation between formal and informal leaders at all levels and functions" (Jones et al., 2012, pp. 68-70). Park and Kwon (2013) acknowledge the complex nature of "knowledge-workers" in education, where "team members are peers on teams of equal status working on a complex task that requires a high level of interdependence and creativity" (Pearce et al., 2005, as cited in Park & Kwon, 2013, p. 34). DL describes CYCPE's organization well.

CYCPE's organization is also described well when Storey (2004) highlights DL's problems, including: "conflicting priorities, targets and timeframes; boundaries of responsibility; and competing leadership styles" (p. 257), as well as others who highlight fragmentation, lack of role clarity, slow decision-making, and individual capability (Gosling, et al., 2009, p. 307) and "a potential lack of follow-through, a possible lack of efficiency, a general lack of acceptance of the model, and the danger of immature or usurping team members" (Herbst, et al., 2019, p. 35). This DL organizational context, for better and for worse, is complex and what I encounter daily, on local, provincial, and national levels.

Child and Youth Care Practicum Education Social Justice Aims

Educational leadership is broadly concerned with student success, which, for CYCPE should mean that we are creating socially just conditions for students to learn, transform, and be better positioned to support young people and families in our communities through the credentials they complete. Within this organizational context, there are several social justice challenges present, including the tensions discussed thus far. If CYCPE centred social justice as its governing pedagogical feature, which some argue human services practicum does not (see Harms Smith & Ferguson, 2016), one wonders how an arguably problematic social care system—that responds to the needs of vulnerable and marginalized young people and families—may itself change. If CYCPE lacks organizational knowledge, as the sections below detail, then arguably we do not know the extent to which social injustices are being reproduced, nor the creative possibility currently invisible beyond the specific individuals experiencing it. As Foucault reflected, "People know what they do; they frequently know why they do what they do; but what they don't know is what what they do does" (as cited in Dreyfus & Rabinow, 1983, p. 187). Or, if we do not have CYCPE organizational knowledge, how do we know what CYCPE is doing?

An Educational Leadership Problem of Practice

Within this organizational context, I observe many problems of practice, one to which I will now turn my attention. A problem of practice (PoP) can be understood as a "felt difficulty" or "real-world

dilemma" (Wei Ma et al., 2018, p. 17) or as a "persistent, contextualized, and specific issue embedded in

the work of a professional practitioner, the addressing of which has the potential to result in improved

understanding, experience, and outcomes" (The Carnegie Project on the Education Doctorate, 2022,

para. 14). While I encounter problems daily within CYCPE's organization, I focus on one PoP for the

remainder of this inquiry, which is as follows:

Despite CYC educators' and CYC programs' extensive professional knowledge, we lack CYC-

specific CYCPE organizational knowledge. Through my role as CYC faculty at River College—deeply

involved in and committed to CYCPE at local, provincial, and national levels—my scope of influence is

broad; however, I am but one of many people in a complex CYCPE environment.

Symptoms indicating this undesirable situation include the CYC Educational Accreditation Board

of Canada's research committee stating in a CYC conference presentation that, "there is very little

literature or documented evidence of the efficacy, impact, or best practices associated with CYC Field

Work [sic]" (Snell et al., 2018, p. 27). Other than a handful of written literature—(mostly dated) peer-

reviewed and grey (i.e., essays, graduate theses, and one descriptive report)—virtually no CYC-specific

research of any type exists regarding CYC practicum.[7] Notably, McGrath's (2018) CYC doctoral candidacy

paper reviewed the limitations of existing practicum educational research, noting that, "at present, we

lack the robust knowledge needed to justify why practicum is necessary and to inform how we can best

design, support and evaluate" it (p. 19). Meanwhile, CYC-specific education forums, where CYCPE

organizational knowledge could be shared seldom spotlight CYCPE (e.g., conferences, committees,

webinars, journals, professional magazines). Further, common typology[8], documented history, stories of

success and problems beyond one's immediate social network, best or promising practices, evaluation

frameworks, people's shared and divergent expectations, intersection with government policy, actual

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[7] See CYC Practicum Resources list, compiled by the CYC Educational Accreditation Board of Canada's (2022c) CYC Practicum Committee: https://cycaccreditation.ca/publications/
[8] Typology varies for practicum courses and the people/positions who guide students through the practicum experience.

human and material resources of its design and delivery, perspectives of CYCPE as pedagogy, young

people's experience of practicum, student barriers, host organization's practice wisdom, and other such

knowledge types are virtually non-existent (CYC educators, personal communications, 2011-2023).

Cooper et al. (2010) highlight our "cottage industry" (p. 25). It is arguably happenstance whether any

given CYC educator has access to nor awareness of CYC practicum beyond their team's practice.

Overall, this PoP results in several unfortunate effects including but not limited to reliance upon:

CYC educator and CYC faculty team's tacitly-developed, professional knowledge through accumulated

experience; professional competencies or learning outcomes that lack construct validity and reliability;

blunt and/or indirect measures to assess success (e.g., graduate employment rates); past practice

instead of research-informed decision-making and policy development (CYC Educators, personal

communication, 2021-2023); and other human service professions' scholarship. It reinforces the absence

of empirically-based policies and standards (e.g., required practicum hours [Raskin, et al., 2008]);

CYCPE's design and delivery are directed by provincial ministries' priorities or PSI labour relations, as

opposed to the profession or academic discipline; CYC's educators and programs are isolated; there is

limited awareness, respect, and recognition regarding CYCPE; we could be ineffectively and inefficiently

spending scarce resources 'reinventing the wheel,' especially when onboarding new educators and

supervisors; we are unable to articulate a fulsome representation of CYCPE's tangible and intangible

components; and we are limited in our ability to justify, protect, and advocate for CYCPE. Meanwhile,

closely aligned social work practicum scholars call practicum's contemporary problems (i.e., not enough

practicum placements for students, voluntary agencies, faculty workload, etc.) a "looming crisis" (Bogo,

2015) and Harms Smith and Ferguson (2016) state field education, "offer[s] little scope for social justice

work, campaigning, social action, community work, political engagement and radical intervention" (p.

205). These discipline-specific fieldwork critiques provide essential information across their profession.

Despite a drastically different and continually changing world, CYCPE remains arguably unchanged since its inception over half a century ago. As is, this PoP restricts CYC educators' individual and collective ability to reflect upon, inform, discuss, question, advocate for, extend, develop, improve, and innovate upon CYCPE's design and delivery. At worst, it is vulnerable to threats, as well as questions about its relevancy, credibility, effectiveness, and reproduction of a problematic status quo. At best, it is brimming with unexplored local innovations and possibilities, responsive to practice contexts. However, without organizational knowledge that exists beyond individual CYC educators and PSI programs' pedagogical practices, how will CYCPE ever have a chance to reach its potential?

Framing Child and Youth Care Practicum Education's Problem of Practice

Looking at this PoP's broader context, by way of what cultural and discourse theories invite me to analyze, I argue this organization suffers from an epistemic bubble. Nguyen (2020) describes epistemic bubbles as occurring when "some relevant voices have been excluded through omission… with no ill-intent, through ordinary processes of social selection and community formation" (p. 142). Framing this PoP by way of cultural and discourse theory and concepts allows me to not only see CYCPE's organization through established scholarship, however, doing so also allows me to focus on its knowledge.

Cultural Theory

While many scholars characterize organizational culture (e.g., Manning, 2018), with a heavy emphasis on meaning-making and how an organization's past informs the present, Schein's (2017) concept of organizational culture seems dominant. He states that culture is "what the group has learned in its efforts to survive, grow, deal with its external environment, and organize itself" (p. 14-15). His cultural iceberg model includes artifacts (what we can directly observe), which are found above the water; stated beliefs and values (what we experience), found at the water's surface waves/current; and unwritten underlying assumptions (what we believe), found deep below the water's surface. For example, a CYC practicum field guide or its human/material resources would be an artifact; experiential

learning theory and CYC scopes of practice would be a stated belief or value; and seeing practicum as primarily an employment pipeline, the benevolence of the social care system, the effectiveness of the supervision model, and/or that a specific number of practicum hours equates to effective and transformational learning would be underlying assumptions.

Exploring postsecondary institutional culture further, Harmsen and Tupper's (2017) concept of "path-dependency" spotlights the "powerful institutional imperatives and incentives established by the original system designs" (p. 364)—such as CYCPE's dominant agency-based model (Pope et al., 2023)—"'locked in' by the configuration of institutional and local/regional interests" (p. 350), which also speaks to regionalization's strong effects on PSI trends (Austin & Jones, 2016) that intersect CYCPE (e.g., credential articulation, PSI-networks, quality assurance frameworks, credential recognition, and student mobility initiatives). Relatedly, Haveman and Wetts (2019) demonstrate how institutional isomorphism—mimetic imitation, coercive state regulations, and normative professional and disciplinary authority (p. 10)—shapes organizations, which impacts the knowledge (and knowledge gaps) governing CYCPE. Further, Hattke et al. (2016) discuss conflicting institutional (bureaucratic control) versus professional (self-control) logics (p. 246). For example, without well-established professional status, CYC is not yet able to exert professional regulatory control, which Pollanen (2016) states is a significant influence in PSIs (as we can see in nursing, social work, etc.). These concepts in organizational culture scholarship could explain why CYCPE looks like its original design, also accounting for its local and regional changes.

While these theories and concepts help me analyze CYCPE's organization, they do not necessarily help me analyze my PoP. CPM perspectives offer many theories to guide further inquiry as to how CYCPE's organization produces and is produced by its epistemic bubble. For example, "knowledge has been used to define the very basis of cultures" in that "epistemic communities are not merely social groups or institutions, but also communities of practice, thought and discourse" (van Dijk, 2003, pp. 86-

87). A CPM perspective would position cultural theories and concepts not as describing reality as-is.

Rather, they would highlight tensions, deconstruct, and focus on its potential, such as discourse theory.

Discourse Theory

Discourse theory forefronts knowledge. Discourse is "historically developed systems of ideas that

forms [sic] institutionalized and authoritative ways of addressing a topic… formed by constellations of

talk patterns, ideas, logics, and assumptions that constituted objects and subjects" (Alvesson &

Karreman, 2011, p. 1129-1130). Weiss and Wodak (2003) state that discursive practices constitute

organizing, where they "are viewed as an expression of organizational structure" (p. 28). Applying

discourse theory to organizations, Alvesson and Karreman (2011) state that because discourse is

productive, it also has "the constitutive agency in creating changes in social reality" (p. 1141). If we see

the organization "by the movement of several forces and texts" (Peltonen & Mills, 2016, p. 200) and that

the "organization [is] a densely connected network of communication through which shared

understandings are achieved" (Tsoukas & Vladimirou, 2001, p. 981), we can see the organization in

continuous movement, including the knowledge systems and expressions in CYCPE's distributed

organization. Discourse theory would invite us to analyze CYCPE's organization, including its knowledge

systems that produce and are produced by CYCPE's discursive practices. Table 1 demonstrates this

analysis, featuring many political, economic, sociocultural, technological, legislative, and environmental

factors and tensions. Table 1 takes inspiration from Koller's (2017) critical discourse analysis (pp. 27-39)

and overlays Schein's (2017) culture iceberg model. While not a formal critical discourse analysis, the

method helps analyze the PoP.

Items listed in Table 1 include observational evidence derived from my experience in CYCPE's

organization. For example, the CYC Educational Accreditation Board of Canada's (2023c) publications and

resources page demonstrates how scarce CYCPE literature is. Because research seems to be left to

universities – those researchers seem to produce research regarding child and youth-focused issues, CYC

theory and practice, and much less so on CYC education – CYC educators are locally reproducing CYCPE

without connection to the wider organization. Instead, we are left to use our tacit, professional, and

group knowledge build over decades at our individual, teaching PSIs, which Huber (2021) highlights is

problematic, given college faculty expertise. My review of cross-Canada course descriptions (as seen in

Appendix C and Cragg, 2020a), a preliminary review of CYCPE models (CYC Educational Accreditation

Table 1

Analyzing CYCPE's Problem of Practice

Theories & Frameworks	Child & Youth Care Practicum Education's Problem of Practice Examples

Talk & Text
    Micro-level
    Visible
    Artifacts
    Above the Water's Surface
	Student, Faculty, and Supervisors (relationships. advising, instruction, supervision)
	CYCPE curriculum materials (field guides, syllabi, course descriptions, etc.)
	Practicum's Stated Requirements & (Provincial and Professional) Standards
	CYC Educators' Practicum Workload (teaching and coordination)

Discursive Practices
    Meso-level
    Experienced
    Stated Beliefs and Values
    Surface Waves/Current
	Design & Delivery of CYCPE without Access to CYCPE Research
	Absence of CYCPE Program Level Evaluation Methodology
	Missing Voices in Practicum Literature Writ Large
	Student Demographic Changes Balancing Work/School/Life Responsibilities
	Onboarding New Faculty to Practicum with Little Information
	Educator Workload does not Permit Research Time
	Practicum is Invisible outside CYC Departments
	Faculty Compete for Placements in Social Services Field
	Limited Construct Validity of Competency Assessments
	Variety of Conflicting CYCPE Standards, Policy, and Procedures
	Required Hours as the Central Feature of Practicum Experience
	Research-Capable Institutions focus on Theory & Practice, less so our Education
	Academic & Professional Journals focus on Theory & Practice, less so our Education
	A CYC Conference held every two years, focused on CYC Practice, less so our Education (despite a one-day education day)

Discourse
    Macro-level
    Not Visible
    Knowledge-Systems
    Ideologies
    Unwritten Underlying
    Assumptions
    Deep Below the Water's Surface
	Educators' Perceptions as Educators vs Researchers
	Expectations of Newer CYC Educators to Use Scholarship of Teaching & Learning
	Ratio of CYC-educated Faculty (historically Social Work, Counselling, etc.)
	Presence of Teaching & Research in Colleges vs Universities
	Available Models for Practicum
	Beliefs that Experiential Learning Intersects Theory with Practice
	Neoliberal Focus on Employability and Competition for Jobs
	Social Care Professions are Inherently Benevolent
	CYC as Vocational Training vs Academic Education
	Professionalization & Regulation Pursuits
	CYC Identity & Scope of Practice Debates
	Pursuit of Standardization vs Differentiation & Diversity
	Society's Vocational & Academic Expectations of Post-secondary Education
	Value of Care Work in Society
	Desire and Calls to Decolonize & Indigenize CYCPE

Board of Canada, 2016), and stories from long-time CYC faculty (e.g., CYC Educators, personal

communication, November 2022) demonstrate unquestioned trends over decades.

Underpinning all CYC discussions is our "struggle to find consensus" regarding our identity and

CYC educational leaders' calls for "better knowledge" (Gharabaghi, 2022, pp. 351-352) and to consider

"ourselves, our experiences, and our awareness of our values that are inherent in those experiences [in

which] we create change" (Stuart, 2001, p. 268) in the development of a body of knowledge that is

decidedly ours. Professionalization (and CYCPE's direct relationship to it) is all too often seen through

and advocated for via a functionalist perspective (Lee, 2018; Stuart, 2001). Our regulatory pursuits

appreciate the diversity of local practice and wisdom of CYC PSI programs and practitioners, erring on

the side of inclusion, seeming to shy away from standardization (CYC educators, personal

communications, 2018-2023). Culminating in our recent presentation and dialogue with a few members

of the CYCPE community, the national CYC Practicum Committee (2022) continued to learn how

widespread CYCPE challenges are, the restrictions in our abilities to solve them, as well as some CYC

educators' interest in problematizing taken-for-granted features of CYCPE (Pope et al., 2023). When we

focus on the knowledge sources of any of CYCPE's artifacts—for example, required hours or competency

assessment criteria—there is very little (functionalist, interpretive, critical, or postmodern-inspired)

shared evidence of what CYCPE is doing, by way of CYC perspectives (practitioners, educators, scholars,

young people, and worldviews). Without CYC-specific CYCPE organizational knowledge beyond the silos

of individual CYC educators and their PSI programs, how will we get there? As Hashem (2006) highlights

academic fields' ability to differentiate in their pursuit of discipline/professional status, we can see that

their knowledge production is hardly predetermined. Rather, he states, it is a negotiation of internal and

external factors.

Like other practicum experiences in higher education, CYCPE is experiential education, guided by

experiential learning (EL) theory (Beard & Wilson, 2018; Dewey, 1997; Kolb, 1984; Moore, 2013). Kolb

(1984) describes EL as "the process whereby knowledge is created through transformation of experience" (p. 38). Theoretical and practical categorization and typology is an issue (Snell et al., 2018), as CYCPE arguably has elements of many experiential education practices and scholarship (e.g., professional education, community-engaged learning, community-based learning, service learning, situated learning, work-integrated learning, high impact practices, and so on). Since only a handful of peer-reviewed and grey CYCPE literature exists, it is difficult to know how CYCPE situates and aligns itself, or to what extent its CYC educators are drawing upon other literature to inform their practicum design and delivery. Many social care disciplines—teaching, early childhood education, social work, nursing, etc.—have established large bodies of scholarship on their experiential education pedagogy and research (see Chen et al., 2020; Jayasekara et al., 2018; Matengu et al., 2021; Yuan et al., 2019), including journals entirely devoted to their educational practices (see Simmons University, 2023)—though this knowledge seems siloed within disciplines. Cooper et al. (2010) refer to this trend as a "cottage industry," which keeps practicum invisible, isolated within disciplines, learned on the job, not accurately quantified in terms of workload, and that it is undervalued, underutilized, underdeveloped, under-resourced, and undertheorized, rife with ethical and legal risks (p. 23-25). CYC participates in higher education experiential education, without establishing itself in this scholarship.

Meanwhile, Work-Integrated Learning (WIL) is gaining traction in higher education, not least in part due to political interest, given its postsecondary-employer relationship, e.g., pre-pandemic investment and post-pandemic recovery (Co-operative Education and Work-Integrated Learning Canada, 2021; Prime Minister of Canada, 2020). The Higher Education Quality Council of Ontario (2016) defines WIL as a "pedagogical practice whereby students come to learn from the integration of experiences in educational and workplace settings" (p. 4). WIL frameworks are extensive in their attention to numerous design and delivery components and considerations (Cooper et al., 2010); however, in practice, I observe many problems. I listen to some CYC educators report that their CYC practicum programs have been

(and/or some CYC educators are fearful of their programs being) moved out of their CYC departments and over to their PSI's WIL offices and I listen to accompanying stories of CYC practicum being reduced to merely gaining work experience hours, with a bit of career-related reflection (CYC educators, personal communications, April 2022, July 2022). LaCroix (2021) concludes that the institutional and professional logics regarding experiential education are often at odds, as do Lounsbury and Pollack (2001) question the cultural repackaging of experiential education models, which "exposes contradictions/conflicts" (p. 321). It does not go unnoticed that we do not observe this trend in established professions' postsecondary programs.

As these and other neoliberal rhetoric, policies, and practices of 'employability' and 'work-ready' graduates have intensified, practicum is at risk to be reduced to merely gaining work experience. These shifts allow for a reworking of the public good to mean 'economic driver' rather than how "the collective skills and knowledge of a population benefit all" (Mintz, 2021, p. 83) and background the pursuit of an "educated citizenry" able to respond to the complex problems of today (Busch, 2017; Connell, 2019). CYCPE finds itself part of this discourse. Neoliberalism's effect on the public-private debate is that it arguably overlooks and undermines the potential benefit of CYCPE: as a methodology to constantly renew the social care system, through the presence of critically reflective students and connection to colleges and universities' knowledge-generating potential. In stark contrast, each conversation I have with CYC educator groups and individuals, I hear stories of innovative practices that centre social justice (e.g., CYC Education Consortium of B.C., personal communications, May 2020, November 2022); however, this knowledge is entirely dependent on that encounter, not shared with CYCPE writ large.

The analysis provided in Table 1 calls attention to "discourses as knowledge/power relations, linguistically communicated, historically located, and embedded in social practice" (Heracleous & Barrett, 2001, p. 757) that produce this PoP and what this PoP produces, "in the moment to moment of everyday life" (Mumby & Mease, 2011). Alvesson's (2002a) critiques would encourage me to see that

the stability of organizational culture can "often lead to the absence of questioning, or at any rate of serious questioning, of existing social conditions" because "the social world will be regarded as natural, neutral and legitimate" (para. 6), which could not better describe CYCPE's organization, resigned to the realities presented amongst the silos we function within, unaware of what each other are doing.

Limitations of Cultural and Discourse Theories

Some scholars critique organizational culture and discourse theory. For example, if culture or discourse can mean everything, they can mean nothing (Koller, 2017). However, I use both theories for their pragmatic utility because they help "consider what is important and critical in understanding real-life situations" and "how our knowledge and understanding of contexts… can be used to explain behaviour and to solve problems" (Kivunja, 2018, p. 45). I consider them the best ways to frame and analyze this PoP, given the way I position and have come to know CYCPE as an organization. Further, this collected professional knowledge dominates how I name and frame my PoP. It should be subject to critique given that I am but one person in this complex context.

Guiding Questions that Inspire and are Inspired by this Inquiry

This PoP and problem-posing context leads me to ask several questions. I position these questions from the point of view that a problem is a "question raised for inquiry, consideration, or solution" (Merriam-Webster, 2022). These questions should be seen as lines of inquiry that I will explore and respond to throughout the remaining OIP, creating, synthesizing, and calling for organizational knowledge regarding CYCPE. They are: How can an explicit commitment to CPM paradigms and cultural and discourse theories help me understand this organization and its problem-posing context? Tailored to CYCPE's context and my scope of influence, how might I mobilize CYCPE's organization such as to intervene with a suitable change initiative, one that centres CYCPE's organizational knowledge? By disrupting CYCPE's status quo, what could become possible that was not possible at the outset of this inquiry? With these questions in mind, I turn to a vision for change.

A Leadership-Focused Vision for Change

This inquiry describes an organizational context in which a PoP exists, implying there is a more desired state, unlike the present. Before stating a desired vision for change, I forefront the overarching goals of the organizations involved in CYCPE's organization and the paradigmatic intentions by which the change pursuit will be guided. These considerations ensure alignment with these organizations.

Child and Youth Care Practicum Education Organizational and Stakeholder Goals

When looking at individual organizations involved in CYCPE's organization and this PoP, several overlapping goals emerge. The CYC Educational Accreditation Board of Canada's (2023d) mission, the CYC Education Consortium of B.C.'s (2022) scope and functions, and other CYC educational committees and their PSI representatives intend to pursue CYC educational excellence. The national CYC Practicum Committee (2021), CYC Education Consortium of B.C. (2018, 2022), CYC Association of B.C. (2023), and numerous CYC educators seek to continually improve CYC credentials' quality, "the use of practical competencies and good supervision to ensure the graduation of quality practitioners" (Stuart et al., 2012, p. 38), and to develop CYCPE knowledge (Pope et al., 2023). The postsecondary, social service, health, and education sectors desire strong partnerships with relevant and innovative practices that follow social and economic trends and demands (e.g., Federation of Community Social Services of B.C., 2020; River College 2020b; and various ministries of advanced education). Taken together, one can see the desire to produce high-quality, well-informed educational experiences within and across a participatory, information-sharing CYCPE community.

