

The Second Biennial
CHILD & YOUTH CARE IN ACTION
Conference



Connecting Across Contexts

April 24-26, 2008
Victoria, BC

**Child & Youth Care in Action: *Connecting Across Contexts*
PROGRAM**

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PROGRAM**

Program Overview

All Keynote Presentations will be held in the David Lam Auditorium, MacLaurin Building

	Thursday 24-Apr	Friday 25-Apr	Saturday 26-Apr
8:00am-8:30am		Check-in/Registration Coffee/Tea available in Lobby	Check-in/Registration Coffee/Tea available in Lobby
8:30am-9:00am		Opening Ceremony	Gathering
9:00am-10:00am		Keynote: Sandrina de Finney	Keynote: Veronica Pacini-Ketchabaw
10:00am-10:30am		Break	Break
10:30am-12:00pm		Workshops * various classrooms	Workshops * various classrooms
12:00pm-1:00pm		Lunch	Lunch
1:00pm-2:30pm	Check-in/Registration 2:30pm - 4:30pm	Workshops * various classrooms	Workshops * various classrooms
2:30pm-3:00pm		Break	Break
3:00pm-4:30pm		Workshops * various classrooms	Workshops * various classrooms
4:45pm-5:45pm		Keynote: Mark Krueger	Keynote: Roy Ferguson
Evening	Check-in/Registration Welcome Reception University Club Hors d'oeuvres & Cash Bar 7:00pm - 9:00 pm		Halpern Centre for Graduate Studies IQ Bistro Buffet Dinner & Cash Bar 6:00pm - 8:00pm

Please bring your own reusable water bottle and/or coffee mug. Thanks!

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Thursday, April 24, 2008				
Time	Check-in/Registration			
2:30pm-4:30pm	Lobby outside the David Lam Auditorium, MacLaurin Building			
7:00pm-9:00 pm	Welcome Reception & Check-in/Registration University Club - Hors d oeuvres & Cash Bar			
Friday, April 25, 2008				
Time	Check-in/Registration - Coffee/Tea available in Lobby			
8:00am-8:30am	Check-in/Registration - Coffee/Tea available in Lobby			
8:30am-9:00am	Opening Ceremony			
9:00am-10:00am	Keynote: Sandrina de Finney It's About Us: Diversity and Social Change in Child and Youth Care Research and Practice.			Pg 6
10:00am-10:30am	Break – Snacks & Refreshments in Lobby			
10:30am-12:00pm	Concurrent Sessions:	Presenters:	Room	Pg
	Community Based Trauma Informed Practice (TIPs) Training	Stephanie Capyk Barb Peck	MAC D101	8
	Developmental Programming- Henry Maier was right!	Jack Phelan	MAC D103	8
	Negotiation, Authority and the Use of Power in Child & Youth Care: Lessons from Child Protection	Doug Magnuson Nathan Patten Susan Predy Darcie Emerson	MAC D105	8
	Connecting Through Photovoice: Qualitative Research with Adolescent Girls	Marie Hoskins Janet Newbury Dave Segal	MAC D110	9
	Inked Woman: Narratives at the Intersection of Tattoos, Childhood, Sexual Abuse, Gender and the Tattoo Renaissance	Ana-Elisa de Almeida	MAC D110	9
	Informal Networking & Emergent Conversations			MAC D111
	Chop Wood, Carry Water, Build a Theatre?	Mary Harber-Iles	MAC D114	9
	Taking on the Takedown: Critically Reflecting on an Ethical Dilemma in CYC Practice from Multiple Perspectives	Jennifer White Mackenzie Dean Catherine Hedlin Brenda McGowan Jonathan Morris	MAC D115	10
	Power to Be Adventure Therapy Association	Carinna Kenigsberg Carley Julien	MAC D116	10
	Informal Networking & Emergent Conversations			MAC D283
	Risk and Revelation: Ethical Consideration for Online Course Participation. An Exploration of Perceived Differences in Online Versus Face-to-Face Instruction	Christine Puder	MAC D288	10
	12:00 pm- 1:00pm	Lunch		
1:00 pm- 2:30pm	Concurrent Sessions:	Presenters:	Room	Pg
	Project Respect- Working with Youth to Prevent Sexualized Violence	Susan Guardado	MAC D101	11
	Connected with the Disconnected Through Respect	Gillian Ramsey	MAC D103	11
	Beyond Practicum: Connecting Curriculum to Practice Competence	Carol Stuart Mackenzie Dean	MAC D105	11

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	The Praxis of Spaces of Encounter: The Anti-dote Multiracial Girls' and Womens' Network	Sandrina de Finney Randi Sandhu Jo-Anne Lee Sadaf Purman Linley Faulkner Nicola Watson	MAC D110	12
	Informal Networking & Emergent Conversations		MAC D111	
	Response-Based Approaches to Human Service Work	Allan Wade	MAC D114	12
	Girls and Young Women in Zambia, Who Have Lost Their Parents to AIDS: Attachment and/or Resilience	Penny Fenske	MAC D115	12
	Young Careers in British Columbia: An Invisible Population	Grant Charles	MAC D115	13
	Let's Take This Outside: Moving Child, Youth and Family Contact in Helping/Healing Professions into Nature	Nevin J. Harper	MAC D116	13
	Facilitated Conversation about Professionalization	Leanne Rose Sladde	MAC D283	13
	Youth Engagement in Action	Nishad Khanna	MAC D288	13
2:30pm- 3:00pm	Break – Snacks & Refreshments in Lobby			
3:00pm- 4:30pm	Concurrent Sessions:	Presenters:	Room	Pg
	Childhood Peak Experience Research Project	Daniel Scott Jessica Evans	MAC D101	14
	Creating a Space to Involve Young People in Decision-Making	Natasha Blanchet-Cohen	MAC D101	14
	Transformation Through Relationship	Denise C. Masson	MAC D103	14
	How to Use Parent Coaching as a Child Care Intervention	Christine Kutzner	MAC D105	14
	Help! I Need Somebody, Help! Not Just Anybody: Being a Helper in Child & Youth Care	Joanne Hochu	MAC D110	15
	Informal Networking & Emergent Conversation		MAC D111	
	Indigenous Resistance and Applications of Response-Based Practice to Indigenous Well-Being & Recovery from Violence	Cathy Richardson	MAC D114	15
	The Reproduction of Fatherhood after Disrupted Intergenerational Transmission: Indigenous Father's Stories	Jessica Ball	MAC D115	15
	Creativity, the Arts, and Clowning Around in CYC	Heather Sanrud	MAC D116	16
	Informal Networking & Emergent Conversations		MAC D283	
	Youthcore: Youth Experiment & Community Building	Katie Shaw	MAC D288	16
4:45pm- 5:45pm	Keynote: Mark Krueger In the Rhythms. . .and Other Themes in Child and Youth Care			Pg 6
Time	Saturday, April 26, 2008			
8:00am- 8:30am	Check-in/Registration Coffee/Tea available in Lobby			
8:30am- 9:00am	Opening Ceremony, David Lam Auditorium			
9:00am- 10:00am	Keynote: Veronica Pacini-Ketchabaw Diversity and Difference in the Early Years: Rethinking Practice			Pg 7
10:00am- 10:30am	Break – Refreshments & Snacks in Lobby			
10:30am- 12:00pm	Concurrent Sessions:	Presenters:	Room	Pg
	The Compassionate Classroom: Assessing the Impacts of Nonviolent Communication	Marion Little Kayo Devcic Raj Gill	MAC D101	17

