



DOUGLAS COLLEGE

**BACHELOR OF ARTS IN CHILD & YOUTH CARE
INSTRUCTOR REFERENCE FORM
(Confidential)**

To the applicant: Complete this section before sending the form to a referee of your choice.

Surname _____ **Given Names** _____ **Previous names** _____

Phone: (_____) _____ **Student Number:** _____

Relationship to referee: Student

INSTRUCTIONS FOR THE REFERENCE LETTER TO BE COMPLETED BY THE REFEREE:

The above named applicant is applying to pursue a Bachelor of Arts in Child and Youth Care in the Faculty of Child, Family and Community Studies at Douglas College.

In support of this application, please complete this form and the attached rubric and mail to the address indicated on the following page.

To be completed by the Referee:

Name: _____ **Signature:** _____

Title: _____ **Institution:** _____

Address: _____

Postal Code: _____ **Phone:** _____ **Date:** _____

Your position in relation to the applicant: _____

Position the applicant held: _____

Place of Employment/Education: _____

To the Referee:

The information on your reference form may be released to the candidate through a Freedom of Information and Protection of Privacy request.

Your letter must be received by Douglas College by the due date.

Please mail the form to:

**Admissions Department
Douglas College
PO Box 2503
New Westminster, BC V3L 5B2
Attn: Martha Kyle**

SELECTION RUBRIC

Responsibility and Initiative (Check the highest level consistently attained)

	Demonstrated		Emerging		Potential		Not yet ready
	Has initiated program or policy changes		Identifies program or policy areas that require adjustment		Implements existing policy and practice effectively		Struggles with implementing existing policy and practice
	Has developed programs for agency or community		Has assisted in the development of programs for agency or community		Contributes ideas for program development		Participates minimally or not at all in the development of programs for agency or community
	Works effectively with minimal supervision		Works effectively with supervision		Needs less and less supervision as they become familiar with the required tasks		Has difficulty completing tasks without supervision
	Sees what needs to be done and gets it done		See what needs to be done and reports it to supervisor		Sees what needs to be done and reports it when asked		Has difficulty recognizing what needs to be done
	Is an active member of professional association		Is a member of professional association		Membership in professional association has lapsed		Does not belong to professional association
	Attends professional development events frequently		Attends professional development events regularly		Attends professional development events occasionally		Does not attend professional development events

Additional Comments:

Self Understanding
(Check the highest level consistently attained)

	Demonstrated	Emerging	Potential	Not yet ready
	Actively engaged in personal wellness	Participates in personal wellness plan on occasion	Is considering a personal wellness plan	Ignores personal wellness
	Aware of personal strengths and works to enhance them	Aware of personal strengths	Aware of some personal strengths	Is unable to articulate personal strengths
	Aware of areas that require development and is actively engaged in improving those areas	Aware of areas that require further development	Is aware of some areas that require development	Is unaware of areas that require development
	Sets clear personal and professional boundaries	Is working on establishing clear personal and professional boundaries	Recognizes the importance of clear boundaries	Has difficulty maintaining clear boundaries

Additional Comments:

Teamwork
(Check the highest level consistently attained)

	Demonstrated		Emerging		Potential		Not yet ready
	Creates and supports leadership opportunity for others		Supports leadership in others		Accepts direction from team leaders		Superior or inferior attitude toward colleagues and/or supervisors
	Regularly assumes leadership opportunities		Sometimes assumes leadership opportunities		Is a contributor but usually doesn't take on leadership roles		Does not take on leadership roles and hinders task completion
	Leads agency and community committees		Regularly participates in agency and community committees		Occasionally participates in agency and community committees		Does not participate in agency and community committees unless required to do so
	Consistently recognizes when colleagues need support and provides meaningful support		Occasionally recognizes when colleagues need support and provides support		Recognizes when colleagues need support		Does not recognize when colleagues need support
	Establishes effective working relationships with co-workers		Contributes in meaningful ways to team functioning		Makes some effort to contribute to team functioning		Does not get along well with co-workers

Additional Comments:

Empathy & Relationship Building
(Check the highest level consistently attained)

Demonstrated	Emerging	Potential	Not yet ready
Expresses understanding of others' points of view in appropriate ways and settings	Can paraphrase others' concerns accurately	Is able to keep own needs and concerns separate from those of others	Has difficulty understanding others' points of view or separating their own concerns
Creates strong relationships all clients, including challenging children, youth or families	Is able to create strong relationships with all but the most challenging children, youth or families	Is able to create working relationships with most children, youth or families	Has difficulty creating and sustaining relationships with most children, youth or families
Consistently encourages personal growth & self responsibility in clients	Encourages personal growth and self responsibility in limited areas	Does not make demands for personal growth and self responsibility	Supports the client in irresponsible choices
Is able to effectively use a variety of counseling modalities in their work	Is able to effectively use a limited variety of counseling modalities	Is able to effectively use a counseling modality	Is inconsistent and/or ineffective in their use of counseling modalities
Has a wide variety of methods and strategies for creating relationships	Has a couple of different strategies for creating relationships	Has one approach to creating relationships	Does not appear to have an effective method for creating relationships
Is able to advocate effectively for clients at the systemic and individual levels	Is able to identify a need for advocacy and seek support to do so	Is able to identify a need for advocacy and pass it on to supervisors	Has difficulty recognizing and/or acting on a need for advocacy

Additional Comments:

Highly recommend _____ Recommend _____ Do not recommend _____