Critical Postmodern Paradigm's Goals

Common critiques of CPM-focused scholarship are its skepticism, ethical relativism, and nihilistic analysis, which fail to offer alternatives (Alvesson & Willmott, 1992; Willmott, 2005). Or, if an alternative is provided, it may be critiqued for creating just as oppressive of an effect (Willmott, 2005). However, Niesche (2018) reminds us of Alvesson and Spicer's (2012) invitation, that "critical leadership studies

must move beyond the negative … that still emphasises care, pragmatics and potentialities" (p. 148). It is

in this complex organizational and problem-posing context that holds conditions for possibility and

change, which I propose below. Fairclough et al. (2011) say that "discursive change is analysed in terms

of creative mixing of discourses… which over time leads to the restructuring of relationships between

discursive practices within and across institutions" (p. 362). This mixing and restructuring inspire me to

present my leadership-focused vision for change.

Visioning Child and Youth Care Practicum Education Change

Because educational leadership's central concern is to improve student outcomes, I argue the

problem-posing context detailed here leads to the inability to design and deliver the best possible CYC

practicum experiences for students, such as to benefit their overall learning experience in CYC

credentials, and more importantly, the young people and families our CYC programs exist to serve. As

such, I desire a future state where CYC educators have ample and diverse forms of CYCPE organizational

knowledge, relevant and accessible to them, such as to reflect, inform, discuss, question, advocate for,

extend, develop, improve, and innovate upon CYCPE's design and delivery. I hope for this organizational

knowledge to centre CYC-specific worldviews, perspectives, theories, and practices in CYCPE, for and

beyond the CYCPE community. In this new direction, I imagine that CYCPE's organization would

experience a "social epistemic reboot" (Nguyen, 2020, p. 157). For, as Wheatley (2006) reflects, "Why

would we stay locked in our belief that there is one right way to do something… when the universe

demands diversity and thrives on a plurality of meaning?" (p. 73). The change initiatives reviewed in the

following chapter focus on expanding organizational knowledge, as a means to an end. By doing so, this

change initiative intends to create conditions for subsequent change.

Concluding Remarks

Chapter 1 reviewed my position and theoretical orientation as a CYCPE leader, brought forth

relevant features in CYCPE's organizational context, outlined an educational leadership PoP, framed that

PoP with theory and subsequent analysis, listed guiding questions that this OIP intends to follow, and offered a desired vision for change. I am one leader in the CYCPE community, mobilizing features of a complex organization. One of the greatest challenges (and thrills) of participating in CYCPE's organization is its moving parts. This movement speaks to the CPM paradigm, which perceives change as fluid and always becoming. In the remaining chapters of this OIP, I propose a plan that influences CYPCE's macro-level, to disrupt, mobilize, and influence the culture and discourses that are reproducing and are reproduced by this PoP.

Chapter 2: Leading Change in Child and Youth Care Practicum Education

Whereas the preceding chapter described an educational leadership Problem of Practice (PoP) and its context, the following discussion will focus on a research-informed approach to change. In this chapter, I will identify a leadership approach to change, focus on a theory that emerged from my chosen leadership approach, outline a framework for leading change, discuss organizational change readiness, and consider the suitability of four potential change initiatives. I will refer to this change as an initiative that responds to, rather than a solution that solves, the PoP. By the end of this chapter, I select one change initiative that attempts to disrupt Child and Youth Care (CYC) Practicum Education's (CYCPE) status quo, altering its current direction. Doing so allows me to assume an expectation for success, one that forefronts organizational knowledge creation and mobilization to influence CYCPE's organization. At the outset of this chapter, it is important to note the terms disruption and alteration imply direction and movement, not necessarily magnitude; even so-called minor shifts of a change initiative matter—which would no doubt be deemed imperceptible through functionalist change theory and plans—as they gain momentum.

Leadership Approaches to Change within Child and Youth Care Practicum Education

Educational leadership is broadly concerned with improving student success. To my knowledge, no comprehensive list of leadership approaches exists; however, many scholars attempt to group leadership approaches into common categories, including trait/characteristics, style/skills/behaviour, contingency/situational, and charismatic/transformational (Alvesson & Spicer, 2010; Lakshman, 2009; Northouse, 2019; von Krogh, et al., 2012). In this discussion, I will begin with an overall critique of leadership approaches, centre Distributed Leadership (DL) as the overarching organizational context in which CYCPE exists, and introduce Knowledge Leadership (KL) as a leadership approach that will focus, diagnose, and propel this organizational change pursuit.

Critiquing Leadership Approaches

Responding to unplanned change or facilitating planned change, Kezar (2018) states that "within all [her] research on change, leadership emerges as perhaps the most important facilitator. Without change agents' energy and enthusiasm, there would be little change" (p. 133). How does one identify a leadership approach with which to propel change, when having personally and professionally witnessed and enacted leadership that looks messier than what many leaders and researchers proclaim?

Critical organizational scholars Alvesson and Spicer (2010) would qualify that "definitions of leadership are often so broad and ambiguous that they are of limited value," where leadership "easily becomes everything and nothing" (p. 8-9). Leadership approaches are critiqued in terms of conceptual validity, attributions of cause and effect, limited research methods, limited research methodologies and empirical research base, grandiose claims, lack of differentiation, and frequent lack of articulation of philosophical assumptions (Alvesson & Sandberg, 2011; Alvesson & Spicer, 2010; Liu, 2007; and others). Even Northouse (2019) outlines the lack of empirical research to support the inclusion of several leadership approaches he includes in his popularized, frequently cited text.

Despite the critical postmodern (CPM) paradigm's tendency to encourage a nihilist point of view, not all is lost. Alvesson and Spicer (2010) describe leadership as "an ambiguous and contradictory phenomenon" (p. 22). In other words, I am encouraged to tentatively align with leadership as a complex social construction, a rhetorical device, and a way of focusing upon and describing a given pursuit, while remaining uncertain of its claims. While this position may dissatisfy many readers, if I were to confidently claim one approach's dominance over another and unquestionably attribute an initiative's outcomes to my leadership choices, I would not stay true to the spirit in which this inquiry is positioned.

With the critique offered above, I propose two leadership approaches well-suited to this organizational change pursuit, including a theory inspired by this leadership approach that helps diagnose the PoP as well as inspires the proposed change initiatives that follow.

Distributed Leadership

Distributed Leadership (DL) emerges when looking at the organizational context of CYCPE and postsecondary education. As discussed in Chapter 1, Gronn (2002) and Spillane et al. (2004) describe DL organizational activities distributed across people and situations over time. Recognizing a person is embedded within their sociocultural environment, Spillane et al. (2004) focus on socially and situationally distributed activities in people's "collaborative efforts to complete tasks" (p. 9), recognizing how the "material, cultural, and social situation enables, informs, and constrains human activity" (p. 10). CYCPE's design and delivery are distributed amongst several highly autonomous professionals and organizations involved in its operations, internal and external to the PSIs in which practicum courses exist. Kezar and Holcombe (2017) discuss how DL allows "people across different organizational levels or boundaries [to] assume leadership as problems arise" with "flexible configurations that arise during particular projects" (p. 6), noting its resonance for the educational environment. In this way, DL also helps diagnose the PoP, in that it leads us to reflect upon CYCPE's epistemic bubble that is enabling and constraining CYCPE community members' knowledge activities.

DL's strength is in its theoretical and conceptual basis as an analytical framework. However, some scholars critique DL's lack of empirical literature, rhetorical claims, and failure "to address very real issues of conflict, power, and authority" (Kezar & Holcombe, 2017, p. 18). Further, DL's problems (e.g., with conflicting priorities, boundaries, fragmentation, role clarity, efficiency, usurping team members, and so on) lead me to conclude that, as a leadership approach, it offers no direction, moral compass, nor propelling force. As such, due to DL's significant shortcomings yet presence in PSIs and CYCPE's organization, I am inspired to select a complementary leadership approach.

Knowledge Leadership

When exploring leadership approaches, I was lost in the seemingly endless list, accompanied by underlying skepticism. Faced with this challenge, I centred the PoP and subsequent analyses. Epistemic

bubble. Knowledge. Discourse. It was during this reflection that it became clear that knowledge was at the centre of the PoP. Was there a leadership approach that focused on knowledge? There was.

Knowledge Leadership (KL) centres organizational knowledge, knowledge networks, and organizational learning to create change (Lakshman, 2009; von Krogh et al., 2012). Mabey et al. (2012) define KL as "any attitude or action – joint or individual, observed or imputed – that prompts new and important knowledge to be created, elicited, shared and utilized in a way that ultimately brings a shift in thinking and collective outcomes" (p. 2451). Given its heavy emphasis on activities, it is not surprising that many KL scholars emphasize its applicability to and emergence within DL environments (Mabey & Nicholds, 2014; Nonaka et al., 2016; von Krogh et al., 2012). KL's focus leads me to believe it would be useful to help focus any change initiative that attempts to respond to CYCPE's epistemic bubble. Further, within KL scholarship, knowledge leaders are described as leaders, coaches, champions, advisors, activists, mobilizers, enablers, innovators, mentors, facilitators, coordinators, and catalysts. These titles lead me to understand that KL focuses upon what leaders *do* in any given activity, project, or pursuit, the relationships they cultivate (with people and knowledge itself), and the potential for these positions and pursuits to morph at any given time. KL scholars describe knowledge leaders in ways that are familiar to my positionality and contributions within CYCPE.

KL is not without limitations. For example, like many organizational theories, it developed in a corporate business context with a heavy emphasis on functionalist goals (e.g., performance, control, efficiency, competition) (Cavaleri & Seivert, 2005). However, it has a growing body of more recent scholarship applied outside of its origins in private industry (Fischer et al., 2016; Jesacher-Roessler, 2021; Mura et al., 2013; Rathi et al., 2016; Zhang & Cheng, 2015). Further, von Krogh et al. (2012) caution those who adopt KL to ensure they do not fall prey to its main critique: that "no leader or authority can fully comprehend an organization's [especially tacit] knowledge" (p. 252) nor unilaterally decide upon what is and is not viable or important (p. 251). Finally, in Mabey and Nicholds' (2014) study of a

worldwide scientific knowledge network, they noticed KL's downsides including: "information overload, workaholic tendencies, inefficient decision-making and the need for new scientists to navigate powerful norms and an unwritten code of conduct, leading to a more homogenized and less creative workforce than might be desired" (p. 50). Attention must be paid to these issues in any plan moving forward.

Organizational Knowledge for Child and Youth Care Practicum Education

While it is out of the scope of this organizational improvement plan to offer an in-depth review of the philosophical underpinnings of knowledge itself,[9] it is necessary to provide commentary on how KL has led me to reflect upon knowledge creation and knowledge mobilization such as to generate proposed change initiatives. Suffice it to say, I take a broad interpretation of knowledge, beyond "the fact or condition of knowing something with familiarity gained through experience or association" and "the sum of what is known: the body of truth, information, principles acquired by humankind" (Merriam-Webster, 2023a). While I do not wish to support a binary nor totalizing perspective of knowledge, nor do I wish to suggest organizational knowledge be universally applied across all CYCPE design and delivery, differentiating between *professional* and *organizational* knowledge helps illuminate and explain CYCPE's knowledge gaps. Professional knowledge (not to be confused with a profession's body of knowledge, which is organizational knowledge) would include individuals and/or groups' experientially developed knowledge of professional practice, industries, the PSI and surrounding community, and pedagogy. Schulman (1987) would call this knowledge "wisdom of practice" (p. 11) and/or "phronesis" and "wise action" (Kinsella, 2010). Organizational knowledge is a "collective understanding engraved in [an] organization's culture, practices, procedures and routines" (Bratianu, 2015, p. 129), concurrently embodied by and expressed through individual people.

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[9] See Polanyi (1983) or Lyotard (1984) for "the role of knowledge in the construction of social organizations" and the "structure of knowledge in premodern, modern, and postmodern culture" (as cited in Peltonen & Mills, 2016, pp. 188-189).

From a critical postmodern paradigm, Mabey and Nicholds (2014) state that in KL, knowledge should be considered as a "multi-layered, fragmented and discursive accomplishment, one that is continually in a state of becoming as opposed to anything more fixed or stable" stating that our means of accessing such truths will always be socially, historically and politically mediated, especially by "societal structures [that] shape and constrain discourse" (p. 45-46). Scholarly leaders in CYC also invite CYC educators and practitioners to expand our ways of knowing (White, 2007), deconstruct Eurocentrism's presence in CYC theories and values (Saraceno, 2012), and "cultivat[e] a troubled consciousness" (White et al., 2017). I purposefully shy away from centring traditional understandings of professional and/or scholarly literature as a representation of our organizational knowledge, such as to argue there is a more expansive "epistemic infrastructure" (Hedstrom & King, 2006) and "established body of knowledge" (Lee, 2018) with which to draw upon that currently exists and has the potential to exist within CYC educators and the CYCPE community. With this criticality in mind, Kubota (2020) calls for "critical reflexivity" and to center local and alternative knowledges (p. 724-726). However, how is individual, group, and/or organizational knowledge created and mobilized to make a change?

Organizational Knowledge Creation for Child and Youth Care Practicum Education. von Krogh et al. (2012) define organizational knowledge creation as "the process of making available and amplifying knowledge created by individuals as well as crystallizing and connecting it with an organization's knowledge system" (p. 241). Nonaka et al. (2016) theorize organizational knowledge as created by way of an expanding spiral: socialization is the process of tacit knowledge created in one's environment by way of experience and interaction; through conceptualization, externalization converts tacit into explicit knowledge; combination combines explicit knowledges; and internalization converts explicit knowledge into tacit knowledge (Nonaka et al., 2016, p. 178). It starts with the individual, moves to the group, then to the organization, and back to the individual as they internalize organizational

knowledge (repeat ad infinitum). von Krogh et al. (2012) affirm this theory given its widespread application, comprehensiveness, and explanatory power.

Because CYCPE's organization is distributed across many community members (educators, students, supervisors, practicum host organizations, etc.), one can assume there exists an incredible amount of potential to produce CYCPE-related knowledge. Take, for example, Rathi et al.'s (2016) extensive exploration of non-profit sector knowledge needs, across many types, i.e., management and organizational practices, resources, community, sectoral, and situated knowledge (each has several sub-categories).[10] Given CYCPE's organizational context, this knowledge seems limited to the socialization or externalization level within groups (e.g., a CYC educator and their team, a CYC practicum supervisor and their program within any given child, youth, and family-serving organization, etc.).

Knowledge Mobilization for Child and Youth Care Practicum Education. Once knowledge is created, how is it shared? Jesacher-Roessler (2021) defines knowledge mobilization (KMb) as "the transfer of knowledge as an enabler of change within an individual person or an organization [where] the emergence of new ideas and approaches of organizational members is supposed to enable change processes" (p. 134). In a postsecondary research context, Research Impact Canada (2014) states KMb "includes the products, processes and relationships among knowledge creators, users, and mediators… for the broadest possible good" (para. 1). KMb activities—sharing, dissemination, transfer, exchange, co-creation, and brokering—can be extensive and offer ways in which to facilitate both knowledge creation and mobilization at the organizational level.

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[10] Rathi et al.'s (2016) exploratory study of non-profit organizations in Canada and Australia could provide CYCPE with a guiding framework for a potential environmental scan & needs assessment, given its relevance to CYC practice, industry/sector, and pedagogical knowledge that CYC educators embody. This knowledge may complement Schulman's (1987) description of K-12 educator reform (teaching practices and teaching profession), which speaks to CYC educators' professional knowledge).

Organizational knowledge creation theory and KMb further shed light on the PoP and its organizational context while also inspiring possible change initiatives. Before considering four potential change initiatives, however, I will review a framework to guide the forthcoming change process.

A Change Model to Guide the Child and Youth Care Practicum Education Change Process

With KL to propel a change initiative forward, I now turn my attention to selecting a model to guide the forthcoming change process. As with leadership approaches, there seem to be almost as many change models from which a leader may choose (Deszca et al., 2020; Errida & Lofti, 2021). In the following discussion, I will critically reflect on organizational change, describe a change model that aligns with CYCPE's organizational context, and detail how KL may be applied throughout the change process.

Organizational Change

To attend to the various aspects of a research-informed approach to a change process, it is first necessary to consider the meaning of organizational change, or "an organization-wide transformation" (Park & Kim, 2015, p. 71). In their critical perspective, Tsoukas and Chia (2002) perceive organizational change not as an "accomplished event" but instead see "its fluidity, pervasiveness, open-endedness, and indivisibility" (p. 570). They are interested in the movement that happens between the static points, as opposed to the steps and stages that all-too-often describe change processes. Rather than approaching change from a desire to control and predict, Hillier (2005) focuses upon "experienced practitioners, sensitive to situations and aware of potentialities, [who] may anticipate the locations and directions of transformative lines of Deleuzean flight" (p. 288). In this view, a line of flight is a departure "from what has been and what is toward a destination which is unknown" (p. 281). This non-traditional perspective follows Wheatley (2006) who encourages "the system to let go of its present form so that it could reorganize" to a changed external environment (p. 21). The following proposed change process and change initiative(s) should be understood as a departure from what-is.

The River Change Model

When embarking on any change process, we follow a change model, one that will contain within certain assumptions about what is considered change, how organizations change, and what facilitates and hinders change (Elrod & Kezar, 2016; Kezar & Lester, 2011). Elrod and Kezar (2016, 2017) propose an evidence-based model for cross-PSI systemic institutional change: The River Change Model (RCM).[11] Figure 2 illustrates the RCM, showing movement through the change process: establishing a vision, examining the landscape and conducting a capacity analysis, identifying and analyzing challenges, choosing strategies, determining readiness for action, beginning to implement, measuring the results, and disseminating results and planning for the next steps. The RCM has many features that fit well for this PoP and organizational context. This rationale includes its basis in recent, applied educational research in a cross-college, postsecondary environment; its recognition that organizational and culture change takes time; its nonlinear processes; and its alignment with both DL and faculty-initiated (sometimes referred to as "grassroots" or "bottom-up") change (Elrod & Kezar, 2017; Kezar, 2012b; Kezar, 2018; Kezar & Lester, 2011). Further, Kezar et al. (2015) and Kezar and Holcombe (2019) list several barriers (and solutions) common to higher education, which adds to its comprehensiveness.

Despite these strengths, the RCM is not well-known, unlike other organizational change models, such as Lewin's Unfreezing Model, Kotter's 8-Step Model, or the PDSA and ADKAR models. For example, it does not appear in change framework literature reviews or popular texts (Deszca et al., 2020; Errida & Lofti, 2021). However, when exploring its movements along the river, one can see similarities to other change models. I affirm this choice as it resonates with my experience of change in post-secondary contexts, applies to cross-organizational initiatives, and does not assume a formal leadership position.

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[11] Elrod and Kezar (2016, 2017) present this model as the KECK/PKAL model, which were the cross-postsecondary change initiative's original philanthropic funders. However, it is illustrated as a river and Kezar later refers to it as the river model. In this OIP, I refer to it as the River Change Model, for ease of reference as well as to highlight Elrod and Kezar's (2016, 2017) original narrative, which emphasizes the constant movement in change processes, as well as my extension of the river metaphor, including other river anatomical features (National Geographic, 2023) to complement the epistemological pursuits.

Figure 2

The River Change Model

MODEL FOR SYSTEMIC INSTITUTIONAL CHANGE
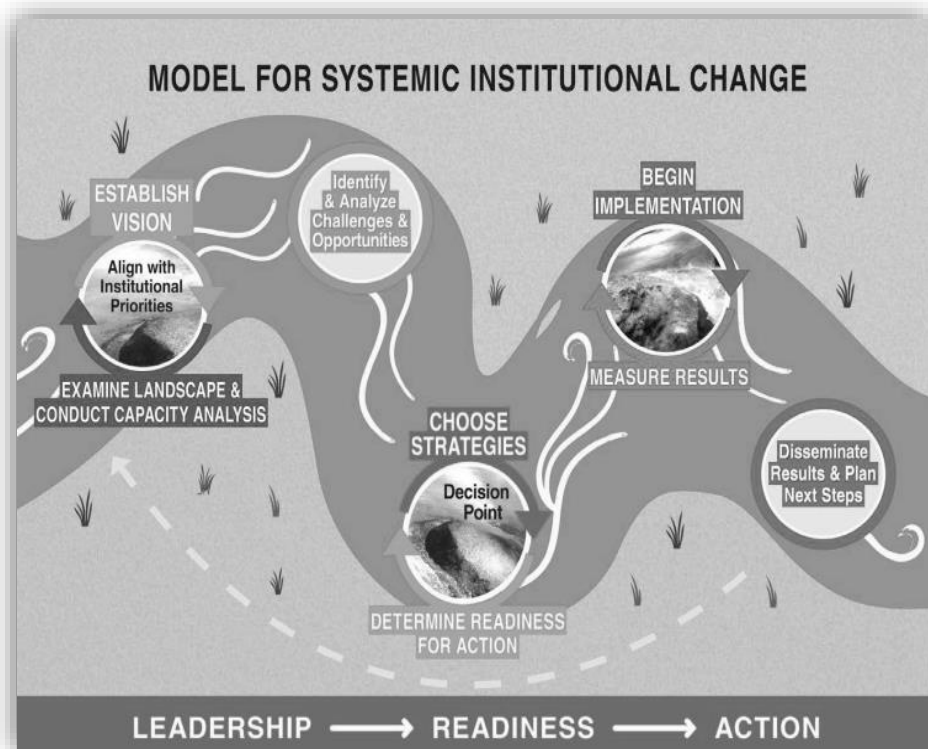
Note. Reprinted from Increasing Student Success in STEM: Summary of a Guide to Systemic Institutional Change (p. 29), by S. Elrod and A. Kezar, 2017, *Change: The Magazine of Higher Learning*. Copyright by Change: The Magazine of Higher Learning. Reprinted with permission.

Applying Knowledge Leadership within the River Change Model

KL propels the change process in several ways. Visualizing how I can apply KL within each change movement helps me establish an alignment between the chosen leadership approach and change model. After all, Elrod and Kezar (2017) emphasize "leadership is crucial for starting the process" (p. 2). As such, I will merge KL with the RCM in its overarching areas: leadership, readiness, and action.

Knowledge Leadership and The River Change Model: Leadership. In the RCM, *leadership* includes establishing a vision, examining the landscape, and analyzing capacity. These activities include

the formation of teams and acknowledge that leadership does not have to equate to a formal position. von Krogh (2000) describes knowledge activists as organizational members with expansive vision, who have experience in day-to-day operations, and who can connect and mobilize knowledge and organizational members "to use knowledge more effectively" (p. 4). Fischer et al. (2016) suggest knowledge leaders engage in "disruptive roles for themselves," "establish authority based on privileged knowledge," and transpose "knowledge into locally significant [ways] to focus attention and comprehension" (p. 1580-1581). Jesacher-Roessler (2021) describes KMb activities which include facilitating connections across stakeholders and increasing awareness of evidence. Meanwhile, Mabey and Nicholds (2014) tell us that a knowledge leader sets direction, gains coalitional support, supports "light-touch governance," sets "formal and informal social structures," "ensure[s] interdependence of contributions," establishes and internalizes the importance of knowledge and knowledge-sharing, "pushes peers to resolve conflicts on their own," and "galvanizes energy around the big picture" (p. 50). Finally, von Krogh et al. (2012) describe KL as often including spontaneous collaboration, role-modelling, adopting knowledge practices, and supporting followers. Together, KL's application to the overarching *leadership* movement of the RCM is to centre, spotlight, connect, and privilege knowledge.