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	Aboriginal Head Start: A Thread In the Web of Aboriginal Education	Pam Moore Teresa Loudon	MAC D103	17
	The News is Good: Successful Interventions with Pregnant and Parenting Teens	Sibylle Artz Diana Nicholson	MAC D105	17
	Why Supporting Women is Supporting Children and Youth: Working with Mothers in the Context of Domestic Violence	Keely Halward Rhiannon Wong	MAC D110	18
	Informal Networking & Emergent Conversations		MAC D111	
	Suicide Prevention On-Campus: Engaging, Relating to, and Collaborating with Students	Jonathan Morris	MAC D114	18
	UVic Family Centre: A Pillar of Support for Student Families	Dana Sibely Elizabeth Quong	MAC D115	18
	Community Action Through Mentoring	Jennifer Owen	MAC D115	19
	In the Rhythms.....Continuing the Conversation	Mark Krueger	MAC D116	19
	Informal Networking & Emergent Conversation		MAC D283	
	Rethinking Practice: Educators Working In the Postmodern Turn	Debbie Thompson Megan Brame Kim Atkinson Veronica Pacini-Ketchabaw	MAC D288	19
12:00pm- 1:00pm Lunch				
1:00pm- 2:30pm	Concurrent Sessions:		Presenters:	
	Room		Pg	
	It Takes Villages	Kathi Camilleri Heather Simpson	MAC D101	20
	POSSE- Creating Youth Community	Karen O'Brien	MAC D103	20
	When Parents Separate: Including the Child's Voice In Mediation	Rebecca Georges	MAC D110	21
	Informal Networking & Emergent Conversations		MAC D111	
	Child and Youth Health Indicators and Determinants- How Many? Which ones Matter?	Jacqueline McAdam	MAC D114	21
	The Process of Listening to Multiple Perspectives on Quality In ECCD within the Philippines	Rhiannon Williams	MAC D115	21
	Contested Contentions: She declares "They don't have anything to worry about" and he maintains "We need to sacrifice our brains"	C Ann Cameron Toupey Luft Sandra Byers	MAC D115	21
	Shape-Shifting: An Examination of Transitioning Identity Across Professional CYC Contexts and Roles	Catherine Hedlin	MAC D116	22
	Informal Networking & Emergent Conversations		MAC D283	
Critical and Postmodern Theories and Their Application to CYC Coursework and Practice	Veronica Pacini-Ketchabaw Alan Pence Mackenzie Dean Marina Harper Cynthia Lee Elicia Loiselle April Mallett Nathan Patten	MAC D288	22	
2:30pm- 3:00pm Break – Refreshments & Snacks in the Lobby				
3:00pm- 4:30pm	Concurrent Sessions:		Presenters:	
	Room		Pg	
	It Takes a Village- continued	Kathi Camilleri Heather Simpson	MAC D101	23
Vancouver Roving Leaders: A Successful, Award-winning Youth Engagement Program In Vancouver's Inner City Neighbourhoods	Madeleine Kipling Kate Hodgson	MAC D103	23	

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	Transition Programs for Students with Intellectual/Physical Barriers in Secondary School	Cindy Lee	MAC D105	23
	A Child and Youth Care Approach to Child Protection: Synergy or Dichotomy?	Robert Bates	MAC D110	24
	Informal Networking & Emergent Conversations		MAC D111	
	Violence Is Preventable: Working Across Sectors to Support Children and Youth Exposed to Domestic Violence	Keely Halward Rhiannon Wong	MAC D114	24
	Overcoming the Obstacle of Time and Space: Wiki Technology and Education	Derek Stockley	MAC D115	24
	Respectful Ways of Emerging Families	Shelley Dewar	MAC D116	25
	Informal Networking & Emergent Conversations		MAC D283	
	Being Cared for by Your Clients	Carla Alexander Grant Charles		25
4:45pm- 5:45pm	Keynote: Roy Ferguson You Can't Roller Skate in a Buffalo Herd: Embracing a New Metaphor for Child and Youth Care in the 21st Century			Pg 7
6:00pm-9:00pm	Halpern Centre for Graduate Students - IQ Bistro - Banquet Dinner & Cash Bar Honouring Long Term Practicum Supervisors: Mike Bourbeau, Vancouver Island Health Authority Lee Curtis, Sooke School District Bev Kissinger, Community Living Victoria Lucille McKay, UVic Child Care Services (posthumous)			

KEYNOTE SPEAKERS

All Keynote Presentations will be held in the
David Lam Auditorium, MacLaurin Building, Room A144

9:00AM-10:00AM FRIDAY, APRIL 25, 2008



It's About Us: Diversity and Social Change in Child and Youth Care Research and Practice.