Knowledge Leadership and The River Change Model: Readiness. In the RCM, *readiness* includes identifying and analyzing the previous movement's pursuits for challenges and opportunities that exist, choosing strategies, and determining readiness for action. Donate and Sanchez de Pablo (2014) state that KL activities include looking for opportunities to create and mobilize both tacit and explicit knowledge at the individual, group, and organizational levels. Jesacher-Roessler (2021) applies KMb by promoting engagement and using evidence to "galvanize priorities" (p. 135). Fischer et al. (2016) state knowledge leaders are selective of a variety of "research and popular/grey literatures;" synthesize "knowledges to create rhetorically persuasive representations;" gather "abstractions, standardization and syntheses of organizational data;" create "compelling knowledge artifacts to enlist others' interest

and engagement;" stimulate "shared participation and enquiry;" and mobilize "practical critique and truth-seeking" (p. 1580). Further, Kezar (2018) recommends faculty-initiated change strategies to not only align with organizational missions but to also leverage existing structures and processes (e.g., intellectual forums; professional development; garnering resources; working with students; leveraging curricula and classrooms; gathering data; joining and utilizing networks; partnering with external stakeholders). These strategies align with KL guidance, tailored for the higher education context. Together, KL's influence in the overarching *readiness* movement is to consider, explore, develop, and shape knowledge creation and KMb pursuits.

Knowledge Leadership and The River Change Model: Action. In the RCM, *action* includes beginning implementation, measuring and disseminating results, and planning for the next steps. KL scholarship has clear direction on how action should unfold. Zhang and Cheng (2015) describe knowledge leaders as "coaches or advisers that build collective energy leading to creation and sharing of intellectual capital and knowledge," "tasked with bridging the natural hurdles," and "who adopt relational strategies to improve knowledge sharing" (p. 112-113). Mabey and Nicholds (2014) noted KL "resists interfering and micro-management;" acknowledges "each unit has an important piece of the overall knowledge puzzle;" "recognizes the mercurial nature of knowledge (especially tacit) and allows the mode of achieving this to bubble up organically;" maintains "professional peer pressure" with a "strong ethos (of generosity and trust matched by accountability and transparency);" and that knowledge leaders "remain intent on preserving the integrity of their contribution and passing on their legacy intact to the next generation (p. 51). Cavaleri and Seivert (2005) state that knowledge leaders "lead individuals in the development of new knowledge" and "develop, mentor, and lead their people, not by giving orders but 'through questioning'" (p. 19). Mabey and Nicholds (2014) further list KL's benefits which "include unfreezing the cognitive maps of participants, loosening conservative structures and processes, preserving healthy levels of doubt and debate, [and] confronting negative stereotyping

and prejudice" (p .51). Jesacher-Roessler (2021) states knowledge mobilizers make knowledge accessible to a broader community as well as to influence decision-makers. Likewise, Fischer et al. (2016) state the overarching goal of KL activity is to bring "together diverse knowledge materials and devices to powerfully shift embedded mentalities, practices and contexts" (p. 1579). Together, KL applied to the overarching *action* movement of the RCM acknowledges the micro-actions of change initiatives in terms of the relationships, communications, goals, and intentions.

The scholarship above resonated with my past and current positions and contributions within CYCPE (e.g., instructor, author, committee member, subject matter expert, etc.), leading me to affirm KL and the RCM as the right choices to move forward. With KL and the RCM in place, I move to a discussion on organizational change readiness before proposing several knowledge-based change initiatives.

Organizational Change Readiness

When embarking on a change process, it is essential to assess readiness for change. Organizational change readiness literature explores the conditions facilitative of change such as to assess and improve readiness and predict how successful and sustainable any given change will be. Elrod and Kezar (2016) state that there are both common readiness factors as well as factors that are specific to the chosen intervention and Weiner (2009) lists contextual, perceptual, and efficacy factors that demonstrate and promote change readiness. These factors include institutional commitment and policies and procedures that support/hinder change; resource availability, task demands, and time/timelines; the urgency of the change and anticipated benefits; members' perceived capability, the belief that the change will solve a problem, and their past experiences with change; and the change's resonance with core values (Elrod & Kezar, 2016, p. 45; Weiner, 2009, p. 4). Assessing and comparing these conditions is challenging, not to mention that organizational change readiness literature seems to assume reliable access and objective assessment of the factors, which, of course, could be disputed, depending on who holds the power and privilege to do so.

Weiner (2009) cautions, while "change experts assert that greater readiness leads to more successful change implementation" (p. 6), we should not take this prediction at face value due to issues with reliability and validity of assessment instruments "because they focus on individual readiness" and/or understand readiness "as a general state of affairs rather than something change-specific" (p. 6). Kezar (2018) affirms that leaders are "at a disadvantage" when they "are unaware of differences based on the type of change" (p. 67). In other words, the forces, sources, scope, content, level, and focus of the change matters, and any one of these factors can continuously shift at any time.

A Quantum Philosophy Change Readiness

With these conditions listed, I argue that until I introduce a specific change initiative, CYCPE's organizational change readiness can only be roughly discerned at any given moment in time. By extension, change readiness is dependent on the specific features (people, places, things) of the proposed change initiative, which are changing over time. Thus, I argue I could and perhaps should be continually assessing readiness, as opposed to treating it as a step or checklist to complete at one point in a linear, step-by-step process of change. Taking this argument further, as a knowledge leader, to assess change readiness within CYCPE's organization, I am not merely observing it. As a knowledge leader, I am interacting with and am changed by my assessment of it, as this part of the change process requires me to gather information about it, analyze, determine, and reflect upon its conditions. Doing so allows me to know CYCPE's organization in new ways (and thus, change). I argue I am therefore creating and mobilizing CYCPE organizational knowledge "before" I embark on a change initiative, one whose actions will expand CYCPE's organizational knowledge. In other words, before we get to the RCM movement that begins implementation, we are already changing CYCPE's organization.

As such, I follow Wheatley's (2006) reflections on the quantum world, where "every time we go to measure [or observe] something, we interfere" (p. 67). She also highlights the limitations of any given observer (no matter what their position), which I attempt to address through the participatory activities

described below. Because any observer perceives *and* creates reality, Wheatley calls for organizations

to include multiple observers such as to expand the range of potential realized through observation and

interpretation (p. 67). In this way, I argue how I have positioned CYCPE—as an organization—is

Wheatley's "future organization," characterized where "no one particle [e.g., person/factor] is the basic

element or causative agent," and "what's critical is the availability of places for the exchange of energy,"

and that people's roles are understood as "focal points for interactions and energy exchanges," and

where "the entire organization [is] capable of facilitating energy flows" (p. 72). I, therefore, position any

change initiative described here as temporary "groups of connections" (p. 73). These connections should

not be understood as fixed entities (e.g., roles, people, teams, PSIs, reports, video conferencing calls,

etc.) but instead "as occurrences, as temporary states in a network of reactions" or "interrelated energy

patterns" (p. 71) colliding and creating something new.

The change initiatives discussed below share a common feature: they actively intersect people,

activities, opportunities, and potential. Any of these intersections could be a starting place for CYCPE

organizational knowledge to manifest. While many of these activities have been inspired by my and

other CYC educators' years-long rumblings and seemingly disconnected observations regarding CYCPE

(CYC educators, personal communications, 2018-2023), ultimately, I am using educational leadership

approaches and organizational theory to discover and demonstrate the very existence of the

organization and this problem of practice, which has not yet been positioned in this way. Full support

from the entire CYCPE organization need not be secured, it follows, because part of the goal of any of

these change initiatives is to call attention to the organization itself and demonstrate that this problem

of practice exists. I contend that the distributed leadership environment allows for this agency to

emerge, especially within an educational environment, where abundant, diverse, dissenting, and

continually generative knowledge should be welcomed.

With these considerations in place, I embed change readiness factors and change drivers within the suitability assessment of each proposed change initiative below.

Potential Change Initiatives to Respond to the Problem of Practice

KL helps me to generate and propose change initiatives that centre organizational knowledge creation and mobilization in and for CYCPE's organization. As such, I present four change initiative options: Supporting Ad-Hoc & Emergent CYCPE Initiatives, a CYCPE Consciousness-Raising Campaign, an Online CYCPE Conference & Report, and a CYCPE Knowledge Mobilization Research Project.[12] First, I will describe the change initiatives. Then, I will discuss each initiative's suitability, such as to assessing and comparing each one against a set of common factors. While I situate all four options in traditionally accepted knowledge forms, familiar to higher education contexts (Kezar, 2018), I do so intentionally such that CYC educators' knowledges, currently limited to their individual and group context, may have the chance to be showcased and recognized. I hope any discovered, produced, synthesized, and/or co-created organizational knowledge would enable "more problems to be solved," "help people [including myself] transcend [our] current paradigm limitations," and open "doors to more questions about these new solutions" (Cavaleri & Seivert, 2005, p. 20) too, not merely make tacit knowledge explicit.

Supporting Ad-Hoc & Emergent Child and Youth Care Practicum Education Initiatives

In the *Supporting Ad-Hoc & Emergent CYCPE Initiatives* change initiative, I would continue to support various local, provincial, and national CYCPE-related initiatives currently underway and/or that emerge over time. As discussed in chapter one, through my faculty role at River College, I regularly participate in practicum-related activities, discussions, committees, and events. For example, recent provincial grant funding has allowed me the opportunity to create CYC practicum supervisor orientation

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[12] I considered many possible change initiatives. For example, could I edit a CYC journal issue focused entirely on CYPCE; found a CYC Educator Journal to host CYCPE conversations; facilitate ongoing CYCPE communities of practice; create and constantly renew an online educational resource containing creative and diverse knowledge sources for CYCPE/human services students, supervisors, and educators; lead a think-tank that lobbies for political change? I settled on four initiatives described in this chapter because they seemed most feasible. I welcome feedback from my peers regarding the generative potential in CYCPE.

videos (Cragg, 2022b, 2022c, 2022d, 2022e, 2022f, 2022g, 2022h) and a CYC practicum profile

orientation booklet for students at River College (River College, 2022b). Upon invitation, I presented to

my CYC Education Consortium of B.C. colleagues where we had a generative discussion regarding some

of CYCPE's strengths and challenges (Cragg, 2022a). As well, the national CYC Practicum Committee (of

which I am a member) recently launched a CYC practicum resource list, containing all CYC practicum

(peer-reviewed and grey-literature) literature that we have been able to locate, curate, and publish (CYC

Educational Accreditation Board of Canada, 2022c). By way of various communication channels (e.g.,

conference announcements, newsletters, websites, etc.), we asked people to send us more resources. I

expect we will expand the types of resources we include on this list (e.g., links to publicly available CYC

practicum curriculum guidelines, practicum program and course websites, etc., as seen in Appendix C).

We also presented at the most recent national CYC conference (CYC Practicum Committee, 2022), which

I was able to attend by way of an internal, peer-reviewed research dissemination grant at River College.

Finally, at River College I continue to participate in CYCPE via course instruction, and our CYC practicum

faculty projects (e.g., initiating relationships with organizations, creating practicum preparation

curriculum, etc.), as seen in Appendix A. These CYCPE-related activities are in constant flux; dependent

on protecting non-teaching or funding for course release time; PSI in-kind support, availability &

timelines; and often emerge organically via conversation and/or day-to-day problem-solving.

A Child and Youth Care Practicum Education Consciousness-Raising Campaign

In the *CYCPE Consciousness-Raising Campaign* change initiative, by way of my role as CYC faculty

at River College, I would set forth two concurrent and complementary sets of knowledge leadership

activities. Stream A would include a CYCPE Social Justice Innovations Survey & Report. Stream B would

include a CYCPE Individual & Collaborative Writing & Publishing Plan.

The CYCPE Social Justice Innovations Survey & Report would involve a working group of CYC

educators across Canada to create and administer a Canada-wide CYCPE educator survey to learn about

social justice innovations in CYCPE design and delivery. The working group would coordinate the initiative; consult with various CYC leadership groups to help determine scope; create and administer the survey; analyze the data; write the report; and share the report with CYC educators and beyond. We would apply for (but not be dependent upon) internal and external KMb grant funding, utilize our home institutions and leadership bodies' resources to support various activities (e.g., research ethics boards, office space, information and communications technology, printing, marketing, etc.), and utilize our CYC network to support various needs (e.g., CYC practicum or student research assistants).

The CYCPE Individual & Collaborative Writing & Publishing Plan would encompass individual and collaborative article writing (e.g., reflecting, discussing, reading, synthesizing, analyzing, writing, revising) and publishing (e.g., submitting, integrating feedback, pivoting upon rejection, etc.) on the topic of CYCPE. These topics would relate to our individual and shared scholarly interests and expertise: historical and current representations of CYCPE via publicly-available materials (e.g. curriculum guidelines, fieldwork manuals, PSI calendars, CYC educational literature, etc.); literature reviews on problems in human service practicum design and delivery; CYCPE pedagogical reflections; problematizing practicum's policy and rhetoric; calls to action to the CYC educator community to collaborate and share scholarship of teaching and learning; and advocacy to governments, research institutions, educators, and industry to research, support, and improve CYCPE. Publications venues would include a variety of peer-reviewed, professional, and magazine-like forums in CYC, practicum, and higher education forums. We would use our faculty positions' existing material resources (e.g., service/professional development time, ICT, etc.); knowledge of writing and publishing; continually expanding CYCPE relationship network; and the ability to apply for small internal and external research and dissemination funds to support some of these endeavours).

Both streams would intersect at the point in time when we would share the developments

described above with the CYCPE community through, for example, conferences, webinars, informal

conversations, meeting agenda announcements, PSI communications, CYC social media, etc.

An Online Child and Youth Care Practicum Education Conference & Report

In the *Online CYCPE Conference & Report* change initiative, I would plan, host, and evaluate a

one or two-day online CYCPE conference. The initial conference would be for CYC educators (instructors,

staff/faculty practicum coordinators, etc.). If successful, subsequent conferences would expand to a

wider CYCPE community membership (e.g., students and supervisors). I would convene a small

conference committee of representatives from across Canada to assist in planning the event. I would

gather and use the resources available to me by way of my CYC faculty role at River College to support

various aspects of the event (e.g., professional development time, research dissemination grants,

information technology, space, marketing, printshop, and student volunteers) and seek out in-kind

support from various educational and professional bodies and/or charge a nominal fee to cover

expenses. The conference would host and record panels, presentations, discussions, stories, resource-

sharing, etc. using interactive online technologies to support engagement. Following the conference, the

members of the planning committee would write a report, representing each of the recorded

presentations' content, resources, and (anonymized) dialogue. We would distribute this report,

published and archived as a monograph by way of River College or another CYC written forum.

A Child and Youth Care Practicum Education Knowledge Mobilization Research Project

In the *CYCPE Knowledge Mobilization Research Project* change initiative, I (alone or in

partnership with another CYC educator) would apply for external research funding to conduct an

environmental scan and needs assessment of CYCPE across Canada's (or my province's) public PSIs who

host CYC credentials, to explore CYCPE design and delivery strengths, challenges, opportunities, etc. Its

scope would depend on partnerships and funding sources. I would begin by formalizing the principal

investigator team, scope of inquiry, and funding potential, including consulting with River College's

research office to ensure a successful application to an external research funding source. I/we would

embed many voices in its data collection: PSI administrators; CYC educators, students, and practicum

supervisors; child, youth and family-serving organization managers; industry/sector representatives; and

young people and families and/or their service-user representatives and advocacy bodies.

A governing question guiding the needs assessment and environmental scan would be: How

does and how could CYCPE centre social justice through its design and delivery? Exploration and

knowledge-sharing would be the focus of all methodology and its dissemination plan. That is, the

interviews, surveys, site visits, document review, sharing circles, and focus groups, would discover,

produce, and co-create knowledge that could be shared beyond the bounds of the person or faculty

teaching team after its data were analyzed, and it would be a source of knowledge-sharing amongst the

participants at the moment of data collection. The knowledge gathered and analyzed would be shared in

many forms: reports, articles, advocacy pieces, social media infographics, videos, and potentially

curriculum materials and/or professional development seminars. Direction would be sought from the

participants during the data collection phase, as to how they wish the knowledge could be disseminated.

Child and Youth Care Practicum Education Change Initiatives Suitability Assessment

After the leadership phase of a change initiative has been set, but before embarking upon the

action phase, Elrod and Kezar (2017) join strategy selection with the assessment of readiness, which

they call the "decision point," where the process "may result in an eddy where the flow circles around

the obstacle until it can break free" (p. 30). Eddying around the change initiative's suitability—as it

relates to goal state and readiness for action—allowed me to review CYCPE's general organizational

change readiness and deep-dive into the particulars of each potential change initiative option. In the

discussion below, I review three overarching suitability factors and their corresponding items;

quantitatively evaluate each change initiative against each item by way of a Likert scale; provide further

comparative analysis within each suitability factor; and select a change initiative based on this analysis. This assessment is detailed in Appendix D's table—change initiatives 1 through 4 (columns), three suitability factors and corresponding items (rows), and total scores—such as to quantitatively compare the change initiatives. It also includes the scholarship I used to create the Likert scale.

Suitability Assessment Factor: Capacity for Knowledge Creation & Mobilization

As discussed above, KL guides change initiatives to support the creation and mobilization of organizational knowledge. While the terms knowledge creation, sharing, transfer, dissemination, exchange, mobilization, and so on, populate many pursuits—and often describe similar activities—I employ knowledge creation and KMb as the most useful constructs that capture the response that is needed to address the PoP. Items A through H—organizational knowledge creation theory (socialization, externalization, combination, and internalization) and KMb (reach, relevance, relationships, and results)—are included to ensure adherence to these activities.

Suitability Assessment Factor: Resource Availability & Common Change Drivers

Tangible and intangible resources that support change initiatives can be assessed by any number of planning tools. As well, the presence of key drivers for change helps determine readiness. Change initiatives will have a slightly or significantly different combination of these elements.

Many organizational change scholars emphasize aligning the missions and values of the organizations involved in or impacted by change initiatives (Deszca et al., 2020; Kezar, 2018; etc.). As such, I created Item I, knowing each proposed change initiative would intersect with each organization's purpose differently. Item J combines tangible and intangible internal and external financial supports as one item, given change scholars' emphasis on the availability of human and material resources (Deszca et al., 2020; Kezar, 2018; Whelan-Berry & Somerville, 2010). As I assessed this item, I operationalized the construct as training, reward systems, budgets, policies, information and communications technology. Further, the ability to create and follow a reasonable and manageable timeline is listed as an important

factor when determining *readiness for change* and *driver for change* (Kezar, 2018; Elrod & Kezar, 2017; Whelan-Berry & Somerville, 2010). Item K attends to time. A manageable (predictable) timeline would prove more successful (especially given the ebbs and flows of the academic year) (Elrod & Kezar, 2017).

Via a leverage analysis, Deszca et al. (2020) and Kezar (2018) recommend obtaining expressed support from key leaders to make a change initiative easier. Item L is included to assess the differences across the various leadership support that would be needed for each change initiative, as the people occupying formal leadership roles differ greatly across each one. I include item M to highlight the importance of an accessible relationship network, as each change initiative will require access to a vast relationship network in CYCPE, but different combinations across the initiatives themselves. Deszca et al. (2020) state the importance of assessing key persons' level of commitment on a scale from "opposed" to "neutral" to "let it happen" to "help it happen" and finally to "make it happen" (p. 342), which provided the rationale for including item N, such as to anticipate the level of commitment of all key people involved. Finally, Deszca et al. (2020) also highlight the importance of mapping people on an "adoption continuum," from "awareness" to "interest" to "desiring action" to "moving to action" or "adopting the change" (p. 343), which provided the rationale for including item O, such that it was possible to assess the people involved within each change initiative.

Suitability Assessment Factor: Alignment with Critical Postmodern Ethics

As described throughout this OIP, this inquiry is grounded in a CPM paradigm. A CPM paradigm differs in its ontological, epistemological, methodological, and axiological positions. Mertens (2009) states that axiology refers to the values and ethics of a paradigm. Given the major features of CPM, I conceptualized this suitability factor through four corresponding items: collaborative and participatory approaches (item P), the inclusion of CYCPE community member voices (item Q), challenges the status quo and/or forefronts tensions (item R), and privileges and reflects local and diverse knowledges (item S). Although postmodern perspectives may balk at the notion of an operationalized construct (within a

psychometric scale, no less), I nonetheless itemize this construct because each of the four change

initiatives emphasize these ethical features somewhat differently, which I wanted to compare.

My main goal was to create an assessment tool that was tailored to my specific inquiry, context,

and proposed change initiatives. I wanted to ensure that I balance commonly used resource availability

and change driver factors (seven items) with other factors important to my pursuit. The type and

significance of the knowledge-based initiative (eight factors) and the initiatives' alignment with the CPM

paradigm's ethical features (four items) were critical, which is why I weighted them as I did.

Change Initiative Suitability Assessment Validity & Results

By assessing the suitability factors above, I assume that I can evaluate the potential quality,

significance, and impact of each proposed knowledge-based change initiative. I hope the combination of

suitability factors and corresponding items provides the proposed change initiatives a triangulated sense

of feasibility and therefore anticipated success. In the following discussion, I will analyze each change

initiative within the overarching suitability factor such as to offer further comparison.

Suitability Assessment Results: Capacity for Knowledge Creation and Mobilization. When

looking across the change initiatives' capacity for knowledge creation and KMb, there is significant

variance across the total scores: 1 = 15, 2= 33, 3 = 27, and 4 = 32 (eight items with a possible range of 8-

40 points). All the change initiatives involve knowledge creation and KMb; however, there are significant

differences in their specific activities. For example, an online conference would involve many presenters

and attendees from across the country, host engaging discussions, and summarize the event in an

accessible report that would be distributed widely. That said, its capacity to go beyond the socialization

and externalization levels of organizational knowledge creation leads me to believe it may be lost in

time. The consciousness-raising campaign received favourable ratings. Notably, it meets CYCPE *where*

we are,[13] in terms of needing to raise consciousness of CYCPE's epistemic bubble and the generative

potential to share organizational knowledge, currently siloed. The knowledge mobilization research

project would focus on converting and combining participant knowledge and assessing participant needs

while using the data collection process as a knowledge dissemination tool itself. Its capacity to reach

most of the items at the "very much" Likert rating demonstrates how generative and participatory a

research project and subsequent dissemination pursuit it would be.

Suitability Assessment Results: Resource Availability & Common Change Drivers. When looking

across the change initiatives' resource availability and common change drivers, there is significant

variance across the total scores: 1 = 17, 2 = 33, 3 = 17, and 4 = 21 (seven items with a possible range of

7-35 points). Notably, supporting ad-hoc and emergent initiatives proved to be quite unpredictable due

to its reliance upon key members' time, where those people are pulled in many directions by their home

institution, making any planned change quite difficult, though not impossible. Both the online

conference and knowledge mobilization research project, while possible, show a wide variety of scores,

with their lowest scores in a few key areas, mainly caused by a lack of existing or readily accessible

human/material resources. Meanwhile, leadership and key collaborators (e.g., co-applicants) have

expressed verbal support for a large research project; however, these expressions are unproven and

therefore remain unknown. Despite a "moderate" likelihood of being able to create and follow a

reasonable and manageable timeline, the consciousness-raising campaign's financial support rating (i.e.,

"very much") and senior leadership's expressed support (i.e., "extremely") demonstrate the strength of

existing resources. While not without scarcity and competition, CYC educators, including myself, would

be able to utilize existing workload arrangements, given that there is established precedent to use,

albeit limited, non-teaching workload to contribute to one's discipline and profession (e.g., professional

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[13] In CYC theory and practice, we often refer to meeting young people "where they are at," to honour their perspective of the world, their development, the spaces they occupy, and to engage them in their readiness for change.

development, service time, and accessible but competitive internal and external inquiry and

dissemination funds). Meanwhile, within existing educational committees as well as more informally, a

few CYC educators have expressed interest in collaborating on cross-Canada and/or cross-provincial

CYCPE research and writing projects. Finally, River College leaders have expressed support for me to use

my time in this way (River College Dean, Associate Dean, Vice President Academic, and Research

Coordinator, personal communications, 2018-2023), several CYC leaders have written letters for my

recent CYCPE research funding, and few of us CYC educators have a publishing track record.

Suitability Assessment Results: Alignment with Critical Postmodern Ethics. When looking

across the change initiatives' alignment with CPM ethics, there is less range across the total scores: 1 =

10, 2 = 16, 3 = 14, and 4 = 16 (four items with a possible range of 5-20 points). It should not come as a

surprise that maintaining the status quo via supporting ad-hoc and emergent initiatives has the lowest

score. The ratings for the online conference demonstrated its participatory strengths; however, I

doubted whether an online conference would be the best venue to host difficult conversations. Moving

on, the consciousness-raising campaign and research project received the same total score, though for

different reasons. Regarding item S (local and diverse knowledges), the consciousness-raising campaign

received three points and the research project received four points because I projected the

consciousness-raising campaign would have more participation in its working groups and would access

more CYC educators across Canada (via survey and/or KMb); however, I projected the research project

would access a more representative proportion of the CYCPE community, beyond CYC educators. While

the research project consistently demonstrated how it had the potential of achieving all of CPM's aims,

only the consciousness-raising campaign met the highest possible score for item R—challenges the

status quo and/or forefronts tensions—which is arguably CPM's most dominant feature. Any knowledge

initiative would seek to forefront the creative potential held within CYCPE community members'

knowledge. However, there are significant problems with CYCPE that I believe need to be highlighted, not from a place of complaint, but to generate solidarity and voice to creative solutions.

The Selected Child and Youth Care Practicum Education Change Initiative

A CYCPE Consciousness-Raising Campaign is affirmed as the best change initiative to move confidently to its implementation plan. The CYCPE Consciousness-Raising Campaign pursues two complementary streams: a CYCPE Social Justice Innovations Survey & Report (Stream A) and a CYCPE Individual & Collaborative Writing & Publishing Plan (Stream B). Not only did this change initiative receive the highest total and average score, also it received the highest score—by quite a large margin— in the suitability factor that assessed change readiness features that dominate organizational change scholarship: human and material resource availability and common change drivers. As I will outline in greater detail in this OIP's final chapter, this change initiative's two streams will diverge, meander, and join again, along the riverbed as they respond to this PoP's central concern and desired future state. Both streams take advantage of my existing resources, capacity, and networks, which I have immediate, flexible, and highly autonomous access to, by way of my CYC faculty role at River College.

Concluding Remarks

This chapter discussed a research-informed approach to leadership, change processes, change readiness, and potential responses to educational problems of practice. I began with a critical reflection concerning leadership approaches and reviewed a change framework best suited for CYCPE's organization. I analyzed four potential change initiatives by way of an extensive suitability assessment, including an assessment of organizational change readiness. The scholarship, assessment, and analysis provided here leads me to confidently select one change initiative, a CYCPE Consciousness-Raising Campaign. This change initiative includes two streams: the CYCPE Social Justice Innovations Survey & Report (Stream A) and the CYCPE Individual & Collaborative Writing & Publishing Plan (Stream B). Chapter three outlines its implementation plan. Selecting this change initiative reminds me of Tsoukas

and Chia's (2002) reflections when they write "change programs trigger ongoing change… [they] must first be experienced before the possibilities it opens up are appreciated and taken up" (p. 578). In this spirit, I am assured that the CYCPE Consciousness-Raising Campaign will allow for more possibilities to emerge.

Chapter 3: Changing Child and Youth Care Practicum Education

In the previous chapter, I chose the Child and Youth Care (CYC) Practicum Education (CYCPE)

Consciousness-Raising Campaign as the best response to the problem of practice (PoP). This change

initiative includes two streams: a CYCPE Social Justice Innovations Survey & Report (Stream A) and a

CYCPE Individual & Collaborative Writing & Publishing Plan (Stream B). In this chapter, I follow the River

Change Model (RCM) with Knowledge Leadership's (KL) propelling force, within a Distributed Leadership

(DL) context, grounded by the ethical commitments of a critical postmodern (CPM) position. I will

outline the details of this change initiative's change implementation, communications, and monitoring &

evaluation plan to increase this change initiative's sustainability and success. This change initiative's

proposed activities, outputs, and outcomes seek to create and mobilize CYCPE organizational knowledge

to benefit CYCPE's design and delivery writ large, disrupt CYCPE's epistemic bubble, and open

possibilities for something new. Through CYC educator collaborative actions—connected not by the

bounds of the four walls of one postsecondary institution (PSI), but by our culture and the discourse that

constitutes our realities—this change initiative maps new territory within a complex terrain.

A CYCPE Consciousness Raising Campaign Change Implementation Plan

In this section, I extend and apply the KL and RCM scholarly literature presented in the previous

chapter such as to outline this specific change initiative's change implementation plan. Then, I will

highlight this change initiative's short-term progress indicators, medium-term outputs, and long-term

outcomes; align the change initiative's aims with the priorities of the organizations involved in its

pursuits; describe potential implementation challenges specific to this plan; and emphasize CPM

features that centre social justice across the change initiative's activities.

Scholarship that Informs the Change Implementation Plan

KL allows me to propel and shape movement through the RCM (see Figure 2), by way of

intentional attitudes, choices, considerations, and actions. Within the RCM's *leadership* movements, KL

establishes a position concerning our working group's expertise, access, and ability to understand and influence "the ecosystem" (Ebrahim, 2019). Fischer et al. (2016) would support our use of "tensions [as] a source of creativity that mobilizes resources and action" by "refashioning diverse materials and texts in ways that stimulate the wider engagement of organizational participants" (p. 1579). Within the RCM's *readiness* movements, KL affirms collaboration across organizational members which generates organizational knowledge, strengthens DL, and allows for the realization of knowledge assets of all kinds (Cannatelli et al., 2017; von Krogh et al., 2012). In these movements, we can pay close attention through observation, discussion, and information-gathering, such as to contribute to the specific organizational knowledge outputs determined by the collaborative working groups.

Within the RCM's *action* movements, KL focuses on knowledge creation and mobilization. As Nonaka (2002) states, to expand organizational knowledge creation from the individual to the organization, we must take shared conversations and conceptualize and crystallize them into "form," with "redundancy" across the whole system for the organizational knowledge to be judged and for members to benefit (p. 442-451). von Krogh et al. (2000) suggest strategies that locate, capture, and share, enabling members to affirm existing and create new organizational knowledge. Both KL and RCM highlight the need to track and measure a change initiative's progress; however, both have minimal guidance on how to do so beyond aligning with existing methods within the organization. For example, KL's guidance is primarily based on for-profit corporations while RCM recommends whichever higher education measurement systems that are available to change agents. These are substandard options given they do not necessarily align with a CPM position. Thus, I suggest an alternate option. Finally, both KL and RCM tell us to circle back to the beginning to start again. KL scholarship emphasizes a spiral, expanding outwards by way of "amplify[ing the] organization's knowledge creation capabilities over time" (Cannatelli et al., 2017, p. 597). Elrod and Kezar (2017) recommend letting people know about and building upon the pilot or initiative's success. In this way, the river continues to meander.

Practice Features of the Change Implementation Plan

Next, I will describe the sequence of activities for each change initiative stream: the CYCPE Social

Justice Innovations Survey & Report and the CYCPE Individual & Collaborative Writing & Publishing Plan.

After these descriptions, I include Table 2 and Table 3, which organize these change initiative activities

along the RCM movements and the academic term in which the activities will be completed.

Child and Youth Care Practicum Education Social Justice Innovations Survey & Report. Looking

at the activities held within the *leadership* movements of the RCM, I will invite CYC educators to

establish a working group, by way of connecting with past conference presenters, provincial and

national educational committees, and any CYC educators (including current graduate students) who

have expressed interest in exploring CYCPE. I imagine a working group of three to six educators would

be possible and will suffice, with representation from across Canada as well as type of PSI and CYC

credential. This composition would ensure enough room for diverse and dissenting perspectives while

remaining realistic as to coordinating subsequent activities. We will gather and connect virtually to

discuss our perspectives on issues in CYCPE and current possibilities for change. These conversations will

be extensions of previous conversations, as the people invited to join will be people who I have built

relationships with through various CYC education networks. I will highlight and propose we focus our

energies on a specific goal and desired outcome within CYCPE that centres organizational knowledge

and listens to the diverse voices of CYC educators and their individual CYCPE practices. We will allow for

an expanded view of CYCPE's design and delivery, its organization, and social justice innovations.[14] I will

propose we first share stories we have observed ourselves, as well as brainstorm how we as a group

could best access and encourage this knowledge amongst CYC educators. At this point, there is potential

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[14] For example, when discussing CYCPE, its culture and discourses (see Chapter 1) often narrow the scope of what we consider part of practicum. Thus, if we inquire about social justice innovations, people may limit their responses, excluding stories about PSI-industry relationships, resource-allocation, marketing, internal and external PSI communications, committee work, and so on. We will attempt to encourage a more expansive view in our conversations and survey questions.

Table 2

CYCPE Social Justice Innovations Survey & Report: Change Initiative Activities

River Change Model	Timeline	Working Group & Individual Activities
Leadership: Establish Vision; Examine Landscape, Conduct Capacity Analysis; Identify & Analyze Challenges & Opportunities	Year 1 Fall & Winter Terms	**Invite** CYC educators to establish a working group; **gather** and **connect** **Identify** more specific goals and desired outcomes, **center** Social Justice Innovations in CYCPE **Gather** and **brainstorm a** vision for Survey & Report project **Highlight** CYC educator & credential strengths across Canada **Familiarize** ourselves with CYCPE and organizational knowledge literature **Decide** upon central questions, the scope of participants, and feasible methods **Consolidate** and **forefront** information explored in earlier movements **Discuss** and **collect** potential funding & in-kind resources **Consult** and **seek** feedback from the groups' various CYC educational committees and CYC faculty teams
Readiness: Choose Strategies; Determine Readiness for Action	Year 1 Winter & Summer Terms	Collaboratively **assign** and **disperse** various tasks across group members to **assess, find,** and **create**; **utilize** shared information technology **Write** project summary, **draft** survey and distribution plan, and **outline** budget, including practicum and student research assistants **Consult** with various research ethics boards at PSIs **Prepare** and **apply** for internal and external funding and material support; **wait** for and **review** results **Seek, consult** with, and **obtain** necessary approvals and supports from PSIs; **determine** required information technology and other in-kind supports **Regroup, adjust,** and **determine** plan to proceed, based on all information
Action: Begin Implementation; Measure Results; Disseminate Results; Plan Next Steps	Year 2 Fall & Winter Terms Year 2: Summer Term	**Create** survey, **confirm** distribution plan, **administer** survey, **send** reminders, **collect** survey responses **Establish** survey data analysis instructions, individually **analyse** responses, collectively **discuss** themes, stories, insights, and implications, and **record** insights and implications **Draft** initial report based on analyses (**determine** and **disperse** various sections to **write**: **draft, compile,** and **edit** report) **Distribute** the working draft to select CYC leadership groups for initial feedback and support for dissemination **Finalize** and **publish** report (print run & online web-hosting at authors' PSIs) **Guide** and **advise** under/graduate practicum students as research assistants **Monito**r wide scope of progress indicators and outcomes **Distribute** easy-to-read report through multiple pathways: website presence, social media visuals, email blasts, CYC network, author faculty meetings, and selected mail-outs (e.g. all CYC programs across Canada) **Prepare** and **host** live and/or pre-recorded webinar (report, process, analysis) **Explore** and **apply** to present CYC and practicum-related conferences, **prepare** presentations; **seek** out creative, emergent forums to share **Invite** feedback during all dissemination activities (**focus** feedback questions, e.g., "How does this CYCPE organizational knowledge help you design and deliver practicum?") Working Group **gathers** to **discuss** learning and next steps

for the project to change focus, scope, and method (e.g., we may select a different method to collect

data, such as focus groups). We will also discuss, record, and explore potential internal and external

human and material resources. For example, there are several knowledge mobilization and college-

industry project funding opportunities; however, if their required student involvement, application

process, and competitiveness consume more time tasks than we can take on, we will instead alter the

duration or scope of the project to fit our workloads. We will connect with our networks across Canada

to inform and shape our project's progress (e.g., provincial and national education groups, faculty

teams, etc.). These actions would occur in the first two academic terms, distributed amongst the

members, and completed alongside our CYC educator responsibilities, accounted for within our

professional development or service time.[15]

      Looking at the activities held within the *readiness* movements of the RCM, the working group

will disperse various tasks across group members to access, find, and create aspects of the project.

Using shared information and communications technology, such as to facilitate collaborative

participation, we will draft project summaries, surveys, distribution plans, budgets, etc. These materials

will be needed to consult with potential supporters, e.g., to hire student research assistants, secure

additional administrative support, and consult with our research ethics boards. For example, one

member may have access to a graduate student program with a student looking for research experience

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[15] While it is outside the scope of this OIP to review the working conditions of 40 PSI collective agreements nor be aware of the nuances of each CYC program's faculty performance cultures (though that in and of itself would be a fascinating consciousness-raising campaign article, such as to highlight the structural impediments to generating organizational knowledge), I note the following observations. Many but certainly not all faculty collective agreements dedicate and describe professional development and service time to include professional and scholarly pursuits, ones that support the advancement of faculty's professional competency and external contribution to one's professional community and discipline. The activities in the change initiative streams fit well within these definitions. I also note that these activities are similar to past CYC professional and educational initiatives (e.g., the development of the educational and certification boards, various educational committee projects, and individual writing (CYC educators and leaders, personal communications, 2002-2023), which is similar to what Kezar et al. (2011) describe in their observed "strategies" for faculty grassroots initiatives (see Table 1, p. 138). Likewise, while I list the working group's necessary tasks, predetermining timelines would not only risk disappointment, it would also presuppose an element of control, which would contradict the scholarship that informs this analysis, as there are too many variables involved, all in constant flux (e.g., length of dialogue and debate, timeliness of external responses, educator capacity at any given moment, and so on). Solutions to these challenges are addressed later in this chapter.

via their practicum course. Another member may elect to be responsible for the research ethics board

consultation, application, and approval because they have a strong relationship with their PSI's research

office. Another member may have access to an internal research grant to hire a student. Or, for

example, the questions we ask and the way we intend to publish may not require research ethics

approval, because many of our inquiries may fit within program evaluation. Throughout, we will observe

our progress and check in regularly to continuously assess capacity. For example, our CYC educator

responsibilities come first; delays due to student crises, marking assignments, and anticipated

fluctuations throughout the academic terms are expected barriers. Delays should be anticipated.

Further, while we determine the internal resources and leadership support needed (e.g., the use of

internal technology licenses, in-kind support from our deans, etc.) we will also take note of any

challenges we encounter and adjust where needed. We will focus on sustainable participation. These

actions will occur in the following academic term (or two) where working group members will take on

specific tasks and report back to the group regarding progress and challenges.

Looking at the activities held within the *action* movements of the RCM, we will create the

survey, collect contact information, confirm a distribution plan, administer the survey, send reminders,

and collect survey responses. We will establish data analysis instructions. Individually and collectively,

we will analyze responses and collectively discuss stories, themes, insights, and implications. We will

draft an initial report by way of each member taking responsibility for specific sections, e.g., literature

review, data analysis, discussion, implications, and recommendations. One member would take the lead

to ensure a consistent voice. We will distribute a working draft report to select CYC leadership groups

for initial feedback and to ensure distribution. For example, group members—who already sit on local,

provincial, or national CYC educational committees—would bring this item to that committee's

upcoming agenda to seek survey distribution, draft report consultation, and/or as an information item.

Another member may contact another leadership group (e.g., by email, meeting, etc.) to ensure cross-

Canada CYC educator representation. We will finalize the report for publication, including a print run

and online web hosting at one working group member's PSI. The working group will then distribute the

report through multiple pathways. Further, we will prepare and host a live, recorded webinar; present at

upcoming conferences; update our teams and PSIs; and seek out emergent forums to share this

knowledge, too. Throughout the action movements, if pursued, we will guide and advise undergraduate

student research assistants and/or graduate practicum students.

Throughout all synchronous and asynchronous dissemination activities, we will formally and

informally seek feedback. We will monitor our progress for anticipated and emergent progress

indicators and outcome contributions. These actions would occur in the second academic year of the

project's timeline. We would seek to distribute the report by early summer when most practicum

courses across Canada end and during many CYC educators' non-teaching terms.

Child and Youth Care Practicum Education Individual & Collaborative Writing & Publishing

Plan. Looking at the activities held within the *leadership* movements of the RCM, I will engage various

CYC educators who have indicated an interest in creating CYCPE organizational knowledge. We will

highlight epistemological, pedagogical, operational, and political challenges in CYCPE. We will share

existing knowledge of material resources, editorial timelines, and opportunities. We will focus on the

organizational knowledge we want to create, highlight, synthesize, compare, call attention to, and

integrate. These discussions will occur within the first academic term of the change initiative. For

example, in one case, I would partner with another CYC educator who has expressed interest in calling

attention to the neoliberal work-integrated learning policy and practice poses to CYCPE; in another

case, I would partner with another CYC educator who has an interest in analyzing CYC educational

practices through various theoretical lenses (these CYC educators may overlap with the working group

listed in Stream A). In another case, I would identify a soon-to-graduate practicum student who I could

mentor to write and publish their CYCPE experiences (e.g., Cragg et al., 2021). In another, I may visit a

Table 3

CYCPE Individual & Collaborative Writing & Publishing Plan: Change Initiative Activities

River Change Model	Timeline	Writing Group & Individual Activities
Leadership: Establish Vision; Examine Landscape, Conduct Capacity Analysis; Identify & Analyze Challenges & Opportunities	Year 1 Summer Term	**Invite** CYC scholars, educators, students, etc. **Discuss, reflect upon, share, debate, brainstorm,** and **develop** vision for possible CYCPE organizational knowledge to collect, synthesize, write, share, and discover **Highlight** pedagogical, operational, epistemological, and political problems, challenges, and opportunities in CYCPE **Share** current knowledge of funding/material resources, editorial timelines and opportunities, and connections between CYCPE and current issues
Readiness: Choose Strategies; Determine Readiness for Action	Year 1 Fall Term	Collaboratively **assign** and **disperse** tasks to explore possible content areas and gaps in information **Review** and **track** publication houses, editorial timelines, recent journal/article abstracts, upcoming special issues, author guidelines, etc. **Assess** and **share** collaborators' anticipated workloads, emergent developments, etc. to **develop** a info-gathering and writing work-plan **Determine** the most feasible article to write and/or co-write
Action: Begin Implementation; Measure Results; Disseminate Results; Plan Next Steps	Year 1 Winter Term Summer Term & Beyond	**Determine** feasible work-plan, including regular informal, synchronous/asynchronous check-ins & formal meetings to monitor/adjust **Gather** and **synthesize** literature and secondary data and materials, **create** materials, **record** insights **Co-facilitate** discussions, debates, analyses, and document review **Co-host** formal/informal writing retreats to write, revise, and seek preliminary feedback on article drafts from CYCPE peers **Submit** manuscript(s) and **work with** managing editor/peer-review feedback **Maintain** collaborative relationships via a/synchronous connection **Monitor** anticipated and emergent progress indicators and outcomes **Plan** for expected and emergent opportunities to **disseminate** organizational knowledge, including CYC and practicum-related conferences, CYCPE community network (email, social media, etc.) **Gather** and **reflect** on next steps **Repeat** process with emergent issues and opportunities in CYCPE, with expanding group of collaborators

CYC graduate program and inquire as to any graduate students' interest in supporting my syntheses of literature and extant data. Finally, individually, I will reflect on my CYCPE and related knowledge that I have developed over some time, which I would like to synthesize and write for a wider audience.

Looking at the activities held within the *readiness* movements of the RCM, we will collaboratively assign and distribute tasks to explore possible content areas and gaps in information e.g., internal/external grant funding. We will review and track publication houses – e.g., professional

journals, newspapers, peer-reviewed academic journals, etc. – to learn about what subject areas may be

sought and what structure we need to work within, e.g., page count, etc. We will reflect upon our

instructional workloads to create a feasible writing plan, one that leaves room for the review of

secondary research, scholarship, and extant data, as well as a writing process that includes self-

reflection, dialogue, drafts, and revisions. These actions will occur in the following academic term, when

we will check in via video-conferencing meetings, telephone, text, shared documents, and email.

Looking at the activities held within the *action* movements of the RCM, we will initiate a specific

work plan to write one article, which will include regular informal and formal check-ins to track progress,

adjust when we encounter challenges, and sustain the writing plan. We will individually and/or

collectively gather and synthesize literature, create materials, record insights, and host virtual

discussions to discuss our findings. We would, for example, host a structured, virtual three-day writing

retreat at the end of a term (after grades are due but before a new term begins) to consolidate our

gathered material and draft sections of the anticipated article. Later we would seek preliminary

feedback on article drafts (from ourselves and peers). Timelines depend largely upon an article's scope.

We will submit manuscripts and work with managing editors and peer-reviewers. Throughout, we will

monitor our progress for anticipated and emergent progress indicators and outcome contributions (as

discussed later in this chapter), designed to be an informal reflection process.

Once accepted and published, we will plan for the dissemination of this organizational

knowledge, including CYC and practicum-related higher education conferences and the wider CYCPE

community network. For example, where possible, we would apply for (available but limited) internal

conference funding and professional development funds. We would distribute articles by way of

updating resource lists and alerting CYC educational and professional groups (e.g., committees,

associations, etc.), and emailing program coordinators to ensure they can review the material if they so

choose. We expect to have limited control over the peer-review, editing, and publishing timeline and

certainty of conference funding. Thus, as we wait for peer-review feedback, we will return to our

original list of topics and repeat the process as much as possible, given the constraints on our time.

These actions would occur in the following academic terms and cannot predict an exact timeline.

Having overviewed the specifics of both change initiative streams, I now turn to the CYCPE

Consciousness-Raising Campaign change initiative goals, as well as the importance of alignment

between the change initiative and the organizations involved in or impacted by its implementation.

Progress Indicators, Outputs, Outcomes, and Organizational Alignment

This change initiative seeks to disrupt the PoP via the creation and mobilization of CYCPE's

organizational knowledge, where "the ultimate goal… must be to enhance the capacity for social action,

competence, and successful task performance" (von Krogh et al., 2000, p. 212). Table 4 lists this change

initiative's short-term progress indicators, medium-term outputs, and possible long-term outcomes.

These goals set a direction yet do not assume a prescriptive stance. While scholars agree that

goals are an essential component of the organizational change process, others note that all too often

"goals can be defined at several levels of abstraction and in different time horizons" (Schein, 2017, p.

157). As such, I differentiate all-too-commonly confused terms. *Short-term progress indicators* should be

understood as the markers that inform the change initiative members that we are progressing toward

the desired output. *Medium-term outputs* are the tangible objectives for each Stream. *Long-term*

outcomes are the potential measurable changes and contributions the change initiative will make.