Sandrina de Finney, PhD

Assistant Professor, School of Child and Youth Care, University of Victoria

A rapidly changing global landscape is transforming the context of child and youth care policy, research and practice, in the process raising both new challenges and new possibilities. Debates about human diversity are best informed not only by contending with dilemmas of the present and future, but also by critically unpacking the effects of the past. In this presentation, I draw on my experiences in practice and research to reflect on the real and ongoing effects of colonialism on child and family services in Canada. I argue that conceptualizations of diversity should be informed by a more critical reading of the ways in which dominant norms about race, ethnicity, religion, nationality, gender, sexuality, class, disability and age, among others, intersect to produce highly inequitable levels of risk and vulnerability for different groups of children and youth. I examine why some groups, particularly Indigenous children, families and communities, continue to be over-represented in determinants of social exclusion, including higher risks of poverty, mental and physical illness, educational failure, and involvement in the foster care and justice systems. I propose that when the problems we deal with as Child and Youth Care practitioners are structurally produced, our relational interventions should make visible and intervene into structural gaps. Drawing on examples of change-focused, participatory research and practice, I offer reflections on how we might strategize to open up more room for a critical, politicized, hopeful praxis of advocacy and social change in our field.

4:45PM-5:45PM FRIDAY, APRIL 25, 2008



In the Rhythms. . .and Other Themes in Child and Youth Care

Mark Krueger, PhD

Professor, Director & Founder, Youthwork Learning Centre

School of Continuing Education, University of Wisconsin-Milwaukee

The metaphors I often use to frame my work are jazz and modern dance. Workers study and practice and then improvise as they move through the day in and out of synch with youth and family members rhythms for trusting and growing. To understand the dance I have been writing and interpreting sketches (vignettes) that provide insight about moments of connection, discovering and empowerment. In my speech I will try to describe some of the central themes in my work. Students from the UVic CYC program will help me demonstrate.

KEYNOTE SPEAKERS

All Keynote Presentations will be held in the
David Lam Auditorium, MacLaurin Building, Room A144

9:00AM-10:00AM SATURDAY, APRIL 26, 2008



Diversity and Difference in the Early Years: Rethinking Practice

Veronica Pacini-Ketchabaw, PhD

Associate Professor, School of Child and Youth Care, University of Victoria

The presentation will re-interpret practicing for diversity and difference as discursively and contextually shaped. It will challenge the audience to deconstruct the normalized and standardized discourses of difference and diversity by addressing three main themes: child development, identity and representation. Examples from practice will be discussed.

4:45PM-5:45PM SATURDAY, APRIL 26, 2008



You Can't Roller Skate in a Buffalo Herd: Embracing a New Metaphor for Child and Youth Care in the 21st Century

Roy Ferguson, PhD

Associate Professor, School of Child and Youth Care, University of Victoria

This presentation will begin with an affectionate look at various metaphors that have served as mileposts in the journey towards maturity traveled by the Child and Youth Care field. What were the formative beliefs, issues, struggles and challenges, encountered by CYC in the early years? What are the key accomplishments made by the field in its childhood and adolescence stages? Where are we now? What lies ahead? These questions and others will be addressed amidst a sprinkling of cautionary tales and a celebration of the rapid development and many accomplishments of the dynamic field of Child and Youth Care. Of course, there is still some distance to go in the continued development of the CYC field and certain roads remain untraveled. The presentation will end with an examination of key future challenges for the CYC field as we move forward within a rapidly shifting context that can often feel strangely similar to being in a stampede of buffalos.

ABSTRACTS:

Friday, April 25, 2008

Concurrent Sessions:

10:30am-12:00pm

MAC D101

Community Based Trauma Informed Practice (TIPs) Training

Stephanie Capyk and colleague

The TIPS Project is a partnership between the Women's Sexual Assault Centre and seven youth-serving agencies in Victoria. The goal of this project is to increase community capacity to respond effectively and consistently to youth who are struggling with the impacts of sexualized violence and trauma by providing advanced trauma-informed practice training for youth workers who currently have trusting relationships and credibility with youth. A series of training modules are being developed in consultation with each agency, containing both core knowledge about the biopsychosocial impacts of trauma and a toolkit of skills for supporting survivors, as well as information specific to the issues faced by youth accessing their services (i.e. specific to pregnant and parenting youth). This workshop will outline the TIPs Project, provide a survey of current research about the impact of trauma on youth, and describe the process of developing tailored training for youth workers in Victoria.

10:30am-12:00pm

MAC D103

Developmental Programming – Henry Maier was right!

Jack Phelan

"The needs and problems of many children in care are complex and difficult to serve appropriately. Or more correctly, their needs are deceptively simple, but delivering the right response is deceptively complex."

In this workshop the participants will use developmental theory to frame the rationale for interventions with youth and families. The goal is to analyze how our attempts to create responsible behaviour actually impede our ability to create responsible people.

10:30am-12:00pm

MAC D105

Negotiation, Authority, and the Use of Power in Child & Youth Care: Lessons from Child Protection

Doug Magnuson, Nathan Patten, Susan Predy, Darcie Emerson

Child protection work is considered by some to be an unusual human service work in part because of the impressive and, to some, terrifying authority delegated to workers. After six months studying child protection teams using ethnographic methods, we suggest that the use of authority in child protection work is not qualitatively different than other kinds of human service work with children, youth, and families in distress, where there is often some inequity. Case examples for discussion will be presented to illustrate the productive consequences and the risks of this inequity. Then we will discuss strategies for reducing the risks and for promoting ethical practice that come from the ethnographic study and from the research literature on negotiation and bargaining under conditions of unequal power.