Combined, the short-term progress indicators and change implementation plan activities allow

me and the working groups to track movement and momentum toward each change initiative stream's

medium-term output. Meanwhile, the possible long-term outcomes indicate what the activities and

outputs hope to contribute, if sustained and repeated over time. I intend to follow Wilson-Grau's (2019)

Outcomes Harvesting (OH) monitoring and evaluation methodology, which retrospectively but

methodically harvests the context for outcomes that the change initiative has plausibly contributed to,

Table 4

CYCPE Consciousness-Raising Campaign: Change Initiative Goals

Short-term Progress Indicators	Medium-Term Outputs	Possible Long-term Outcomes
Working Group(s) established Exploratory and planning meetings held and action items completed and reported to group Timelines set and work-plans created, tracked, and followed Material & human supports received & collected Information gathered Submitted & received internal & external grants Communities consulted Student research assistant(s) supported Survey distribution and response rates Literature collected and synthesized Professional development and service time spent Adjustments made for emergent challenges Articles drafted and submitted; feedback received and incorporated Publications shared widely amongst CYCPE community members across accessible platforms Projects expanded to new and emergent opportunities Collectively track potential outcomes for Outcomes Harvesting process Relationships built and maintained Forums hosted	Stream A: CYCPE Social Justice Innovations Survey & Report: Create and administer a CYC educator survey and disseminate subsequent report for the CYCPE community that focuses on social justice innovations in CYCPE design and delivery. Stream B: CYCPE Individual & Collective Writing & Publishing Plan: Write and publish one or more CYCPE articles regarding CYCPE organizational knowledge and distribute widely amongst the CYCPE community.	Increased presence of CYCPE organizational knowledge across CYCPE community Increased CYC educator capacity for research and scholarly work Increased CYC educator engagement and participation in CYCPE's organizational knowledge creation and mobilization Strengthened CYCPE relationship network Increased awareness of and support for CYCPE design and delivery Increased use of CYCPE organizational knowledge in teaching and learning methods, CYCPE program design, and governing curriculum materials Increased reference to CYCPE organizational knowledge guiding practicum-related policy and program design Increased ability for advocacy to protect and advance CYCPE's design and delivery

Note. This table overviews the CYCPE Consciousness-Raising Campaign as one change initiative, as its Streams' short-term progress indicators and long-term outcomes significantly overlap.

assuming contribution, not attribution. Tracking in-progress and retrospective outcomes fits well for the complex CYCPE context as well as knowledge-based, consciousness-raising change initiatives.

In Chapter 1, I introduced several organizations, positions, and people involved in CYCPE's organization, many of which are directly and indirectly involved in the CYCPE Consciousness-Raising Campaign change initiative. I argue the change initiative, its two streams, and its various activities align with the overarching goals, commitments, visions, strategic priorities, and purposes of the organizations involved within CYCPE's organizational context. To overlook these goals before, during, and after this

change initiative's implementation would risk the adoption, predicted success, and/or the sustainability

of any change pursuit (Boyce; 2003; Buchanan et al., 2005; Buller, 2015; Kezar, 2018).

CYC educators, CYC credentials, and their representative bodies are committed to CYC

pedagogical excellence (CYC Education Consortium of B.C., 2018, 2022; CYC Educational Accreditation

Board of Canada, 2023d). CYCPE partners desire strong and reciprocal relationships (CYC Education

Consortium of B.C., 2022; Federation of Community Social Services of British Columbia, 2020) and that

CYC credentials produce "quality practitioners" through high-quality credentials (Stuart et al., 2012).

Several PSIs and their provincial legislation support applied educational research and scholarly work

(Charbonneau, 2008; Government of Alberta, 2022; Government of British Columbia, 2023), particularly

as they focus on the economic and social needs of industries and communities (Young et al., 2021), and

River College (2021b) and its counterparts support a broad understanding of research and scholarly

work, including community-engaged scholarship (University of Victoria, 2017). Current research funders

support college-industry partnerships (Natural Sciences and Engineering Research Council of Canada,

2023) and collaborative KMb across communities (Social Sciences and Humanities Research Council of

Canada, 2023), where colleges are playing a key role in realizing innovation (Colleges and Institutes

Canada, 2023). Finally, the KMb strategies described below align well with several CYC educator forums'

overall purposes, including CYC, experiential education, and higher education academic journals and

professional magazines, as well as conferences and other gatherings. Further, the change initiative

promotes the KMb role any given CYC educator embodies, and by extension higher education.

Challenges Arising in the Change Implementation Plan

While it is not possible to predict nor itemize all challenges this specific change initiative will

present, I anticipate an overarching challenge related to CYC educators' capacity to participate. College

faculty workload and perception as knowledge creators are highlighted in higher education scholarship.

Despite, for example, the CYC Educational Accreditation Board's (2022, 2023b) desire to have more CYC educators contributing to CYC discourse, one CYC educator acutely describes the internal challenges she and others (CYC educators, personal communications, 2019-2023) experienced on her journey to share her knowledge via the written form (Kostouros, 2022). As past and current CYC practitioners, CYC educators may also struggle with a research identity (Gharabaghi, 2022). Meanwhile, coupled with a heavy instructional workload and varying institutional cultures of professional development and service time, CYC educators are busy. While Macdonald et al. (2022) state community college faculty hold expertise in "teaching, faculty development, serving diverse students, educational and discipline-based research, leading reform efforts, and many other areas" (para. 8), Huber (2021) states their workload demands prevent sustainable participation in professional and scholarly work.

Decades ago, Crocker-Lakness (1984) argued that community college leadership "must offer release time, promotion and merit pay as well as other incentives for active research" and support for an expanded perspective of research and scholarly work (p. 79). For example, the University of Victoria (2017) outlines its position on community-engaged scholarship, which lists examples of the scholarly work CYC educators engage in regularly, but perhaps may not recognize as such. Further, Lester and Kezar (2012) highlight concerns with burnout, often because grassroots/faculty-led teams often work "outside regular work responsibilities" (p. 121). They suggest examining expectations and time commitments and re-distributing leadership responsibilities across the group. Kezar et al. (2015) warn us to not be overly reliant upon substantial resources, especially when it risks shifting project goals and consuming faculty change agents' time and energy. She suggests changing an initiative's scope. Down the line, we may see resistance to changing original policy and practice because CYC educators have been involved in its original creation (Buller, 2015). We also may see CYC educators' resistance to sharing knowledge, to which Zhang and Cheng (2015) recommend providing direction, creating an interactive and trusting climate, being a role model, and using actual and potential relational resources

(p. 111-112). Meanwhile, the voluntary nature of this initiative requires personal commitment, given higher education faculty's "multiple authority structures" and "presence of numerous perspectives on the organization" (Manning, 2018, p. 142), even if the change initiative activities fit within any CYC educator's available professional development and service time (see Footnote 15).

Resoundingly, scholars state the solutions to these challenges include collaboration, mentorship, communities of practice, and professional development related to pursuing scholarly work (Kostouros, 2022; Townsend & Rosser, 2009), all of which are embedded within this change initiative plan. As with many CYC education initiatives, perhaps this initiative's meanders and turns are what Hashem (2007) refers to when he describes emerging professions/disciplines' "academic resourcefulness" when negotiating the external environment (p. 186). We can take comfort in scholarship that tells us that, common to distributed environments, independently-established working groups—especially those in specialized occupations using professional expertise and aligned goals--can greatly benefit from members' social capital (structural, relational, and cognitive), in a "virtuous circle of specialization and the capability for resource exchange" (Andrews, 2010, p. 600). In these ways, solutions to challenges along the way should be seen as change too. Each movement shifts us in a new direction.

Centring Social Justice in the Change Implementation Plan

This change initiative centres social justice by way of its collaboration, dialogue, advocacy, honouring of local knowledge, and contribution to social change. I follow Theoharis (2007) who summarizes social justice within educational change pursuits as "ideas of disrupting and subverting arrangements that promote marginalization and exclusionary practices" by way of respectful and caring processes (p. 223). Within CYC scholarship, Saraceno (2012) invites readers to "*move in the direction*" of social justice and "to conceptualize social change at the level of cultural transformation… beyond rigid identity categories and into new ways of knowing, doing, and being" (p. 260). As such, this change initiative emphasizes knowledge as made, not discovered (Scardamalia & Bereiter, 2014; White, 2007)

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and questions the discourses that inform CYCPE knowledge. Meanwhile, Jean-Pierre et al. (2020) problematize research/theory vs pedagogy/practice binaries, "validating alternative ways of knowledge production" via collaborative research and partnerships (p. 5). Knowledge should be diverse.

To ensure better representation—which is frequently listed as essential to a change pursuit's success—organizational change scholarship emphasizes "broad participation among various stakeholders" (Kezar, 2018, p. 214). I interpret this call more expansively than specific social identities and employment positions related to the change. 'Stakeholder representation' is replaced with diversely representative discourses and discursive practices, as may Kubota (2020) do in her pursuit of decolonizing scholarly knowledge, by centring local/alternative (e.g., not Euro-Western) knowledges via "critical reflexivity" (p. 726). Further, Deetz (2005) recommends "alternative communication practices that allow greater democracy and more creative and productive cooperation" which "must look at the formation of knowledge, experience, and identity, rather than merely to their [communicative] expression" (p. 85-86). Relatedly, given CYC's emerging profession status and society's overall limited value on social care (young people and a female-dominated workforce), CYCPE is marginalized. The fact that we do not have organizational knowledge at our fingertips is evidence of a structure that does not support it. This change initiative seeks to centre CYCPE practices, problems, innovations, possibilities, voices, and concerns, which are not currently present (also acknowledging homogeneity in the CYC-educator demographic). It seeks to leverage existing relationships and resources to achieve its aims, positioning faculty-led strategies, as opposed to hierarchical authority. This initiative returns organizational knowledge to its community, through tangible, accessible resources.

Communicative Practices within the CYCPE Consciousness-Raising Campaign Change Initiative

Organizational change scholarship concerning communication seems to be largely taken up in functionalist and interpretive paradigmatic perspectives where it seems understood as a strategy, a uni- or bi-directional channel, skill, and/or method of managerial control. Anderson and McLachlan (2016)

critique these trends as "the tenets of positivist research and predominantly embody hierarchical processes of knowledge transfer" (p. 295). From a CPM perspective, Deetz and McClellan (2009) state communication is "continuously created and reproduced" (p. 457) as "talk and text" and "enduring systems of thought" (P. 439), which is "constitutive of organizations and organizational life" (p. 433). In fact, Seibold and Shea (2001) argue communication is the "intervening variable" of change itself (p. 25). We can therefore see communicative acts throughout CYCPE as constitutive of CYCPE's organization. Further, the communicative acts held within this change implementation plan's porous bounds should itself be considered change. After all, communication (as an expression of knowledge and discourse) is what this change initiative intends to disrupt. Instead of seeing communication merely as a tool, this entire change initiative is a "communicative practice" (Heide et al., 2018) carrying with it the agentive force to disrupt, democratize, and allow for alternative possibilities to emerge.

Communicative Practices within the Change Initiative Streams

Seeing communication through this lens, I am encouraged to see every moment as an opportunity to be constitutive of alternative possibilities for CYCPE's future. Many communicative practices facilitate the CYCPE Consciousness-Raising Campaign change initiative. I will spotlight specific change implementation plan communicative practices within each stream. Meanwhile, Appendix E synthesizes KL's communicative practices within the RCM's overarching movements.

Child and Youth Care Practicum Education Social Justice Innovations Survey & Report. In Table 2, I outlined a series of activities that involve communication throughout the change implementation plan, including written correspondence, meeting discussions, a survey and its responses, and collaborative report writing, all of which involve informal and formal dialogue, reflection, and observation, and use various information technology to do so. For example, Figure 3 spotlights the first proposed meeting agenda, to demonstrate how we will establish a working group. The agenda will be circulated beforehand, to provide the opportunity for purposeful preparation and reflection. For

Figure 3

CYCPE Social Justice Innovations Survey & Report: Working Group First Meeting Agenda

MEETING AGENDA

DATE: 15 October 20##   LOCATION: Zoom

SUBJECT: CYC Practicum Education Survey & Report: Invitation to Discuss

AGENDA

☐ Check-in, all attendees:
☐ • What social justice innovations in CYCPE have you heard of, read about, practiced, and/or noticed in the recent past?
☐ For discussion:
☐ • In what ways does the lack of CYCPE organizational knowledge (not individual/team) limit CYC educators' capacity to design and deliver CYCPE?
☐ • How could we (feasibly) bridge this knowledge-gap, listening to and sharing with the most possible CYC educators across Canada?
☐ • How could we centre social justice innovations (interpreted broadly) in CYCPE throughout any inquiry that we pursue?

ACTION ITEMS   DEADLINE

☐ Each attendee will :   Due Next Meeting, set for:
☐ • Reflect upon capacity to participate in   • 12pm pst/3pm est
      Working Group   • Tuesday, December 15,
☐ • Gather and list relevant and materials,   20##
      resources, and literature for upcoming
☐   discussion, and post them to the Shared
      folder
☐ • Follow up on individual Action Items
☐   identified and recorded in discussion
      above

Note. This figure proposes the first meeting agenda to establish a working group and its project scope. I used Canva software to format this figure.

Figure 4

CYCPE Social Justice Innovations Survey & Report: Cover and Table of Contents
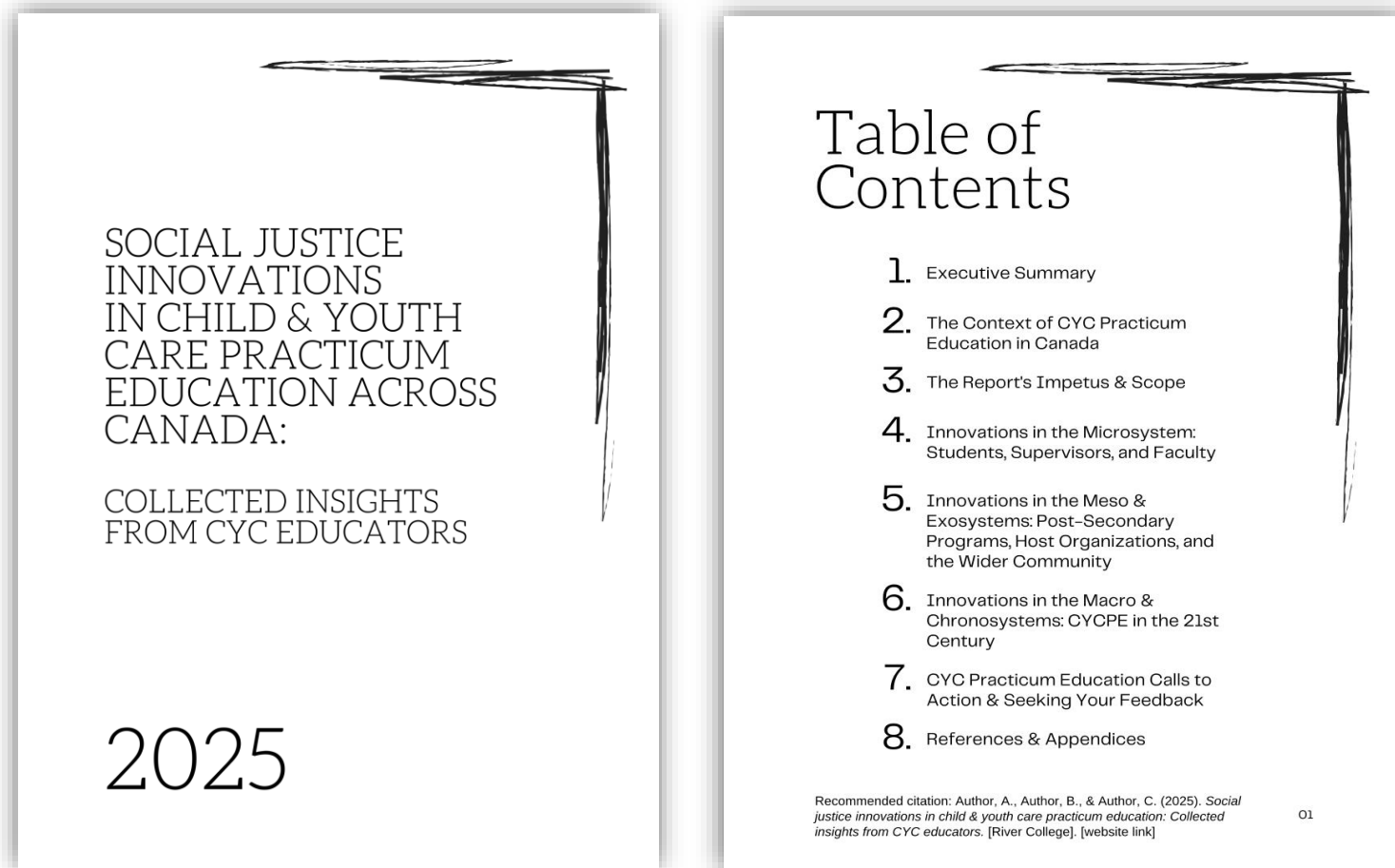
Note. This figure envisions a potential CYCPE Social Justice Innovations report cover and table of contents. I used Canva software to format this figure.

example, Figure 3 lists a series of questions that orient the group discussion: "What social justice

innovations in CYCPE have you heard of, read about, practiced, and/or noticed in the recent past?"

These questions are offered here to generate dialogue; however, I imagine debate, disagreement, and

many tangents would occur. It also includes anticipated action items that consider capacity and utilize

shared ICT. Appendix F offers follow-up meeting agenda, asking members to share the highlights of their

reflections between meetings and encourages curiosity, as to how we could best access CYC educators

and inquire as to their CYCPE practices.

I also include Appendix G, the survey announcement that we will distribute through our

networks via email, newsletters, social media, mail, and meetings. Its design allows recipients to

immediately understand the focus, demographic, scope, action, and goal. Finally, I spotlight the report

itself, in Figure 4. The cover's title intends to convey that the report will reflect CYC educators' voices

and be shared with a wider audience such that our pedagogy can be showcased, beyond the siloed

environment in which it currently exists. The table of contents showcases CYCPE's elaborate

organization across people, places, organizations, and time. The report should be seen as a

communicative practice itself in that it contributes to a wider dialogue, builds awareness, recommends

actions, and seeks feedback

Child and Youth Care Practicum Education Individual & Collaborative Writing & Publishing

Plan. In Table 3, I outlined a series of activities that involve communication throughout the change

implementation plan. Like the stream above, the communicative practices embedded throughout are

informal and formal and should be considered change itself. After the initial brainstorming meetings to

discuss possible writing and publishing endeavours, we will determine which line of inquiry to pursue.

One example could include a highly structured, facilitated email exchange, as shown in Figure 5. In this

brief email, there is a reference to the previous discussion and an agreed-upon plan. In this case, two or

more CYC educators intend to collaborate on an asynchronous dialogue about CYCPE. It lists question-

Figure 5

CYCPE Individual & Collaborative Writing & Publishing Plan: Email Exchange
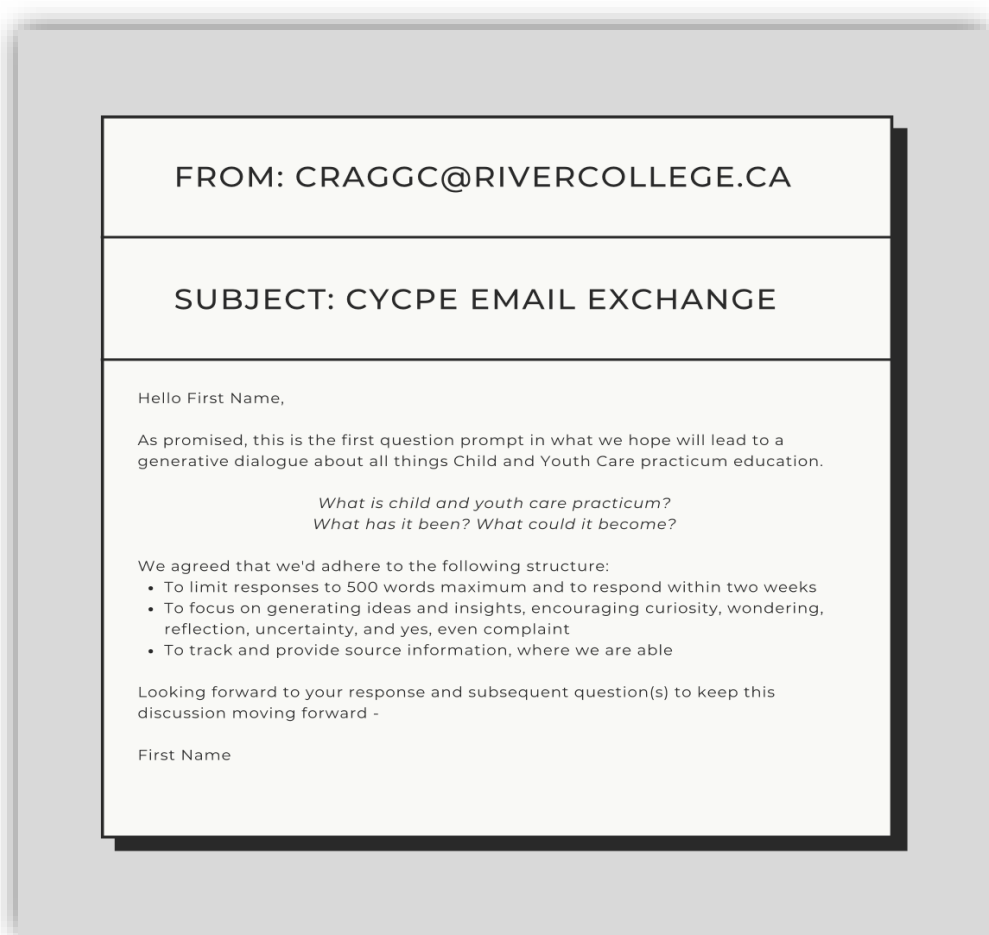
Note. This figure proposes an email exchange between a CYC educator and myself, inspired by a colleague (CYC Educator, personal communication, December 2022). I used Canva to format this figure.

prompts to begin the discussion and lists the communication guidelines that hope to facilitate a generative exchange: "What is Child and Youth Care Practicum? What has it been? What could it become?" Through this sample, one can imagine an ongoing dialogue between CYC educators, one that will likely meander, debate, articulate assumptions, and share experiences. I envision that this recorded conversation will provide much data to then be used at future collaborative meetings to explore, analyze, shape, and eventually use as material for any written article we intend to write.

Whichever shape the initial brainstorming takes (with whichever combination of people), the

medium-term output is to write an article that centres CYCPE organizational knowledge. Appendix H

imagines several individually or co-written article mock-ups. These articles take shape as opinion pieces,

literature syntheses, extant data analyses, case studies, reflections, and advocacy, in peer-reviewed,

professional, and popular publishing venues. Overall, these articles attempt to reach a wide spectrum of

audiences. As well, they then become knowledge resources, such as to build upon, quote from, and

share amongst informal and informal networks, recognizing that the written form is asynchronous

dialogue over time, with anticipated and unanticipated reach.