ABSTRACTS:

Friday, April 25, 2008

Concurrent Sessions:

10:30am-12:00pm

MAC D110

Connecting Through Photovoice: Qualitative Research with Adolescent Girls

Marie Hoskins, Janet Newbury, Dave Segal

Our study, entitled "Understanding Adolescent Girls' Processes of Moral Weighting: Amphetamine use as a Context", requires that we find a way to connect with adolescent girls so we can better understand their lived experiences. In order to contextualize their drug use rather than isolate it, we chose a methodology called photovoice. Photovoice invites participants to take pictures (based on general, guided themes) through which they convey their experiences. The photographs are not taken to be representations, but rather entry points into meaningful conversations about their lives. They also allow participants to identify which aspects of their lives are significant, rather than basing interview conversations on the researcher's assumptions. This presentation will include discussion of the methodology, successes and obstacles, examples of our participants work, and time to explore and discuss some of them in order to consider the potential of this kind of research. In our experience, photovoice is a method that puts Child and Youth Care values into practice; it enables us to join our participants and create meaning together, emphasizing the relational aspects of qualitative research and practice.

10:30am-12:00pm

MAC D111

Inked Women: Narratives at the Intersection of Tattoos, Childhood Sexual Abuse, Gender and the Tattoo Renaissance

Ana-Elisa Armstrong de Almeida

This study explored how two heavily tattooed women with a history of childhood sexual abuse give meaning to their tattoos. The study, informed by interpretive interactionism and feminist poststructuralism, revealed the ways that gender ideology, relationships of power/knowledge, and embodied experiences have shaped the identities of these women as they engage with their communities. The prevalent discourses surrounding tattooing practices among women who were sexually abused as children are: mental health (tattooing is an outward manifestation of mental distress) and feminist (tattooing is body reclamation). This study reveals alternate discourses that offer new possibilities for CYC practice with this population.

10:30am-12:00pm

MAC D114

Chop Wood, Carry Water, Build a Theatre?

Mary Harber-Iles

What does building a theatre in a small Cambodian town have to do with helping in a developing country? Often, 'helping' in a developing country is contextualized by many issues, including creative contexts. This presentation will provide participants with an opportunity to be inspired by a community and an NGO building spirit along with buildings and how the growth of a youth drama group can create individual and social change. This is a reminder that as practitioners we need to remember the essence of creative practice and think outside the 'typical'.

ABSTRACTS:

Friday, April 25, 2008

Concurrent Sessions:

10:30am-12:00pm

MAC D115

Taking on the Takedown: Critically Reflecting on an Ethical Dilemma in CYC Practice from Multiple Perspectives

Jennifer White, Mackenzie Dean, Catherine Hedlin, Brenda McGowan, Jonathan Morris

Ever wondered about the ethics of physical restraint and seclusion? From an ethical perspective, what are the different ways that might be available for interpreting, analyzing and responding to the inevitable ethical tensions that arise when responding to a youth who is threatening violence? Using the example of the youth who is threatening violence in a group care setting as our point of departure we will share our best thinking about some of the strengths and limitations of various models and resources for enhancing ethical discernment and deliberation in CYC practice. To promote engagement with the material, individuals attending this workshop will be invited to actively participate in a scripted case and will be encouraged to join in a structured dialogue designed to evoke collective reflection.

10:30am-12:00pm

MAC D116

Power To Be Adventure Therapy Association

Carinna Kenigsberg, Carley Julien

Power-to-Be Adventure Therapy Society Charity for almost 10 years.

Exploration of Adventure Therapy and Experiential Education. Come and learn about Power To Be Adventure Therapy Society and the Benefits and magic that arise through connecting to nature and community. The sessions will involve a visual demonstration of Power To Be programs, and go into depth around our beliefs, programs and the communities we serve. Then we will create an inclusive space for Practitioners to taste some of our activities and initiatives experientially.

10:30am-12:00pm

MAC D288

Risk and Revelation: Ethical Considerations for Online Course Participation. An Exploration of Perceived Differences in Online Versus Face-to-Face Instruction.

Christine Puder

As educators are increasingly utilizing online instruction and web-based formats, a number of issues related to the technology need to be considered.

Student engagement, participation, and the creation of a sense of relationship or community have all been identified as worthy of deliberation. Simply taking in-class management techniques and applying them online does not adequately ensure the facilitation of learning.

In this interactive workshop, attendees will explore the perceived differences in participation between students in online courses versus classroom-based experiences. The historical context of e-learning will be explored as well as the current literature that can help educators understand the dynamic of student online behavior.

Results from research conducted with students in the Child and Youth Care degree program at UCFV will be shared. Findings will be used to facilitate the exploration of the need for guidelines to shape the environment of online learning experiences.

Finally, participants will work together to generate proposed ethics and standards for management of online courses.

ABSTRACTS:

Friday, April 25, 2008

Concurrent Sessions:

1:00pm-2:30pm

MAC D101

Project Respect – Working with Youth to Prevent Sexualized Violence

Susana Guardado

Sexual assault affects many youth in our community. In fact, 40 percent of recent survivors of sexual assault who accessed services at the Victoria Women's Sexual Assault Centre (WSAC) last year were young women under the age of 19.

Project Respect is an award-winning prevention initiative based out of the WSAC that works with youth to prevent sexual assault and sexualized violence. The program explores the factors that allow this type of violence to continue to exist (gender stereotypes, power dynamics, and miscommunication) and provides youth with skills and information valuable in the path to stopping sexualized violence.

This workshop will give participants the opportunity to experience Project Respect activities first-hand as well as gain insight into how to address the issue of sexualized violence with youth. An outline of the project and its effectiveness will be shared along with ideas for implementation in the participants' own communities.

1:00pm-2:30pm

MAC D103

Connected with the Disconnected Through Respect

Gillian Ramsey

After twelve years in this field it is clear beyond a shadow of a doubt that when high risk persons develop a working relationship with someone who respects them, change can take place. Respect is an easy word and one we might save for the so-called important people like our elders, religious figures and teachers. What does it mean though when the respect is met for one of these people? What about when it is for a person who has never seen a positive example of respect or given someone else respect? What does it look like? How do we do it? If we can agree that respect is an action word then it is likely one we need to continuously check ourselves with. How do we respect those who yell, swear and insult us? What can we do to model this action word? Do we expect respect in return before we are willing to give it out or pass it on? When those I work with don't show up for appointments or blow smoke in my face, do I want to teach them a lesson or demonstrate action through respect and respect through action? What if we respected them for who they are, where they are and why they are there? What would happen if they felt respect from us regardless of how many times they offended or disappointed us? Let's talk about how we can do this with boundaries and sincerity. We'll talk about our current challenges respecting our often offensive clients and work to formulate a new vision or definition of respect in our work.