Ultimately, both streams' outputs—the survey's report and the various publications—represent

examples of knowledge resources that Cooper (2014) refers to as knowledge-brokering strategies, which

serve useful functions including to link, build awareness and accessibly engage, influence policy, shape

organizational development, provide implantation support, and to build capacity (p. 46-47). Her lists of

knowledge resources—reports, literature reviews, newspaper articles, e-bulletins, social media posts,

editorials, success stories, reference lists, toolkits, online tutorial videos, promotional materials,

conference presentations, workshops, meetings, and a textbook—speak to the KMb involved

throughout this change initiative but also guide knowledge mobilizing spirit of the initiative itself.

Knowledge Mobilization Within and Beyond the Change Initiative

The CYCPE Consciousness-Raising Campaign change initiative streams described above include a

significant focus on knowledge dissemination. KL and the RCM require knowledge-sharing as an

essential component of the organizational knowledge creation and change process. While definitions

vary (dissemination, sharing, transfer, exchange, etc.), KMb can be described as intentional activities to

increase research utilization across the education sector, which "occurs through iterative, social

processes involving the interaction among two or more different groups or contexts (researchers,

policymakers, practitioners, third party agencies, community members) to improve the broader

education system" (Cooper, 2014, p. 29). Traditionally, KMb seems to have been understood as a communication tool, within the bounds of traditional research, and directed from a researcher to decision-makers/practitioners. In this change initiative, I emphasize knowledge can and should be mobilized from all positions, in all directions, using a broad understanding of knowledge. After all, von Krogh et al. (2011) state "organizational knowledge creation is the process of making available and amplifying knowledge created by individuals, as well as crystallizing and connecting it with an organization's knowledge system" (p. 241).

The CYCPE Social Justice Innovations Survey & Report's working group will facilitate a live, recorded webinar presentation that overviews the report findings and the process we took together. We would ensure attendees' ability to participate, use our PSI's information technology, record it for future use, and post it to one of our institutions' websites. Figure 6 displays the webinar announcement. Likewise, the CYC educators involved in the CYCPE Individual & Collaborative Writing & Publishing Plan will seek forums to share our work. For example, we would submit a presentation application for an upcoming CYC or experiential education conference, as imagined in Appendix H.

The CYCPE Consciousness-Raising Campaign change implementation plan includes KMb from beginning to end. It considers individual, group, and organizational needs, which are strongly linked with change (Jesacher-Roessler, 2021). Both presentation activities intend to follow Lavis et al.'s (2003) KMb framework, which focuses on actionable messages, presenter credibility, and messages tailored to the audience and their capacity to affect change. Further, Jesacher-Rossler (2021) states that KMb is an act of individuals and organizations taking "new ideas… and their logics… linked to the existing logics of an organization" (p. 136). In this way, KMb activities can be seen as "building bridges" between organizational members' "epistemological, discursive, and disciplinary divides" (Anderson & McLachlan, 2016, p. 12), like the siloed CYC postsecondary programs across Canada. KMb scholarship can assure the working groups that these communicative practices will allow us to create the effect we desire.

Figure 6

CYCPE Social Justice Innovations Survey & Report: Webinar Announcement

Note. This figure shows the CYCPE Social Justice Innovations Survey & Report webinar announcement, including the webinar objectives, anticipated audience, report cover pages, and registration information. I used Canva software to format this figure.

Responding to the Limitations of the Communication Plan

In the sections above, I have outlined and spotlighted communicative practices that demonstrate how the change implementation plan will unfold. I have offered these examples knowing that many of them are proposed and tentative. I cannot and should not assume how a meeting will proceed, what decisions group members will make at some point in the future, how debates will unfold, what crises and tensions that may arise, nor which directions those conversations and decisions will take, and so on. Based on my professional experience within and scholarly knowledge of higher

education, organizational change, and CYC education, I can state confidently that delays, shifts in focus,

and disagreements will occur. Members will come and go. We will try anyway. These moments will

reflect the complex organizational context we find ourselves.

This change initiative includes communicative practices throughout, uses communication as a

method of creating and mobilizing CYCPE organizational knowledge, produces communicative resources,

and intends to communicate those processes and resources with the CYCPE community. Will that be

enough to make a difference in the current state of CYCPE's lack of organizational knowledge? To

answer that question, I now turn to this change initiative's monitoring and evaluation plan.

Monitoring and Evaluating the CYCPE Consciousness-Raising Campaign Change Initiative

Monitoring and evaluation (M&E) are integral processes for any change initiative's success. They

must align with the change initiative's subject matter, the organizational context, the change process,

and the leadership approach. In this final section of this OIP, I will introduce and apply Outcomes

Harvesting methodology, spotlight examples of how it will take shape, and address its limitations.

Outcomes Harvesting for Monitoring and Evaluation

Outcomes Harvesting (OH) is an M&E methodology for change initiatives situated in contexts

where the physical, social, and intellectual environment is unpredictable and where cause and effect are

"not fully understood" (Wilson-Grau, 2019, p. 1). Wilson-Grau (2019) defines an outcome as "*an*

observable change in the behaviour of individuals, groups, communities, organizations, or institutions"

and those changes include "actions, activities, relationships, agendas, policies, practices of one or more

societal actors influenced by an intervention" (p. 1-2). Monitoring or evaluation, OH is done

retrospectively, in that it does not pre-determine desired outcomes but instead "collects evidence of

what has changed, and then, working backwards, determines whether and how an intervention

contributed to those changes" (p. 1). OH's outcomes harvesters follow six steps, summarized in Table 5.

Each step is guided by several principles: utilization, participation, learning, plausible influence, credible

enough outcomes, and social change. Its methods seek to discover contribution, not causation or attribution, as it recognizes many concurrent influences happening at any one time.

There are several reasons to select OH as an M&E approach for this change initiative. OH has been created within and applied primarily to national social change pursuits, mainly with inter-organizational policy and advocacy interventions, involving several institutions in distributed decision-making environments. For example, Ebrahim (2019) emphasized OH's relevance for a long-term, knowledge-based, emergent change initiative (increasing the national visibility, voice, and validity of informal workers) and Railer et al. (2019) applied OH within a Canadian PSI's curriculum framework change (competency-based medical education for several medical education programs). Both studies noted that OH is suitable when: cause and effect are difficult to determine; multiple contextual changes are contributing to outcomes; and the overall pursuit is social change. Importantly, Wilson-Grau (2019) emphasizes building capacity amongst the outcomes harvesters.

Table 5

Summary of Outcomes Harvesting Steps

Step	Outcomes Harvesting Step	Key Actions
1	Design the Outcomes Harvest	Outcomes harvesters determine the primary users and their principal uses of the outcomes harvest. Scope is determined, including guiding questions, lists of documents/information and people to be interviewed in subsequent steps.
2	Review Documentation & Draft Outcomes Statements	Outcomes harvesters review extensive quantities of documentation to develop potential outcomes statements. Outcomes statements include: observed behavioural change, significance, potential contribution the change initiative made, and the source of the observed behaviour.
3	Engage with Direct Sources to Review Outcomes Statements	Outcomes harvesters meet with human sources who are closest to the action of the change initiative and/or its recipients. They review, extend, contradict, affirm, and fill in any gaps in the potential outcomes statements.
4	Substantiate the Outcomes Statements	Outcomes harvesters ensure accuracy and credibility by substantiating outcomes statements with knowledgeable, independent people.
5	Analyze & Interpret Outcomes Statements	Outcomes harvesters organize, analyze, and categorize the outcomes statements such as to provide responses to the monitoring and evaluation guiding questions.
6	Support Use of the Findings	Outcomes harvesters support the organization to make use of the findings

Note. This table was created using Outcomes Harvesting guidance from chapters one through nine, by R. Wilson-Grau,

Outcomes harvesting: Principles, steps, and evaluation applications, 2019, Information Age Publishing.

Applying Outcomes Harvesting to the Change Initiative. Guiding the entire OH process are the *primary users* of the outcomes harvest, its anticipated *primary uses*, and its *guiding questions*. Table 6 lists questions that will guide the process. In this change initiative, it is unreasonable to expect to hire an outside evaluator, nor would we have access to internal evaluation staff. As such, I propose that the various working groups concurrently become the outcomes harvesters during and after we implement the change initiative. That is, alongside the process we undertake, the tasks we complete, and the report/articles we write, we will collectively and concurrently keep track of the observed outcomes in real-time, and later on check in with sources who can substantiate our observations (e.g., the CYC educators and committees we are already a part of and are in regular contact with). These actions should be understood more as an informal reflective practice, rather than an evaluation report for an external body. In that way, we can incorporate this reflective practice into our ongoing work. The rationale and benefits of this choice include our immersion in the change initiative process; extensive access, observations, and connections within CYCPE; desire to learn what activities contribute to change; overlapping membership; and both streams' activities work toward the same long-term outcomes. Here,

Table 6

CYCPE Consciousness Raising Campaign: Monitoring and Evaluation Guiding Questions

	Outcomes Harvesting: Monitoring	Outcomes Harvesting: Evaluation
Guiding Questions	To what extent were the change initiative members able to establish and maintain collaborative, participatory groups? To what extent were the change initiative members able to secure internal and external material, human, and financial support? To what extent did the change initiative consult with the CYCPE community and centre diverse CYCPE perspectives? To what extent did the change initiative members adjust to challenges that emerged? To what extent were change initiative members able to track observed outcomes as they occurred in real-time?	To what extent did the wider CYC educator community engage in the creation, sharing, and dissemination, of CYCPE organizational knowledge? To what extent has organizational knowledge creation and KMb capacity amongst the change initiative members expanded? To what extent have CYCPE relationships been strengthened? To what extent has the CYCPE organizational knowledge influenced the design and delivery of CYCPE? To what extent is the organization of CYCPE more able to advocate for its sustainability and improvement?

we can visualize this RCM movement as though the two streams have meandered back to the primary

river and we are observing the changes to its ecosystem.

Following the OH steps, first, the outcomes harvesting group will identify secondary sources that

would demonstrate evidence of potential outcomes. These sources include meeting minutes, survey

results and response rates, reports, email correspondence, contact lists, informal communication,

letters of in-kind support, employment records, internal and external reports, websites, syllabi, recorded

presentations, citation tracking, press releases, and so on. Based on these materials, the outcomes

harvesters will draft potential outcomes statements for the monitoring phase (as seen in Appendix J)

and evaluation phase (as seen in Table 7). Appendix J and Table 7 include sample outcomes statements

such as to show their variety. Note that outcomes statements can be expected and unexpected, positive

and negative. Wilson-Grau (2019) states that hundreds of outcomes statements per evaluation are not

unheard of, but that "less is more," especially if it is useful for the context and primary user's needs (p.

161). This wisdom would help temper our expectations.

After drafting the outcomes statements, primary human sources provide consultation to the

outcomes harvesting team. Human sources have knowledge of outcomes (e.g., their behaviour changed)

and how the change initiative may have influenced it. This step would include CYC educational

leadership groups, individual CYC educators, and other anticipated and unanticipated human sources

who emerged throughout the change process. Wilson-Grau (2019) assures that no more than an email

with a few questions is needed to substantiate each outcome that does not already have documented

evidence. The number of consultations depends on the nature and number of outcomes harvested. The

validity of the OH process is based on accuracy, credibility, and usefulness to the group, as opposed to a

preconceived number of outcomes or substantiations. Next, OH requires the outcomes harvesters to

substantiate the statements—typically completed via interviews with the most knowledgeable person

on any given outcome—by insisting "on specificity and measurability about the when, who did what,

Table 7

Applying Outcomes Harvesting to the CYCPE Consciousness-Raising Campaign: Evaluation

Outcomes	Significance	Contribution	Source
Who did what differently?	How significant is the behavioural change?	What contribution was made by the change initiative to this outcome?	What primary or secondary source does this evidence come from?
As of [day/month/year], # of CYC educators informed the change initiative group that their organizational knowledge resources helped advocate for [specific] pedagogical processes within their faculty teams.	This outcome is evidence of the translation or movement of explicit knowledge back to tacit knowledge, completing the full organizational knowledge creation process.	This outcome is evidence of a strong influence on CYCPE's organizational context, as it would not have occurred without the change initiative's activities. Further, this outcome may lead to other outcomes (e.g., the students) and should be noted.	Verbal communication and/or email correspondence with CYC educator at a PSI, [day/month/year] [Specific] program and/or curriculum materials, CYC educator [day/month/year]
As of [day/month/year], the [specific] PSI and [specific] professional/ academic journal website's tracking and citation data show ## report and ## article downloads.	The anticipated reach and impact of scholarly work indicate that the organizational knowledge resources are being engaged within known and unknown ways.	This outcome is evidence of a strong influence on CYCPE's organizational context, as it would not have occurred without the change initiative's activities. Further, this outcome may lead to other outcomes (e.g., citations, syllabi, etc.) and should be noted.	[Specific] professional and/or academic journal tracking data [day/month/year] [Specific] PSI website tracking data, [day/month/year]
# of CYCPE programs across Canada continue to be subsumed by PSI Work-Integrated Learning (WIL) Offices that neglect to incorporate CYCPE pedagogical social justice innovations.	The loss of CYCPE practicum programs (or a component of it) indicates known and unknown organizational knowledge losses and known and unknown impacts on the CYCPE community.	It is unlikely the change initiatives did anything to specifically cause this change. However, the change activities do call attention to CYCPE's lack of empirical research, which could inadvertently provide the rationale to these decision-makers.	Meeting Minutes, CYC National Practicum Committee, [day/month/year] Email interview response (OH substantiation), CYC educator [day/month/year]
Soon after the presentation, change initiative members were invited to speak at [a specific] conference.	This change is significant in that CYCPE is not historically/ currently present within, yet has much to offer, these forums.	Given the proximity to the event, it is likely that the change initiative members were invited because the conference organizers learned of the project.	Email correspondence with conference organizers, and/or conference agenda [day/month/year]
On [day/month/year], during their presentation to the National CYC Accrediting Body, a Board member moved that the [specific resource] be reviewed in their newsletter and added to their resource list.	The National CYC Accrediting Body has significant reach and influence within CYC education in Canada and beyond, in that they set guidelines and standards for CYC education.	This outcome is evidence of a strong influence on CYCPE's organizational context, as it would not have occurred without the change initiative's activities. Further, this outcome may lead to other outcomes (e.g., uptake by CYC educators uptake) and should be noted.	Meeting Minutes, CYC Accreditation/ Association Body, [day/month/year] Email interview response (OH substantiation), CYC leader [day/month/year]

and where, why it was important, [and] how the intervention contributed" (p. 89). At this point, we will categorize statements according to the guiding questions and determine the initiative's contributions. We will view this M&E plan as an inquiry cycle, where feedback provides ample learning for all.

Limitations of the Outcomes Harvesting Monitoring and Evaluation Plan

There is one overall limitation to this change initiative's M&E plan. Because I adapt the outcomes harvesting team to also include the change initiative members, I create dual roles. That is, we, the outcomes harvesting team, would be the primary users of the methodology as well as its primary human sources to fill in gaps and confirm outcomes statements, which introduces confirmation and expectation bias (Wilson-Grau, 2019, p. 53). However, Wilson-Grau (2019) gives worldwide examples of how the OH process can and has been adapted. For example, SaferWorld (2016) published a learning paper on how they taught themselves how to keep track of outcomes in real-time (through shared information technology) such as to benefit the tracking process and to improve the retrospective harvest. In doing so, they also became better at writing outcomes statements and increased credibility. Increased specificity leads to increased substantiation, which leads to increased credibility and confidence, no matter what dual roles exist. Further, to address this risk, we will support critical reflection, pursue consensus, and ensure external consultation at various touch points.

Ultimately, this adaption and its accompanying risk does not outweigh OH's suitability. We desire an M&E inquiry cycle embedded within the change initiative activities, one that is feasible and credible enough to show that what we are doing is contributing to social change. As established earlier in this chapter, any CYC educator involved in each stream's working group(s) is already deeply immersed in CYCPE, with extensive networks within CYCPE's organizational context. I, therefore, argue we are well-poised to notice subtle changes. Further, this adaption arguably increases participation and organizational knowledge creation. After all, OH methodology is for the primary users' primary intended use. OH provides a promising methodology to reflect backward, to advise us on a way forward.

Concluding Remarks

Whereas Chapter 1 set the scene for a complex organizational context and PoP and Chapter 2 identified a leadership approach and change model to guide a change process, Chapter 3 focused on the chosen CYCPE Consciousness-Raising Campaign change initiative's change implementation plan, based on my broad access yet restricted influence across CYCPE's organization. The scholarship that produces these practices affirms the choices I will make throughout this change initiative. When I consider its next steps and future considerations, I see evidence that these shifts are well underway.

I imagine I will spend the rest of my scholarly-practitioner life standing alongside rivers, dipping in and out along many journeys, where I am both participant and leader. I will embody these ideas as a compass, with bearings that help me navigate complex organizational terrain. I follow what Fischer et al. (2016) describe as *becoming the knowledge object*, how Tsoukas and Chia (2002) refer to as organizational becoming—where "change programs trigger ongoing change… [and] provide the discursive resources for making certain things possible… [that] must first be experienced before the possibilities it opens up are appreciated and taken up" (p. 578)—and when Wheatley (2006) ruminates that the "river realized there were many ways to find the ocean" (p. 18). I will be found, there, continuously wondering: are we there yet?

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Appendix A: My Scope of Involvement and Agency within Child and Youth Care Practicum Education

Year(s)	CYCPE Activities	Snapshot of Issues	Snapshot of Relevant Change Initiatives, Events and/or Results	Level(s)
2011-2023	CYC Practicum Instruction (i.e., >30 student placement, instruction, and supervisor consultations/year)	Issues Concerning CYCPE's Model, Learning Outcomes, and Student Assessment • Reliance upon the voluntary, agency-based practicum model, and the good faith of practicum supervisors • Reliance upon faculty members' individual professional network for practicum placements	(CYC educators, students, and practicum supervisors, personal communications, 2011-2023) Various curriculum materials and student placement process information	Local
2015-2017	Practicum Coordinator Indigenous CYC Practicum (i.e., coordinated <20 students/year)	• Competition amongst faculty and programs for practicum placements • Alignment between curriculum guidelines and newly emerging CYC standards • Limited use of classroom seminar	(CYC educators, students, and practicum supervisors, personal communications, 2011-2023) Various curriculum materials and student placement process information	Local
2017-2020	CYC Practicum Textbook (i.e., book proposal; literature reviews, student, faculty, supervisor, and leader interviews (N>40); writing & editing; peer-review; 25% of CYC PSIs in Canada; 2nd edition requested)	• Questions as to assessment validity, assignment relevance and rigour, and lack of interrater reliability • Misalignment between PSI and practicum host organization desired learning outcomes • Inconsistent typology Issues Concerning Purpose and Perceptions of CYCPE across all Participants • Practicum participants' conflicting rationale and purposes for practicum (e.g., employment vs critical reflection, etc.)	Canadian Scholars Press. (2023). *Child and youth care in the field: A practicum guidebook.* Author. https://canadianscholars.ca/book/child-and-youth-care-in-the-field/ Cragg, C. (2020a). *Child and youth care in the field: A practicum guidebook*. Canadian Scholars. https://canadianscholars.ca/book/child-and-youth-care-in-the-field/ Cragg, C. (2020d, July 17). *Excited to announce the project I've been working on for years, finally has come into being! CYC in the field...* [Facebook post]. Facebook. https://www.facebook.com/groups/1299694973561769/permalink/1428361740695091/?mibextid=S66gvF (E. Melnyk, personal communication, January 2023)	National
2018-2023	Internal Grants at River College to support CYC Practicum Inquiries (i.e., CYC practicum textbook (teaching release); doctoral studies (teaching release); research inquiry	• Balancing student preferences and demands • Perception of practicum as merely volunteer hours and/or work experience • Some leaders referring to practicum as an "expensive course" to deliver and increasing instructor-student ratios based on problematic rationale	Cragg, C. (2021b). *CYC practicum across Canada* [Internal research inquiry grant]. River College. [Citation information withheld for anonymization.] Cragg, C. (2022c). *CYC practicum: Past, present, and future* [Internal research dissemination grant]. River College. [Citation information withheld for anonymization.] River College. (2018). *Education leave recipients for 2018-2019* [Internal report]. River College. [Citation information withheld for anonymization.]	Local

	(<$3,500); research dissemination <$2,500; etc.)	• Lack of consensus on, yet desire for an operationalized definition of "practice ready"	River College. (2022b). *Education leave recipients for 2022-2023*. [Internal report]. [Citation information withheld for anonymization.]	
2019-2023	CYC Faculty Practicum Faculty Working Group Activities (i.e., faculty and coordinator mentorship, new and revised curriculum materials, curriculum guidelines and governance, strengthening community relationships, etc.)	• Lack of clearly defined, evidence-based rationale for some practicum-related standards and policies (e.g., direct practice, required hours, inquiry not requirements, etc.) Issues Concerning the Practicum Host Organization • Observations of inconsistent supervision, lack of orientation to PSI program expectations, and minimal initial supervision requirements • Less resourcing to support quality supervision • Requirements for altered practicum timeline to meet employer hiring priorities over other learning goals • Constantly shifting practicum site contacts	Cragg, C. (2021c). *CYC practicum I and II* [Field guide assessments]. River College. [Citation information withheld for anonymization.] Cragg, C. (2023a, May). *CYC practicum preparation courses and available curriculum content across Canada* [Meeting handout]. River College. [Citation information withheld for anonymization.] (CYC organization, scholar, and professional association leaders, personal communications, 2011-2023) River College. (2023a). *CYC Practicum I: Curriculum guideline.* [Citation information withheld for anonymization]. River College. (2023b). *CYC Practicum II: Curriculum guideline.* [Citation information withheld for anonymization].	Local
2019-2021	CYC Practicum Coordinator (i.e., coordinated >110 students/year)	• No comprehensive, systematic feedback loop to obtain supervisors' feedback, beyond ad-hoc conversations with faculty • Lack of balance of practicum opportunities across all possible CYC settings and roles • Agency reports of increasing workload complexity and lack of student readiness for practicum	Cragg, C. (2019). CYC *student practicum information form* [Microsoft forms]. River College. [Citation information withheld for anonymization.] Cragg, C. (2020b). *CYCC 4410/4411: Advanced Supervised Practicum* [Field guide assessments]. River College. [Citation information withheld for anonymization.] Cragg, C. (2020c, Fall). *CYCC practicum I and II: Service-learning projects* [Online course design]. River College. [Citation information withheld for anonymization.] River College. (2020a). *Comprehensive program review* [Report]. [Citation information withheld for anonymization].	Local
2019-2023	CYC Education Consortium of B.C. (i.e., program representative, discussion of issues, updating scope and functions, etc.)	Issues Concerning the Postsecondary Institution (PSI) and CYC Program • Lack of faculty consensus on the scope of CYC role and therefore practicum settings • Supervisors' limited access to faculty and program, and faculty's limited ability to be responsive to any given practicum host's needs • Teaching team interpersonal dynamics	Cragg, C. (2022a, November 10). *Child and youth care practicum education* [Invited presentation]. Child & Youth Care Education Consortium of British Columbia, Metro Vancouver, British Columbia.	