1:00pm-2:30pm

MAC D105

Beyond Practicum: Connecting Curriculum to Practice Competence

Carol Stuart, Mackenzie Dean

Competent Child and Youth Care Practitioners require a frame of reference to understand their obligations to self, the profession, and to the children that they care for. Educators also require a frame of reference and a means for assessing the curriculum(s) they use to develop competence. Practice today demands that agencies evaluate outcomes for children and youth and implement evidence based practices. This workshop will present a conceptual framework and a method for evaluating curriculum that integrates competence in practice with an educational taxonomy for assessing learning and performance. The presenters were part of an Ontario-wide research project that developed a detailed set of domains and standards for Child and Youth Care competence and used these to assess post-secondary Child and Youth Care

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curriculums. The implications for educational accreditation, curriculum development, student supervision, and assessment of learning will be discussed and applied by workshop participants.

ABSTRACTS:

Friday, April 25, 2008

Concurrent Sessions:

1:00pm-2:30pm

MAC D110

The Praxis of Spaces of Encounter: The Anti-dote Multiracial Girls' and Women's Network

Sandrina de Finney, Jin-Sun Yoon, Rani Sandhu, Jo-Anne Lee, Sadaf Pourman, Linley Faulkner, Nicola Watson

Anti-dote (www.anti-dote.org) is a grassroots network of over 100 racialized minority and Indigenous girls and women in Greater Victoria. Using participatory, change-focused methods, Anti-dote promotes the visibility and needs of racialised minority and Aboriginal women and girls. Anti-dote operates on a flexible multi-generational structure with Gurlz, Sistahs and Aunties as representatives; its members represent diverse ages, ethnic, linguistic and religious backgrounds, professions, and affiliations in the community.

In this dynamic inter-generational panel, Anti-dote members discuss how they bridge practice, activism, and research and community membership in their work with minority and Indigenous girls and women. Panelists will reflect on the history and goals of Anti-dote and describe their innovative use of participatory research methodologies and multi-media tools (including theatre, photography, visual arts, web and digital media) to support community leadership and social change.

1:00pm-2:30pm

MAC D114

Response-Based Approaches to Human Service Work

Allan Wade

In this presentation, participants will learn about the foundations of response-based practice; the interactional and discursive view of violence and resistance, the connection between violence and language, the distinction between effects and responses, and response-based interviewing in diverse human services settings. I will suggest that complete and accurate accounts of violence must contain a description of victims' responses and resistance. The process of building such accounts, through gentle and straightforward interviewing methods (a) exposes violence, (b) clarifies responsibility, (c) elucidates victims' responses and resistance, and (d) contests the blaming and pathologizing of victims that is epidemic in legal and mental health discourse. This presentation introduces ideas that will be further explored in the presentation by Dr. Cathy Richardson on Indigenous Resistance and Applications of Response-Based to Indigenous Well-Being & Recovery from Violence.

1:00pm-2:30pm

MAC D115

Girls and Young Women in Zambia, Who Have Lost Their Parents to AIDS: Attachment and/or Resilience?

Penny Fenske

Zambian girls and young women, who have lost parents to AIDS are stigmatized, and rejected by their community, have low status, and may be sexually and physically abused; yet research has found that many Zambian children, whose parents have died from AIDS, are resilient. This study allows 19 Zambian girls and young women, who have lost parents, to tell their own story and be heard; attempts to increase understanding of how resilience relates to attachment in the context of their stories; and reports these findings in a manner Zambians would like it to be told. Preliminary results of thematic analysis of semi-structured narrative life-history interviews are presented.

ABSTRACTS:

Friday, April 25, 2008

Concurrent Sessions:

1:00pm-2:30pm

MAC D115

Young Carers in British Columbia: An Invisible Population

Grant Charles

There is an invisible population of children and adolescents in Canada who have responsibilities often beyond their years. The demands placed upon these young people are potentially negatively and/or positively impacting upon their growth and development. While little noticed in Canada, over the past decade 'young carers' have become the focus of considerable attention in the United Kingdom. Given that little research has been conducted in this country regarding young carers, our research is seeking to examine the issue of young carers in British Columbia in terms of their demographic characteristics, their experiences as young carers and their needs. This study is hoping to begin to fill the gaps in knowledge regarding the dynamics, needs and circumstances of these young people. This presentation will provide an overview of the preliminary findings of the research project with an emphasis upon the experiences of the young people.

1:00pm-2:30pm

MAC D116

Let's Take This Outside: Moving Child, Youth and Family Contact in Helping/Healing Professions into Nature

Nevin J. Harper

The use of natural "green" environments are increasingly considered for use in traditional mental health and substance abuse treatment fields. Many practitioners and clinicians have recognized that utilizing nature can improve their therapeutic alliances, increase client engagement and adherence to treatment, and thereby improve subsequent outcomes. This workshop will explore nature, wilderness and adventure-based programming and their effects on individual change processes and provide recommendations for further development of these practices. Participants are encouraged to bring ideas, share personal experiences to increase our collective awareness of, and ability to, articulate and integrate nature into our multidisciplinary work to better serve children, youth and families.