2020-2023	Invited CYC Practicum Presenter, Forum Facilitator, and Program Reviewer	• Rotating course release practicum coordination and continually shifting interpretations of coordination responsibilities • Limited educational policies/guidelines to support students exiting practicum (e.g., concerns with readiness) • Lack of empirical rationale for (voluntary) governing bodies' standards • Differing governance structures across PSIs and impact on articulation	Cragg, C. (2020e, October 21). Innovative and non-traditional child and youth care internships, meeting learning outcomes and required hours [Facilitated online meeting]. Child and Youth Care Educational Accreditation Board. Cragg, C., (2021a, January 21). *Child and youth care in the field: Your internship experience* [Presentation]. Concordia University, Montreal, Quebec.	Provincial, National
2020-2021	Expanding CYC Practicum Across B.C., Provincial Ministry Project Grant (i.e., >$115,000, several deliverables)		Cragg, C. & Gronsdahl, K. (2020). *Expanding CYC Practicum across British Columbia* [Grant application]. River College. [Citation information withheld for anonymization.] Cragg, C., & Hansen, K. L. (2021, November 9). *Expanding child and youth care practicum across B.C.* [Presentation]. Work Integrated Learning Symposium, Association of Cooperative Education-Work-Integrated Learning, British Columbia.	Local, Provincial
		Issues Concerning the PSI-Host Organization Relationship and Student Placement Process • Lack of time to initiate, maintain, and strengthen practicum host organization relationships (leaders, managers, supervisors, etc.)		
2021-2022	Reviving CYC Practicum, Provincial Ministry Project Grant (i.e., >$130,000, several deliverables)	• Lack of comprehensive list of practicum sites, contact information, and up-to-date student information requirements, held largely within any given faculty member's memory • Inconsistent/continually shifting pre-practicum communication expectations with students and potential host sites • Lack of onboarding for new practicum instructors • Use of new and/or contract faculty to support practicum • Student and practicum host organization complaints regarding student placement process and structure (e.g., late placements, academic term's alignment with programming, etc.) • Roadblocks to change CYCPE (e.g., collective agreement, protection of workload, philosophical conflicts amongst faculty as to CYC identity, etc.)	Cragg, C. (2021d). *Reviving CYC practicum* [Grant application]. River College. [Citation information withheld for anonymization.] Cragg, C. (Director). (2022b). *CYC practicum supervisor orientation: CYC guiding perspectives and competencies* [Video]. River College. [Citation information withheld for anonymization]. Cragg, C. (Director). (2022c). *CYC practicum supervisor orientation: Nuts and bolts of CYC practicum* [Video]. River College. [Citation information withheld for anonymization]. Cragg, C. (Director). (2022d). *CYC practicum supervisor orientation: Role expectations during the CYC practicum* [Video]. River College. [Citation information withheld for anonymization]. Cragg, C. (Director). (2022e). *CYC practicum supervisor orientation: Developing goals with student competency assessments* [Video]. River College. [Citation information withheld for anonymization]. Cragg, C. (Director). (2022f). *CYC practicum supervisor orientation: Giving and receiving feedback* [Video]. River College. [Citation information withheld for anonymization]. Cragg, C. (Director). (2022g). *CYC practicum supervisor orientation: What to expect during student-supervisor-faculty meetings* [Video]. River College. [Citation information withheld for anonymization].	Local, Provincial

		Issues Concerning Inequity	Cragg, C. (Director). (2022h). *CYC practicum supervisor orientation: Wisdom from experienced CYC practicum supervisors* [Video]. River College. [Citation information withheld for anonymization]. River College. (2021). *Comprehensive CYC practicum database (N=160)* [Excel database]. [Citation information withheld for anonymization.] River College. (2022a). *CYC practicum profile information booklet* [Handbook]. [Citation information withheld for anonymization.]	
2020-2023	CYC Practicum Committee (i.e., consultation, meeting minutes, terms of reference, presentations, discussion, policy analysis, resource list, etc.)	• Financial, stress, and other student barriers to engaging in practicum • Faculty workload inequities • Lack of awareness concerning the resourcing of practicum across postsecondary CYC programs • Lack of CYC research literature to inform CYCPE design and delivery • Lack of awareness • Other human service literature decrying practicum is depoliticized • Limited representation on Program Advisory Committee and its ability to provide comprehensive feedback • Unlike other professions with identifiable National Occupational Codes, CYC has too many codes, making various practicum outcomes virtually impossible to track • Limited recognition of the pedagogical nature of all of practicum's components • Host practicum application requirements privileging already acquired skills over learning	Child and Youth Care Practicum Committee. (2021). *CYC practicum committee: Terms of reference.* [Internal report]. Child and Youth Care Educational Accreditation Board of Canada. Child and Youth Care Educational Accreditation Board of Canada. (2023c). *Publications and resources: Child and youth care practicum resources*. https://cycaccreditation.ca/publications/ Child and Youth Care Practicum Committee. (2022, October 5-7). *Child & youth care practicum: Past, present & future* [conference session]. Reaching for a Better Tomorrow, Canmore, Alberta. https://www.cycaa.com/2022-cyc-conference/2022-schedule/ (CYC educators, personal communications, 2020-2023)	National
2011-2023	Informal discussions & relationship building	• Observation that provincial and federal governments emphasize and promote cooperative education ('co-op') neoliberal work-integrated learning models and STEM industries over human service practicum support • COVID-19 pandemic massive disruption to human services practicum	Cragg, C., Jacques, C., & Medlam, A. (2021, Spring). Strengthening CYC postsecondary CYC association relationships through practicum: A Q & A. *CYC Educational Accreditation Board Newsletter*, p. 4-6. https://cycaccreditation.ca/wp-content/uploads/2021/05/Spring-2021-Newsletter.pdf (CYC educators, researchers, professional association boards, and organization leaders, personal communications, 2017-2023)	Local, Provincial, National

Note. This table reviews the local, provincial, and national child and youth care practicum education (CYCPE) activities I have participated in and/or pursued by way of my faculty (CYC educator) role. It also offers a snapshot of issues I have encountered—organized by theme, as opposed to activity, to maintain anonymity—virtually all of which are reflected in other human service practicum literature (e.g., Ayala et al., 2018a, 2018b; Bogo, 2015; Choy & Delahay, 2011; George et al., 2013; Gushwa & Harriman, 2019; Harms Smith & Ferguson, 2016; Hay et al., 2019; Hill et al., 2020; Moore, 2013; McGrath, 2018; Rollins et al., 2020; Snell et al., 2018; Southgate et al., 2013; Spector & Infante, 2013; Stirling et

al., 2014; Zeichner, 2010). Any of these issues could (and in my opinion should) be explored at length and could have been the sole focus of this organizational improvement plan (OIP); however, the lack of shared knowledge at the organization level rang true as a thread across many issues, once seen through the organizational theories presented in this OIP. Finally, this table describes a snapshot of CYCPE-relevant change initiatives, events, and/or outcomes of my involvement in the corresponding CYCPE activity such as to communicate my expanding agency within CYCPE's organization (including relational network, subject matter expertise, use of existing and available workload resources, and so on). Where I am not the sole creator of the artifact (e.g., author, director, etc.), I have either created the artifact on behalf of the organization (e.g., for River College) and/or as a part of a collective of CYC educators (e.g., with a River College CYC educator group, the CYC Practicum Committee, the CYC Education Consortium of B.C., etc.). Any of these problems could (and in my opinion should) be explored at length and could have been the sole focus of this OIP; however, the lack of shared knowledge at the organizational level rang true as a thread across virtually all problems once seen through the organizational theories presented in this OIP.

Appendix B: Deconstructing Leadership

Definitions & Etymology		Critical Questions
"Leadership	to guide… to guide on a way… direct on a course… capacity to lead… to bring to some conclusion… show the way… go before… in the first place…	When shifting leadership from a verb, to a noun, to a gerund, what does it allow us to consider? Is leadership a position, process, intention, or pursuit? Is leadership a retrospective description?
is a	to be… an identity… to exist… actuality… come to be… become… happen… I am…	Is 'is' static or moving? What ontological assumptions are interpreting what is, can or could be, and what is becoming?
process whereby	progress… advance… continuing activity… journey… development… going forward… course or method of action… projection from main body…	Who is and gets to perceive and define the beginning, middle, and end? Is progress linear, spiralling, expansive, or generative? What values and assumptions are embedded in processes' movement that could be questioned?
an individual	a particular being or thing… human organism, a particular person… indivisible entity… single object or thing without separate parts…	Is there such a thing as a single, indivisible object, human or otherwise? Is an individual instead always in a state of becoming in relation to everything else, all the time?
influences	affect… alter… capacity or power to… flowing in… acting upon…	What are our assumptions of cause and effect? What is and is not included in the conceptualization of influence? Are non-human individuals (phenomenon, material, structures, etc.) counted?
a group of individuals	two or more… unit… assembled together… assemblage of organisms or objects… assemblage… cluster	Could the meaning of group be uncoupled from a specific set of individuals and instead a group's composition be understood as a constantly shifting, ever-changing body, based on activity, purpose, intention, space, and time? How can this be understood rather than one specific group from beginning to end?
to achieve	to carry out successfully… attain a desired end… perform… accomplish… finish… and end…	What determines and delineates an ending and therefore a beginning? Who gets to claim a change has occurred and with what authority, based on what rationale?
a common	shared… coming from or done by more than one… relating to a community at large… widespread… belongs to all… public… together…	Who is the common? Students, faculty, host organizations, PSIs, young people and families, the public? Who gets to speak for the common? What makes the common good? What makes it right?
goal" (Northouse, 2019, p. 43).	the end toward effort is directed… terminal point… end of race… boundary… limit… passage…	How is space and time understood? Can there be an ending place? Are goals linear or do they take other shapes? Could its synonyms (e.g., intention, intent, purpose, aim) provide further understanding?

Note. This table deconstructs Northouse's (2019) definition of leadership. Definitions (Merriam-Webster, 2023b), etymology, (Etymonline, 2023) and critical questions reflect on taken-for-granted ontological and epistemological assumptions in leadership theory and practice, to make room for a more expansive interpretation of what can be considered leadership.

Appendix C: Mapping Child and Youth Care Practicum Education Across Canada

Postsecondary Institution (alphabetical)	Child and Youth Care Credential (type & title)	List of Child and Youth Care Practicum Courses (preparation course, seminar, and practicum; credits & practicum/seminar hours, if specified)
	British Columbia	
1 Douglas College	Diploma: Child and Youth Care Counselling (degree entry, diploma exit)	CYCC 1240 Practicum (4.5 credits; 140 hours; 10 hours seminar)
		CYCC 2440 Practicum (4.5 credits; 140 hours; 10 hours seminar)
	Bachelor of Arts: Child and Youth Care	CYCC 4410 Advanced Supervised Practicum Part I (4.5 credits; 200 hours)
		CYCC 4411 Advanced Supervised Practicum Part II (4.5 credits; 200 hours)
2 Selkirk College	Diploma: Human Service, Child and Youth Care (specialty)	HSER 270 Practicum in a Child and Youth Care Setting (6 credits; 210 hours)
3 Vancouver Island University	Bachelor of Arts: Child and Youth Care	CYC 310 CYC Professional Practice Seminar & Supervised Practicum (9 credits; 300 hours)
		CYC 410 Advanced Supervised Project/Practicum (9 credits; 400 hours)
4 University of the Fraser Valley*	Bachelor of Arts: Child and Youth Care	CYC 310 Supervised Practicum (6 credits; 326 hours; 24 hours seminar)
		CYC 410 Advanced Practice in Child and Youth Care (6 credits; 401 hours; 24 hours seminar)
5 University of Victoria	Bachelor of Arts: Child and Youth Care	CYC 211 Supervised Practicum I (4.5 units; 150 hours)
		CYC 310 Supervised Practicum II (4.5 units; 300 hours)
		CYC 410 Supervised Practicum II (4.5 units; 300 hours)
	Master of Arts: Child, Youth, Family and Community Studies (formerly Child and Youth Care)	CYC 553 Practicum in CYFCS (1.5 units; 165 hours)
	Doctor of Philosophy: Child and Youth Care	(program intake paused for review and renewal at the time of writing)

			Alberta
6	Bow Valley College	Diploma: Child and Youth Care	CYCR 1998 Child and Youth Care Professional Practice I (6 credits)
			CYCR 2996 Child and Youth Care Professional Practice II (6 credits)
			CYCR 2997 Child and Youth Care Professional Practice III (9 credits)
7	Lakeland College*	Diploma: Child and Youth Care Counsellor	YC 125 Field Placement I (5 credits)
			YC 225 Field Placement II (5 credits)
			YC 325 Field Placement III (5 credits)
			YC 425 Field Placement IV (5 credits)
8	Lethbridge College*	Diploma: Child and Youth Care	CYC 1178 CYC Clinical Practice I (3 credits; includes seminar)
			CYC 2255 CYC Clinical Practice II (6 credits; includes seminar)
			CYC 2285 CYC Clinical Practice III (6 credits; includes seminar)
9	MacEwan University*	Diploma: Child and Youth Care (degree entry, diploma exit)	CYCW 109 Introduction to Practicum (3 credits)
			CYCW 125 Practicum (3 credits)
			CYCW 215 Practicum (3 credits)
			CYCW 225 Practicum (3 credits)
		Bachelor: Child and Youth Care	CYCW 411 Practicum (3 credits) & CYCW 412 Practicum (3 credits)
10	Medicine Hat College*	Diploma: Child and Youth Care Counsellor	CYCC 120 Practicum I
			CYCC 230 Practicum II
			CYCC 240 Practicum III
11	Mount Royal University*	Bachelor: Child Studies, Child and Youth Care Counsellor (Major)	CYCC 1142 Fieldwork (3 credits; 8 hours fieldwork/week; 3 hours seminar/week)
			CYCC 2241 Practicum I (3 credits; 16 hours practicum/week; 2 hours seminar/week)
			CYCC 2242 Practicum II

			(6 credits; 22 hours practicum/week; 2 hours seminar/week)
			CHST 3206 Practicum III (3 credits; 16 hours practicum/week; 3 hours seminar/week)
			CHST 5101 Capstone I (3 credits; 8 hours fieldwork/week; 3 hours seminar/week)
			CHST 5202 Capstone II (3 credits; 8 hours fieldwork/week; 3 hours seminar/week)
12	NorQuest College	Diploma: Child and Youth Care	CYCD 1200 Child and Youth Care Practicum I (7 credits; 200 hours site; 45 hours seminar))
			CYCD 2100 Child and Youth Care Practicum II (7 credits; 200 hours site; 45 hours seminar))
			CYCD 2200 Child and Youth Care Practicum III (7 credits; 200 hours site; 45 hours seminar)
	Saskatchewan		
13	Great Plains College	Certificate: Youth Care Worker	ORTN 385 Orientation
			PRAC 384 Practicum 1
			PRAC 385 Practicum 2
		Diploma: Youth Care Worker	PRAC 398 Practicum 1 (12 credits, 180 hours) & SEM 105 Youth Care Worker Diploma Integration Seminar 1 (1 credit; 15 hours)
			PRAC 399 Practicum 2 (12 credits, 180 hours) & SEM 200 Youth Care Worker Diploma Integration Seminar 2 (1 credit; 15 hours)
14	Saskatchewan Polytechnic	Certificate: Youth Care Worker	ORTN 385 Orientation
			PRAC 384 Practicum 1
			PRAC 385 Practicum 2
		Diploma: Youth Care Worker	PRAC 398 Practicum 1 (12 credits, 180 hours) & SEM 105 Youth Care Worker Diploma Integration Seminar 1 (1 credit, 15 hours)
			PRAC 399 Practicum 2 (YCW) (12 credits, 180 hours) & SEM 200 Youth Care Worker Diploma Integration Seminar 2 (1 credit, 15 hours)

			Manitoba
15	Red River College	Diploma: Child and Youth Care	PRAC 1103 Practicum 1 (8 credits)
			PRAC 2103 Practicum 2 (8 credits)
			CYCP 2044 Professional Practice Issues (3 credits)
			Ontario
16	Algonquin College	Advanced Diploma: Child and Youth Care	FAM 1255 Field Preparation Seminar 1: Community Service Learning (42 hours)
			FAM 1058 Field Preparation Seminar II (28 hours)
			FAM 1075 Field Practice I (182 hours) & FAM 0063 Field Integration Seminar I (14 hours)
			FAM 1275 Field Practice II (238 hours) & FAM 0064 Field Integration Seminar II (18.5 hours)
			FAM 1276 Field Practice II (256 hours) & FAM 0060 Field Integration Seminar II (13 hours)
			FAM 0042 Field Practice IV (256 hours) & FAM 0061 Field Integration IV (12 hours)
17	Cambrian College*	Advanced Diploma: Child and Youth Care	CCW 1011 Field Placement I (15 credits; 450 hours) CCW 1013 Field Placement Seminar I (1 credit)
			CCW 1012 Field Placement II (15 credits; 450 hours) CCW 1009 Field Placement Seminar II (1 credit)
18	Centennial College*	Advanced Diploma: Child and Youth Care	CYCP 114 Preparation for Professional Practice
			CYCP 105 Field Practicum 1 & CYCP 106 Reflective Practice 1
			CYCP 296 Field Practicum 2 & CYCP 207 Reflective Practice 2
			CYCP 301 Field Practicum 3 Specialized Part 1 & CYCP 203 Reflective Practice 3 Part 1 CYCP 306 Field Practicum 3 Specialized Part 2 & CYCP 307 Reflective Practice 3 Part 2

19	College Boreal	Advanced Diploma: Child and Youth Care	STG 1042 Stage D'aprentissage I Education Specialisee & TES 1016 Seminaire de Stage I
			STG 1025 Stage D'aprentissage II Education Specialisee & TES 1018 Seminaire de Stage II
20	Confederation College	Advanced Diploma: Child and Youth Care	CY 110 Readiness for Practice
			CY 201 Field Placement 1 (24 hours/week) & CY 207 Placement Seminar 1 (3 hours/week)
			CY 408 Field Placement 1 (24 hours/week) & CY 416 Placement Seminar 1 (3 hours/week)
			CY 503 Community Based Placement 1 (24 hours/week) & CY 515 Placement Seminar 1 (3 hours/week)
21	Durham College	Advanced Diploma: Child and Youth Care	FDPL 1600 Field Placement Preparation
			CYCA 2600 Field Placement 1 and Integrative Seminar
			CYCA 2601 Field Placement 2 and Integrative Seminar
			CYCA 3602 Consolidated Field Placement and Integrative Seminar
22	Fanshawe College	Advanced Diploma: Child and Youth Care	FLDP 1036 Professional Practice: Field Readiness (1 hour)
			FLDP 1016 Field Placement 1 (13.6 hours) & BSCI 1225 Field Seminar 1 (1 hour)
			FLDP 3041 Professional Identity: Field Practice (2 hours)
			FLDP 3013 Field Placement 2 (13.6 hours) & BSCI 3044 Field Seminar 2 (1 hour)
			FLDP 5004 Field Placement 3 (13.6 hours) & BSCI 5007 Field Placement 3 (1 hour)
23	Fleming College*	Advanced Diploma: Child and Youth Care	FLPL 240 International Community Development Field Preparation (45 hours)
			FLPL 154 CYC Field Practicum I (224 hours) & CYC Integrative Seminar I (21 hours)

			CYC Field Practicum II (448 hours) & FLPL CYC Integrative Seminar II (45 hours)
			FLPL 159 CYC Field Practicum III (448 hours) & FLPL 158 CYC Integrative Seminar III
24	Georgian College	Advanced Diploma: Child and Youth Care	CYWK 2015 Field Placement 1 – Education/Community (224 hours) & CYWK 2023 Field Placement Seminar 1 (42 hours)
			CYWK 2012 Field Placement 2 – Education/Community (224 hours) & CYWK 2020 Field Placement Seminar 2 (42 hours)
			CYWK 3012 Field Placement 3 – Agency/Community (224 hours) & CYWK 2017 Field Placement Seminar 3 (42 hours)
			CYWK 3026 Field Placement 4 – Agency/Community (224 hours)
25	George Brown College*	Advanced Diploma: Child and Youth Care	CYCS 1015 Field Preparation Seminar (3 credits; 42 hours)
			CYCS 2045 Field Practice 1 (5 credits; 448 hours) & CYCS 2046 Fieldwork Seminar 1 (6 credits; 84 hours)
			CYCS 3023 Field Practice II (7 credits; 672 hours) & CYCS 3024 Fieldwork Seminar II (6 credits; 84 hours)
26	Humber College*	Advanced Diploma: Child and Youth Care	CYC 154 Field Experience 1 – Child and Youth Care & CYC 161 Integrative Seminar 1
			CYC 214 Field Experience 2 Clinical Skills CYC & CYC 215 Field Experience 2 Personal Skills CYC & CYC 217 Field Experience Organizational Skills CYC & CYC 201 Integrative Seminar 2
			CYC 354 Field Experience 3 Clinical Skills CYC & CYC 358 Field Experience 3 Personal Skills CYC & CYC 356 Field Experience Organizational Skills CYC & CYC 322 Integrative Seminar 3
		Bachelor of Arts (Honours): Child and Youth Care	CYC 2040 Preparing for Professional Practice
			CYC 2205 Field Experience 1 – Bachelor of CYC
			CYC 4000 Field Experience 2 – Bachelor of CYC & CYC 4001 Child and Youth Seminar
27	Lambton College*	Advanced Diploma:	CYC 1002 Introduction to Field Placement

		Child and Youth Care	CYCF 2056 Fieldwork I & CYC 2002 Field Seminar
			CYCF 3054 Fieldwork II & CYC 3002 Field Seminar II
			CYCF 4055 Fieldwork III & CYC 4002 Field Seminar III
			CYCF 5056 Fieldwork IV & CYC 5002 Field Seminar IV
			CYCF 6057 Fieldwork V & CYC 6002 Field Seminar V
28	Loyalist College	Advanced Diploma: Child and Youth Care	PROF 1028 Professional Practice
			WKPL 2021 Practicum 1 & PROF 2014 Integrative Seminar
			WKPL 2022 Practicum 2 & PROF 2015 Integrative Seminar
			WKPL 2063 Practicum 3
29	Mohawk College*	Advanced Diploma: Child and Youth Care	WORK 10136 Field Placement 1 (448 hours) & HMNS 10154 Field Placement Seminar (2 hours/week)
			WORK 10137 Field Placement 2 (504 hours) & HMNS 10154 Field Placement Seminar (3 hours/week)
30	Niagara College	Advanced Diploma: Child and Youth Care	CYCP 1134 Placement Preparation (3 credits)
			PRAC 1236 Field Placement I (3 credits; 116 hours)
			PRAC 1434 Field Placement II – Child and Youth Care (8 credits; 275 hours)
			PRAC 1634 Field Placement III – Child and Youth Care (10 credits; 400 hours)
31	Sault College	Advanced Diploma: Child and Youth Care	CYC 158 Community Practicum I: Prep and Seminar (4 credits)
			CYC208 Community Practicum II (7 credits) & CYC 210 Integrated Seminar II (2 credits)
			CYC 308 – Community Practicum III & CYC 310 Integrated Seminar (2 credits)
			CYC 358 Community Practicum IV (7 credits) & CYC 360 Integrated Seminar IV (2 credits)
32	Seneca College	Advanced Diploma:	CYC 247 Field Placement Preparation

		Child and Youth Care	CYC 357 Field Placement (1 credit) & CYC 347 Field Placement Seminar (1 credit)
			CYC 457 Field Placement (1 credit) & CYC 447 Field Placement Seminar (1 credit)
			CYC 557 Field Placement (1 credit) & CYC 547 Field Placement Seminar (1 credit)
			CYC 657 Field Placement (1 credit) & CYC 647 Field Placement Seminar (1 credit)
33	Sheridan College*	Advanced Diploma: Child and Youth Care	FLPL 17198 CYC Practicum Preparation Lab and Seminar (3 credits)
			FLPL 17721 Field Practicum 1 (9 credits; 21 hours/week) & FLPL 13796 Professional Practice Issues 1 (3 credits)
			FLPL 26206 Field Practicum 2 (9 credits; 294 hours) & FLPL 29402 Professional Practice Issues 2 (3 credits)
			FLPL 39599 Field Practicum 3 (9 credits; 294 hours) & FLPL 30065 Professional Practice Issues 3 (3 credits)
			FLPL 48634 Field Practicum 4 (9 credits; 294 hours) & FLPL 40049 Professional Practice Issues 4 (3 credits)
34	St. Clair College*	Advanced Diploma: Child and Youth Care	CYW 100 Field Experience I (16 credits; 240 hours)
			CYW 200 Field Experience II (32 credits; 480 hours)
			CYW 300 Field Experience II (32 credits; 480 hours)
35	St. Lawrence College	Advanced Diploma: Child and Youth Care	CAYW 125 Preparation for Field Practicum
			CAYW 1025 Field Practicum & Seminar 1
			CAYW 1026 Field Practicum & Seminar 2
			CAYW 1027 Field Practicum & Seminar 3
			CAYW 1028 Field Practicum & Seminar 4

36	Toronto Metropolitan University	Bachelor of Arts: Child and Youth Care	CYC 102 Ready for Practice (1 credit; 3 hours/week)
			CYC 303 Internship I (2 credits; 288 hours)
			CYC 60 A/B Internship II (2 credit; 480 hours; 1 hour/week seminar)
		Bachelor of Arts: Child and Youth Care	CY8012 Therapeutic Practice Internship (1 credit; 225 hours) (required for one of two streams)
Quebec			
37	Concordia University	Graduate Diploma: Youth Work	AHSC 533 Internship in Youth Work (100 hours)
			AHSC 537 Internship II in Youth Work (200 hours)
			AHSC 538 Extended Internship in Youth Work (320 hours)
New Brunswick			
N/A			
Nova Scotia			
38	Eastern College	Diploma: Child and Youth Care	CYCW Professional Observation Field Placement – Child and Youth Care (6 weeks x 2; 500 hours total)
39	Nova Scotia Community College	Diploma: Child and Youth Care	CYCP 1050 Child and Youth Care Practicum Orientation (24 hours)
			CYCP 1055 Child and Youth Care Practicum Seminar
			CYCP 2050 Child and Youth Care Work Experience I
			CYCP 2055 Child and Youth Care Internship I
			CYCP 2065 Child and Youth Care Work Experience II
			CYCC 3050 Child and Youth Care Internship II
Prince Edward Island			
40	Holland College	Diploma: Child and Youth Care Worker	PRAC 1100 Agency Overview Practicum (1 credit)
			PRAC 1325 Fieldwork Practicum (3 credits)
			PRAC 2205 Child and Youth Care Worker Practicum (15 credits)
Newfoundland & Labrador			
N/A			
Yukon Territory, Northwest Territories, and Nunavut			
N/A			

Note. This table represents 40 public postsecondary institutions (PSI) across Canada that offer Child and Youth Care (CYC) credentials, including the PSI name, CYC credential name and type, and CYC practicum course (including practicum preparation, practicum, and seminar courses, if separated from the practicum course). I include the course title as well as credits and hours, if available (hours are listed 'as-is' and could be weekly or total).

This table was compiled and cross-checked by way of the author's professional knowledge, provincial CYC association websites, the CYC Educational Accreditation Board of Canada's (2023a) list of accredited programs (which are indicated with the asterisk notation) and member programs, as well as a cursory search for all public PSIs with CYC programs in Canada, including provincial and federal lists of public PSIs. Of note, the CYC Education Accreditation Board of Canada (2023e) states there are "over 50 publicly funded post-secondary institutions offering Child and Youth Care (CYC) education in Canada" (para. 1); however, it is unclear how this number has been determined. Given the absence of an official list, nor official criteria to follow (i.e., the CYC Education Accreditation Board of Canada's self-study guide), I considered several factors as to which PSIs to include and exclude. For example, I considered the CYC Education Accreditation Board of Canada's (2022) membership list, its list of accredited programs, its self-study's differentiation between "CYC professional practice degrees from pure child and youth studies degrees" (p. 1), a cursory review of faculty qualifications and professional affiliations, the PSI program's title (and how the program's credential has or has not changed as CYC occupation and PSI program titles have done so over time), and, of course, the presence of CYC-specific, required practicum courses. As such, I exclude generalist human services credentials, common to Quebec and Northern Canada, including generalist child, family, and community studies programs that may have a practicum course at a CYC setting (e.g., Camosun College). I refer readers to Mann-Feder's (2019) chapter for a superb discussion on the Psychoeducateur, Special Care Counselling/Techniques D'Education Specialisee, and Social Pedagogue credential and profession, for a more accurate interpretation of how CYC has evolved in Quebec. I exclude Child and Youth Study undergraduate degrees at Brock University, Concordia University, Trent University, Wilfred Laurier University, and York University, primarily because these programs either do not include practicum and/or an applied, practice focus (i.e., their courses focus on child and youth issues, not working with children and youth). On this note, I excluded Mount Saint Vincent University's Child and Youth Studies undergraduate and graduate degree, despite some required practicum courses and reference to CYC content in some course descriptions; however, I noted its faculty's stated research interests and overall curriculum framework seem focused within early childhood education. I would be happy to include MSVU if/when proven otherwise. Finally, the information contained in this table has not been cross-checked to affirm its accuracy with individual chairs/coordinators at each PSI. Taken together, this complexity is part of CYC's organizational context today. I welcome feedback, corrections, and additions to improve the accuracy and comprehensiveness of this list.

This table's source information was gathered in part with the support of a student research assistant, by way of internal research funding at River College in 2021. This CYC student, Herleen Sethi, demonstrated endless potential in her wise, energetic, and critically curious way of being. She will be remembered.

Appendix D: Potential CYCPE Change Initiatives Suitability Assessment

Suitability Factors & Corresponding Items*			Change Initiative Options 1 through 4			
			1. Supporting Ad-Hoc & Emergent Initiatives	2. CYCPE Consciousness-Raising Campaign	3. Online CYCPE Conference & Report	4. CYCPE Knowledge Mobilization Research Project
Capacity for Knowledge Creation & Mobilization	Knowledge Creation	A. Knowledge Socialization (Experiencing; Tacit ⮕ Tacit)	2	3	5	4
		B. Knowledge Externalization (Materializing; Tacit ⮕ Explicit)	2	5	3	5
		C. Knowledge Combination (Resystematizing; Explicit ⮕ Explicit)	2	5	3	3
		D. Knowledge Internalization (Learning; Explicit ⮕ Tacit)	2	3	3	4
	Knowledge Mobilization	E. Reach (Breadth)	3	4	3	4
		F. Relevance (Needs & Interests)	3	5	3	5
		G. Relationships (Partners, Participants, Periphery)	2	5	3	4
		H. Results (Makes a Difference & Desired Outcomes)	2	3	4	3
Resource Availability to Support Initiative and Common Change Drivers	I. Alignment with Relevant Mandates/Missions		3	5	3	3
	J. Presence of Tangible/Intangible Internal/External Financial Support		3	4	2	3
	K. Ability to Create & Follow Reasonable & Manageable Timeline		2	3	3	4
	L. Relevant Senior Leadership's Expressed Support: Leverage Analysis		4	4	2	3

	M. Access to Relationship Network		4	5	4	4
	N. Key Persons' Level of Commitment		2	4	3	4
	O. CYCPE Community Adoption Continuum		2	4	2	3
Alignment with Critical Postmodern Ethics	P. Collaborative & Participatory Approaches		3	4	4	4
	Q. Inclusion of as many CYCPE Community Member Voices as Possible		2	4	3	4
	R. Challenges Status Quo and/or Forefronts Tensions		2	5	3	4
	S. Privileges & Reflects Local & Diverse Knowledges		3	3	4	4
Totals	Suitability Factor Scores	Capacity for Knowledge Creation & Mobilization	15	33	27	32
		Resource Availability & Common Change Drivers	17	33	17	21
		Critical Postmodern Ethical Considerations	10	16	14	16
	Total Score (All 19 Items)		42	82	58	69
	Average Score (Total Score divided by Total Items)		2.33	4.32	3.22	3.83

Note. This table assesses change initiative options A through D, against three overarching suitability factors and their corresponding items (A through S). A Likert scale was used to quantitatively assess and compare, using the following numerical values to determine "likelihood:" 1 = Not at All Likely, 2 = A Little Likely, 3 = Moderately Likely, 4 = Very Much Likely, and 5 = Extremely Likely.[16] Each assessment is a scholarly-practitioner judgement, determined in anticipation of its likelihood. I thank Jocelyn Crocker for the inspiration for this table.

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[16] To quantitatively compare suitability factors and their corresponding items, I created a Likert scale, which Jebb et al. (2021) state is helpful when needing to "measure unobservable constructs" (para. 1). I am a scholar-practitioner, not a psychometric specialist, and as such, I followed their recommendations. I constructed the concepts, generated the items, created a tentative scale, and examined the nomological network. The 5-point scale's "likelihood" terminology—not at all, a little, moderately, very much, and extremely—fit reasonably well such that I could respond across all suitability factor items. However, I was unable to engage in any process of external validation other than providing a rationale and basic 'member-checking.' To do so, I reviewed the numerical results within and across change initiatives. When compared to my subjective experience reflecting on the change initiatives, I observed both accuracy and resonance, which Birt et al. (2016) state is important. I may also consider asking a few CYCPE-involved educators to complete the assessment later.

Appendix E: Knowledge Leadership Communicative Practices Across the River Change Model

Leadership Vision—Context—Opportunities	Readiness Determine—Choose	Action Begin—Measure—Disseminate
Talk to organizational members across boundaries and levels	Gain access and representation	Facilitate absorptive capacity
Facilitate connections	Listen, engage, reflect, understand, and analyze	Host community conversations, professional seminars, public presentations, and documents/reports
Form creative communities	Recognize opportunities for knowledge transfer	Distribute readings, call for interdisciplinary research, introduce new ideas
Map geographic and imagined communities	Bridge communication gaps and trigger knowledge sharing	Learn from other campuses, interpret data and information, and translate it for the wider organization
Build trust through continuous presence	Facilitate collaborative discourse, including adversarial argumentation	Utilize intellectual forums
Ensure attentive inquiry and dialogue	Internalize knowledge	Utilize professional development to use the new information
Link and communicate knowledge initiatives to external changes and trends	Capture and convert experiences, thoughts, and beliefs into organizational reports, documents, and databases	Provide reliable and timely communication
Emphasize knowledge sharing beyond the group	Find successes and sources of creativity	Convey knowledge
Identify and name existing knowledge micro-communities	Encourage storytelling and communicate appreciative inquiry	Allow new participants into the conversation
Develop a charter	Share what does and doesn't work	Package the knowledge in easy-to-understand ways, throughout the organization
Maintain a broad social network	Engage in critical story-sharing to create conditions for micro-emancipation	Launch and display knowledge exhibitions
Create a knowledge space	Use data to strategically communicate and obtain internal/external resources	Communicate throughout the organization (manuals, e-mail, videos, phone, letters, face-to-face meetings, etc.)
Hold good conversations (encourage participation, establish etiquette, edit appropriately, innovate linguistically)	Acquire and create knowledge resources	Link independent groups through conferences
Explain the knowledge-creation process	Combine past & present knowledge	Spread knowledge organizationally across time and space
Locate and capture existing knowledge	Transform knowledge into messages	Share knowledge as inspiration and insight, not control
Learn the boundaries of the system	Codify knowledge from an idea into an object (report, formal document, database, written case histories, and best practice handbooks)	Package knowledge artifacts and consider the sequence of dispatching
Work on and create committees and coalitions	Use IT to support (videoconferencing, data-mining tools, e-mail, storage, access, etc.)	
	Communicate through Communities of Practice, direct contact, and formal and informal relationship networks	

Note. The communicative practices within the overarching RCM movements synthesize Knowledge Leadership (KL) scholarship, e.g., Bratianu, 2015; Jespersen, 2019; von Krogh et al. (2000). While Ebrahim (2019) and Kezar (2018) do not formally situate their scholarship in KL literature, their studies and recommended methods involve KL, organizational knowledge creation, and KMb activities within cross-organization, public sector, and higher education contexts. As such, I include some of their ideas here, too.

Appendix F: CYCPE Working Group Second Meeting Agenda

Meeting agenda

DATE: *15 December 20##*   LOCATION: *Zoom*

SUBJECT: *CYC Practicum Education Survey & Report: Accessing Organizational Knowledge*

AGENDA

☐ *Check-in, all attendees:*
☐   • *Each member shares highlights of what was what each Working Group member contributed to the Shared folder, highlights*
☐ *For discussion [record on brainstorming app]:*
☐   • *If you could ask CYC educators across Canada a question about how they centre (or struggle to centre) social justice in their design and delivery of CYCPE, what would you ask? How could we prompt them to respond expansively, considering any/all aspects of CYCPE's components?*
☐   • *How can we reach as many possible CYC educators (instructors and coordinators) involved in CYCPE design and delivery? How would we include CYC-voices, but exclude Work-Integrated Learning offices, to ensure CYC voices are centred?*

ACTION ITEMS   DEADLINE

☐ *Each attendee will :*
☐   • *Add to list of possible questions we wish to ask, erring on the side of inclusion not exclusion*
☐   • *Add to list of schools, committees, accreditation, educator roles (instructor/coordinator), group email-list-serves, social media groups, etc.*
☐   • *Reflect on growing lists above & consider best/feasible methods: survey, focus group, publicly available document review, etc.*
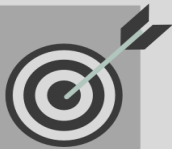
Due 2 weeks before Next Meeting, set for:
 • *12pm pst/3pm est*
 • *Tuesday, February 15, 20##*

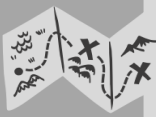*Note.* This figure shows an imagined Working Group meeting agenda. I used Canva to format this figure.

Appendix G: CYCPE Social Justice Innovations CYC Educator Survey Announcement

CENTERING SOCIAL JUSTICE IN CHILD & YOUTH CARE PRACTICUM EDUCATION ACROSS CANADA

ARE YOU A CYC EDUCATOR (INSTRUCTOR OR COORDINATOR)?

ARE YOU INVOLVED IN THE DESIGN & DELIVERY OF CYC PRACTICUM AT A CANADIAN POST-SECONDARY INSTITUTION?

WE WANT TO HEAR FROM YOU!

PLEASE RESPOND TO OUR SURVEY: CLICK HERE!

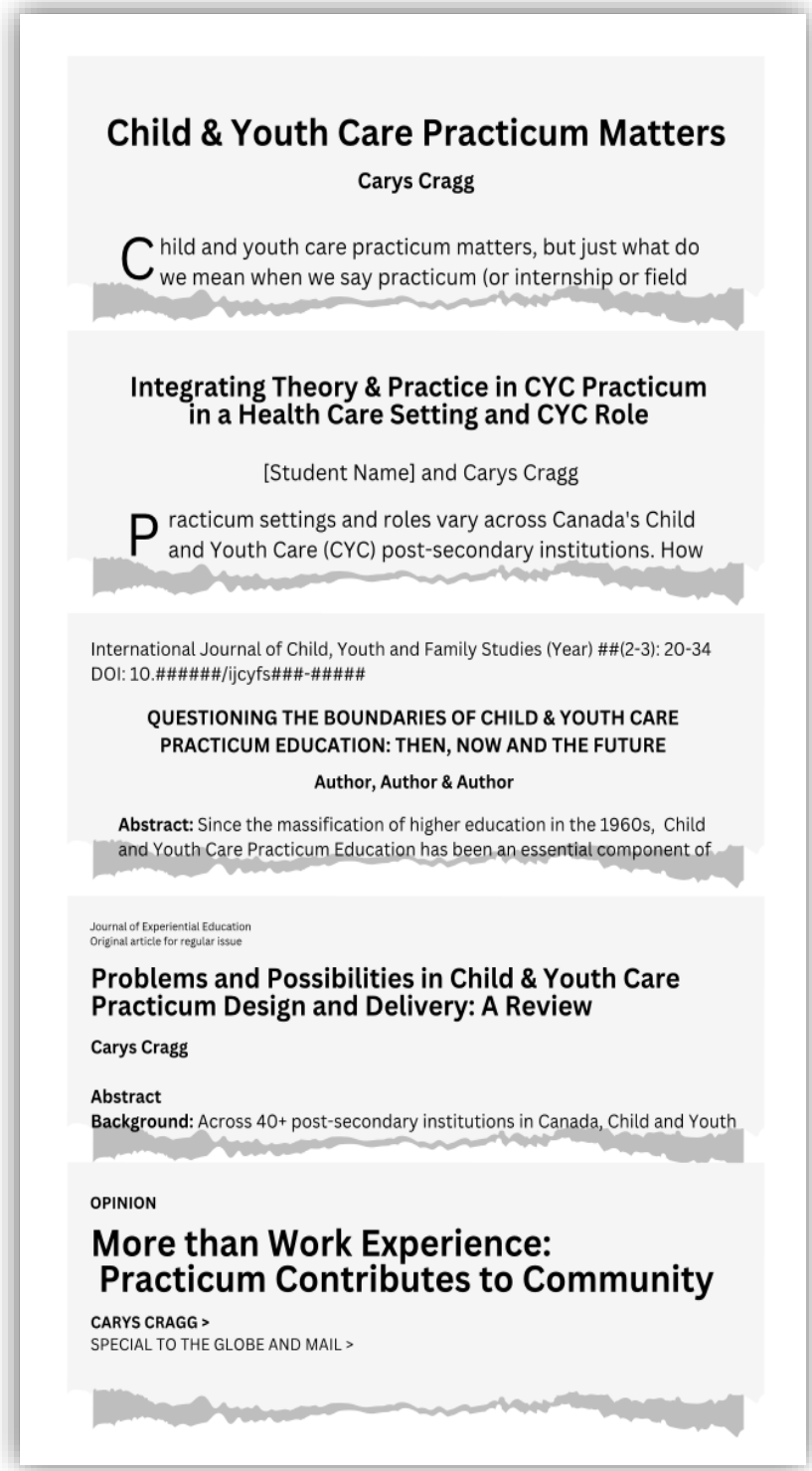- Survey is designed to take <20mins
- Responses will be anonymized
- Entered into a draw for Gift Certificates

WE WILL SYNTHESIZE THE KNOWLEDGE YOU SHARE, RETURNING TO THE CYCPE COMMUNITY, TO SUPPORT, ADVOCATE, AND IMPROVE

Note: Practicum is also known as field work, internship, and field placement and includes any seminar/integration component. Here we include before, during, and after practicum processes as a part of the practicum experience.

Note. This figure shows an imagined survey announcement, intended to be sent to Child and Youth Care Educators, to invite their participation and response. I used Canva to format this figure.

Appendix H: CYCPE Individual and Co-Written Article Publication Mock-ups

Child & Youth Care Practicum Matters
Carys Cragg

Child and youth care practicum matters, but just what do we mean when we say practicum (or internship or field

Integrating Theory & Practice in CYC Practicum in a Health Care Setting and CYC Role

[Student Name] and Carys Cragg

Practicum settings and roles vary across Canada's Child and Youth Care (CYC) post-secondary institutions. How

International Journal of Child, Youth and Family Studies (Year) ##(2-3): 20-34
DOI: 10.######/ijcyfs###-#####

QUESTIONING THE BOUNDARIES OF CHILD & YOUTH CARE PRACTICUM EDUCATION: THEN, NOW AND THE FUTURE

Author, Author & Author

Abstract: Since the massification of higher education in the 1960s, Child and Youth Care Practicum Education has been an essential component of

Journal of Experiential Education
Original article for regular issue

Problems and Possibilities in Child & Youth Care Practicum Design and Delivery: A Review

Carys Cragg

Abstract
Background: Across 40+ post-secondary institutions in Canada, Child and Youth

OPINION
More than Work Experience: Practicum Contributes to Community

CARYS CRAGG >
SPECIAL TO THE GLOBE AND MAIL >

Note. This figure imagines individually-written and co-written articles for a variety of publication venues. These are imagined article titles, not written, pitched, submitted, or published. I used Canva software to format this figure.

Appendix I: CYCPE Conference Presentation Proposal Form

Note. This table imagines a conference presentation proposal to disseminate the knowledge created from the Child and Youth Care Practicum Education Consciousness-Raising Campaign. I used Canva to format this figure.

Appendix J: Applying Outcomes Harvesting to the CYCPE Consciousness-Raising Campaign: Monitoring

Outcomes	Significance	Contribution	Source
Who did what differently?	How significant is the change?	What contribution was made by the change initiative to this outcome?	What source does this come from?
By [day/month/year], the change initiative members develop a shared tracking database to record potential outcomes as they happen. By [day/month/year] [##] entries have been noted and described.	Because of the complex, multifaceted environment, it is not always clear what outcomes may result from the change initiative efforts. Developing a tracking system such that the members do not wait until the end of the change initiative may prove useful to highlight nuanced outcomes.	The change initiative activities supported this outcome directly, by centring its importance.	Document Name, ICT, [specific] PSI host, [day/month/year]
By [day/month/year], all [#] change initiative members received their PSI leadership's verbal and/or written permission to utilize professional development. service time, and PSI in-kind resources to devote to the change initiative.	In higher education institutions, academic program development and internal/external committee work is typically completed within educators' professional development and service time. In the short term, this project takes the change initiative members away from their PSI for brief periods of time. Leadership support indicates wider acknowledgement of the change initiatives' significance and potential contribution to PSI.	The change initiative members would not have received support unless they specifically asked for it, by way of utilizing their networks, identifying resources, and outlining the project's benefit to their PSI and the wider CYC community.	Verbal communication, CYC educator/PSI, [day/month/year] Email/letter correspondence, CYC educator/PSI, [day/month/year]
On [day/month/year] and [day/month/year], the change initiative groups received a small project grant from one [specific] PSI's teaching and learning fund and one [external] KMb granting body.	Internal project funding and external grant funding is a sought-after goal of many scholars. Receiving grant money to support an initiative allows for the hiring of a student research assistant and offloading administrative tasks.	It is very likely the change initiative activities influenced this outcome, given the timing and success. Attention should also be paid to our future ability to apply for and receive more and/or different types of grant funding.	Funding application and announcement confirmation, [day/month/year] Funding website and press release, [day/month/year]
During [month/year] to [month/year] a working group member stepped away from the change initiative activities due to [other workload priority]. Group members took over the tasks.	Sustaining the energy and commitment of faculty-initiated changes is a significant undertaking. Losing a member for an unknown period of time is a loss (knowledge, relationship, etc.), including orienting new members.	It is somewhat likely the change initiative commitments were too much for the member's workload and/or an external stressor added to the member's workload. The contribution cannot be determined at this time.	Verbal conversation, [day/month/year]
The online survey received [###] responses by [day/month/year], which equates to a 50% response rate and represents Western, Central, and Eastern Canada.	The working group intends for the survey to be representative of the CYC educator group. Response rates outside of one's institution should expect to see a lower percentage. Given that the survey is voluntary, the working group should be satisfied that their efforts have been effective.	The change initiative activities supported this outcome directly, by widely circulating the survey invitation.	Survey Tracking Data, Qualtrics ICT, [day/month/year]