1:00pm-2:30pm

MAC D283

Facilitated Conversation about Professionalization

Leanne Rose Sladde

1:00pm-2:30pm

MAC D288

Youth Engagement in Action

Nishad Khanna and a youth co-facilitator (TBC)

This flexible, interactive and activity-based workshop will explore current and emerging research in the interdisciplinary field of youth engagement, with a focus on translating research to practice and policy. The Centre of Excellence for Youth Engagement, a new partner of the School of Child and Youth Care, has developed a conceptual framework of youth engagement that can be used as a tool for planning and continuous evaluation and improvement of youth engagement processes. The framework includes initiating factors, sustaining factors, qualities of engagement as well as outcomes, each of which are examined at the individual, social and systemic levels over time. This workshop will provide a hands-on opportunity to practice using the framework and other tools, as well as build upon adult-youth partnership skills. In addition, effective practices will be illustrated through examples of various frontlines projects related to crime prevention, substance use, mental health, ethnic and cultural identity, and/or sexual health.

ABSTRACTS:

Friday, April 25, 2008

Concurrent Sessions:

3:00pm-4:30pm

MAC D101

Childhood Peak Experience Research Project

Daniel Scott, Jessica Evans

This session is reporting on a second phase of data being collected at UVic as part of an international research project studying childhood peak experiences (CPE). The study is examining CPE's for cultural markers and for the impact of these experiences on career and life choices based on a simple two-question questionnaire that has been administered in Canada, USA, Japan, Mexico, and Indonesia. The presentation will discuss implications for therapeutic work with children and adolescents, discuss some of the cross cultural findings and reflect on the significance of CPE's.

3:00pm-4:30pm

MAC D101

Creating a Space to Involve Young People in Decision-Making

Natasha Blanchet-Cohen

This workshop reflects on emerging findings from YouthScape – a National Initiative to Build Resilient Communities by Engaging Youth located in five cities in Canada: Halifax, Riviere des Prairies (Montreal), Thunder Bay, Saskatoon and Calgary. Over the past year each of the communities have focused on creating a culture or “enabling space” to allow youth and adults to work in partnerships, and build stronger communities. The workshop will discuss the diverse models/processes that have been implemented and reflect on their role in building stronger community and creating long term sustainable systems change that links young peoples’ agency with the agency of their communities and local governments.

3:00pm-4:30pm

MAC D103

Transformation Through Relationship

Denise C. Masson

The presentation is intended to provide education, encouragement and personal insights for everyone in a position to guide and walk alongside children, youth and their families as they grow. The focus is based on the lifelong importance of acceptance in relationships and how we as Child and Youth Care practitioners make the relationship connections with children and youth who push away due to rejection, abandonment and attachment issues. I will include excerpts from my published article in the Relational Child and Youth Care Journal. What I have learned is that we can be in relationship for a brief time in another's life but the experience could last a life time.

3:00pm-4:30pm

MAC D105

How to Use Parent Coaching as a Child Care Intervention

Christine Kutzner

Parent Coaching helps empower the parent or caregiver to make a difference in their child's life. A parent coach helps caregivers identify the emotional and physical needs to be addressed to lesson the child's irritable or difficult behaviours.

In this presentation you will:

- Learn techniques of “Intentional Parenting” that are rooted in attachment theory
- Learn to identify the meaning in the child's behaviour
- Be able to teach parents ways to develop their child's resiliency

This presentation will include both educational information and interactive opportunities for participants to learn and practice “Intentional Parenting” techniques.

ABSTRACTS:

Friday, April 25, 2008

Concurrent Sessions:

3:00pm-4:30pm

MAC D110

Help! I need Somebody, Help! Not Just Anybody: Being a Helper in Child & Youth Care

Joanne Hochu

Practitioners in Child & Youth Care rarely have time to reflect on some of their own motivations for doing their work. This workshop will examine the concept of helping and provide opportunity for discussion on what it means to be a helper in a helping profession. Why do we want to be helpers? What do we get out of the helping process? What are the qualities of a good helper? Examples of what parents, youth & children have considered beneficial from helpers in a health care setting will be shown (DVD) and discussed.

3:00pm-4:30pm

MAC D114

“Indigenous Resistance and Applications of Response-Based Practice to Indigenous Well-Being & Recovery from Violence”

Cathy Richardson

In this talk, Dr. Richardson will explore the skills involved in practicing a decolonizing approach to human services work. This begins with a critical analysis of the close parallels and functional links between colonization, the diverse forms of personalized violence (i.e., wife-assault, sexualized assault, racism), and the helping professions. Dr. Richardson will stress the necessity of helping practices that elucidate, honour, and support Indigenous responses and resistance to present day colonization that is perpetuated and obscured in the language of the legal and helping professions. The process of elucidating Indigenous responses and resistance reveals a wealth of already existing knowledge and capacity in communities, families, and individuals. By exploring Indigenous responses to adversity, human service professionals can begin to recognize and align with the insatiable desire for justice and dignity that underlies resistance to colonization and related forms of violence. Through eliciting resistance knowledges and responses to adversity, human service workers can more accurately assess conditions such as safety and capacity to care for children, which relates directly to child protection and anti-violence work. This presentation will include a demonstration interview and activities for practicing response-based interviewing, with insights about working across cultural divides.

3:00pm-4:30pm

MAC D115

The Reproduction of Fatherhood after Disrupted Inter-Generational Transmission: Indigenous Fathers' Stories

Jessica Ball

Fatherhood is reproduced across generations through the experiences of boys and men with their own fathers, other caregivers, custodians, role models, and social messaging. Considering the important role of inter-generational transmission for shaping future parenting, this presentation explores what can be learned from the experiences of Indigenous fathers today, all of whom have been affected by colonial government interventions that have disrupted Indigenous families and communities. This presentation highlights findings of a recently completed research project involving First Nations fathers in BC and stories they have shared through a documentary (DVD).

Child & Youth Care in Action: *Connecting Across Contexts*
PROGRAM

ABSTRACTS:

Friday, April 25, 2008

Concurrent Sessions:

3:00pm-4:30pm

MAC D116

Creativity, the Arts and Clowning around in CYC

Heather Sanrud

How do you fit creativity, the arts, and clowning around in your Child and Youth Care work? Join Heather Sanrud (BC Registered Art Therapist and CYC University-College Professor) in an experiential workshop. Participants will be invited to take risks, play, explore, and create, to discover the “elves” and inherent wisdom within themselves. The intent of this workshop is to invite you to dialogue and play with others and to share rich and creative ideas to enhance your current Child and Youth Care work.

3:00pm-4:30pm

MAC D288

YouthCore: Youth Engagement & Community Building

Katie Shaw

YouthCore is a youth engagement and community capacity building initiative with the LifeCycles Project Society. Initiated in 2006, the project works to increase connectivity between and among youth service providers and youth in Greater Victoria, train, support and facilitate young people in building and Community Asset Mapping, and facilitate, support and create innovative collaboration and partnership opportunities for and among youth and adults. YouthCore is currently the creators and facilitator for the Youth Service Provider Network and is initiating a knowledge transfer and pilot project for the YouthCore process in Vernon and with the Aboriginal Child & Youth Mental Health department in MCFD.

ABSTRACTS:

Saturday, April 26, 2008

Concurrent Sessions:

10:30am-12:00pm

MAC D101

The Compassionate Classroom: Assessing the Impacts of Nonviolent Communication

Marion Little, Kayo Devcic & Raj Gill

The Compassionate Classroom is a conflict resolution and empathy development training program based on the Nonviolent Communication model (Rosenberg, 2000). This presentation demonstrates aspects of the program and reports on its effectiveness for a small group of 'at-risk' adolescent girls in Victoria, BC, and a class of grade seven students in Vancouver, BC. It contributes to the growing body of knowledge and practical tools supporting the wellbeing of youth. These projects are significant due to their focus on socio-linguistic conflict resolution skills as a way to facilitate the expressions of honesty and empathy that are integral to peaceful conflict resolution. Empathy is frequently cited as essential; however, concrete practical facilitation of empathic language and behaviour is the focal point of few school-based violence prevention efforts. The findings of these research projects suggest that Nonviolent Communication training was an effective conflict resolution and empathy development strategy for these three groups of students.

10:30am-12:00pm

MAC D103

Aboriginal Head Start: A Thread in the Web of Aboriginal Education

Pam Moore, Teresia Loudon

Aboriginal Head Start (AHS) is sometimes understood as child-minding for Aboriginal children with a bonus feature of early intervention. Such narrow conceptualizations of AHS diminish the program's contributions to the positive identity formation and holistic development of children within families and community and can limit the program's influences with outside organizations. This session rectifies these misconceptions and illustrates the building of collaborations by: clarifying AHS program components; describing relationships with Elders; and explaining how a community-based inquiry recognized, extended, and strengthened program connections with public education. As a result, the contributions of AHS have become more central and connected within a broader meaning and context of Aboriginal education. (This project is funded by a grant from the Canadian Council on Learning.)

10:30am-12:00pm

MAC D105

The News is Good: Successful Interventions with Pregnant and Parenting Teens

Sibylle Artz, Diana Nicholson

This presentation reports on positive and successful interventions with pregnant and parenting teens, a client group that is often characterized as "high risk" and "hard to serve". Our research shows that despite the clear disadvantages created by multiple risks and challenges, interventions grounded in relational practice and conflict resolution coupled with providing for basic needs, like food, safety and individually paced education in a single sex setting, support success in educational achievements and reduce the use of aggression and violence.

ABSTRACTS:

Saturday, April 26, 2008

Concurrent Sessions:

10:30am-12:00pm

MAC D110

Why Supporting Women is Supporting Children and Youth: Working with Mothers in the Context of Domestic Violence

Keely Halward, Rhiannon Wong

In a 2004 Statistics Canada Survey that gathered data over a five-year period re: spousal violence, results showed that (1): 40% of women that reported being victims of spousal violence reported that children had either heard or seen at least one episode of violence. Approximately 34,500 women in BC who experienced spousal violence in this period had children exposed to the violence. Half of these children witnessed their mothers be injured or fear their lives were in danger. When mothers experience violence, children are impacted by the violence. It is impossible to create safety for children and youth without creating safety for women. Participants will learn about: 1. The dynamics of violence against women. 2. How violence against women impacts children and youth and how to work with mothers. 3. Available supports and resources in BC (1) Statistics Canada (2006). P. 34; BC Stats. (2007). Populations and Demographics.

10:30am-12:00pm

MAC D114

Suicide Prevention On-Campus: Engaging, Relating to, and Collaborating with Students

Jonathan Morris

What are your thoughts about mental health and suicidal behaviour amongst college/university students? Ever wanted to share your ideas about how post-secondary institutions can better support students in distress? Come experience a discussion group to share your ideas about well-being, suicide prevention, and your suggestions for how we can engage, relate to, and collaborate with students in designing maximally relevant and useful campus suicide prevention efforts. Individuals attending this workshop will experience a participatory model used to position young people as co-architects of a community-driven suicide prevention program. In addition, participants will receive information about the innovative Inter-Campus Suicide Prevention Action Group, as well as findings from discussion groups held with students.

10:30am-12:00pm

MAC D115

UVic Family Centre: A Pillar of Support for Student Families

Dana Sibley, Elizabeth Quong

Students with families suffer from high levels of stress as they struggle to balance the demands of their studies, with those of their partners and children. Student families often have to cope in a new city or a new country with limited resources. The University of Victoria Family Centre is an innovative intervention which supports students and their families through direct and indirect means. This paper will showcase the various programs and resources provided by the Family Centre and demonstrate how they assist students and their families. It will highlight the positive impact these programs have on students, their families as well as the University and the wider community.

ABSTRACTS:

Saturday, April 26, 2008

Concurrent Sessions:

10:30am-12:00pm

MAC D115

Community Action Through Mentoring

Jennifer Owen

This will be an entertaining PowerPoint presentation – a “snapshot” of Big Brothers Big Sisters in Victoria, including:

- Overview of the Agenda and its program
- Just exactly what is a “mentor” – what is “mentoring”?
- Why its great – benefits to children, to adults and to the community
- Things you probably know about BBBS
- Things you may NOT know about BBBS
- Into the Future
- Questions?

10:30am-12:00pm

MAC D116

In the Rhythms... Continuing the Conversation

Mark Krueger

In this workshop we will continue the conversation started in my keynote speech. The goals will be to share our experiences and deepen our understanding of youth work as a contextual, interpersonal, and inter-subjective process of human interaction that is like jazz or modern dance. We will try to show and explore how we use our skills and knowledge in the lived experience to create moments of connection, discovery, and empowerment. We might even dance and play a little music, if not with our feet then in our heads. Please come prepared to be engaged with us in the conversation.

10:30am-12:00pm

MAC D288

Rethinking Practice: Educators Working in the Postmodern Turn

Debbie Thompson, Colleen Thompson, Megan Brame, Kim Atkinson

Four early childhood educators, members of the Investigating Quality Project Learning Circles will lead the presentation. This workshop will report the work of early childhood educators involved in the *Investigating Quality Project*. The objective of the project is to promote the active engagement of early childhood educators in discussions and actions that lead to the formation of innovative spaces for young children. The educators will share and discuss their work in the Project. The workshop will be delivered in an interactive approach and will allow for reflection and questions. This workshop will appeal to early childhood practitioners, policymakers at large, and researchers interested in issues of pedagogy in early childhood education.

ABSTRACTS:

Saturday, April 26, 2008

Concurrent Sessions:

1:00pm-2:30pm

MAC D101

“It Takes a Village”.

Kathi Camilleri and Heather Simpson

Traditionally we had many, many words and ways of treating our children to affirm our belief that they are our sacred gifts. This experiential workshop will help use to understand traditional Aboriginal ways and values. We will explore our personal role in supporting the revival of those values, used for thousands of years that worked so beautifully. This workshop is geared to solutions rather than recrimination and is a great forum in which to ask questions. One participant said of Kathi “It is easy to learn from Kathi because of her gentle ways and her respect for all people.”

Learning outcomes:

A cognitive and emotional understanding of traditional First Nations values.

Insight into the depth of and the intergenerational effects of Colonization.

Methods for creating supportive relationships in a positive way.

1:00pm-2:30pm

MAC D105

POSSE – “Creating Youth Community”

Karen O’Brien, Bonnie Angstadt

We would like to offer a workshop about a gender specific process group called POSSE that we have had the privilege of developing, facilitating and supporting the growth of, for the past 10 years in Port Moody, Coquitlam, Port Coquitlam, Mapleridge and Pitt Meadows. This group started in one middle school and has now grown to a network of 25 plus groups in schools as well as community settings, recreation centres and affiliated with women’s resource centres. POSSE is a gender specific process group for youth that aims to address the cycle of connection, disconnection and reconnection in relationships. This workshop will explore the importance of creating youth community and building assets. Using the asset model and community development theories, we will look at creating community in a group setting and giving workshop participant’s tools to connect the individual stories/circumstances of youth with that of the evolving group community. By creating community, youth are better able to establish, discern and create safe communities of their own, and are able to increase their repertoire of coping skills as well as strengthen the natural helping networks within their peer group, family and school. As Child and Youth Care graduates and professionals ourselves (we each have been working in Child and Youth Care for the past 25 years), we believe POSSE stretches across a variety of settings connecting youth through conversation offering them an experience of validation as well as a sense that they are not alone with their respective issues/concerns. When given this opportunity, their problematic feelings and behaviours become not only an expression of who they are individually but also a reflection of what young people are collectively up against in our culture today. Human connection in a safe, respectful environment is a potent antidote against unsafe risk taking behaviour.

ABSTRACTS:

Saturday, April 26, 2008

Concurrent Sessions:

1:00pm-2:30pm

MAC D110

When Parents Separate: Including the Child's Voice in Mediation

Rebecca Georges

Family Justice Services Division (FJSD), Ministry of Attorney General, provides a range of dispute resolution services to parents experiencing separation/divorce. In June 2007, FJSD commenced a pilot project, bringing children's voices directly into the mediation context. This initiative comes about from research in the area, the UN Convention on the Rights of the Child and the 2005 report, *A New Justice System for Families and Children*. The intent of this project is to permit children, over the age of 10, a safe format through a private, confidential and structured interview with a Family Justice Counsellor (FJC), to express their views about post-separation living arrangements. The process involves pre-screening, consent of all parties (including children), and individual interviews with the child. The FJC relays the children's information to the parents for consideration in the mediation process.

1:00pm-2:30pm

MAC D114

Child and Youth Health Indicators and Determinants – How many? Which ones matter?

Jacqueline McAdam-Crisp

This presentation is based on a report I have written for the Ministry of Health. The presentation introduces the notion of child and youth health and illustrates the inherent indicators and determinants that contribute or deter optimum health. Indicators are presented according to a framework that places them either in the early years, middle years, or adolescence period, as defined within the child, family, and community. Initiatives in each of these areas are explored. The discussion focuses on the relevance and importance of specific indicators, the available data source, their limitations, and specific programs that aim to increase the potential for optimum healthy child development.

1:00pm-2:30pm

MAC D115

The Process of Listening to Multiple Perspectives on Quality in ECCD within the Philippines

Rhiannon Williams

This study, in its broadest sense, looks at developing a method or process through which majority world organizations can provide an avenue for children, parents and other stakeholders to be seen and heard, to voice their perspectives and ideas surrounding what is best for their children, (i.e. quality care). Therefore, in partnership with Save the Children USA/Philippines, over the course of 2007, this research study was conducted.

This session will discuss the methods in this research, how they enabled multiple stakeholder groups within the Philippines to voice their views and understanding of quality within their own ECCD context. In addition, the session will discuss how the process itself is an important part in knowledge dissemination and empowerment of different stakeholders within communities, around issues of children's welfare, and improving the quality of early childhood education within the Philippine context.

ABSTRACTS:

Saturday, April 26, 2008

Concurrent Sessions:

1:00pm-2:30pm

MAC D115

Contested Contentions: She declares “They don’t have anything to worry about” and he maintains “We need to sacrifice our brains”.

Catherine Ann Cameron, Toupey Luft, Sandra Byers

Community-based dating-violence prevention-programmes are crucial components of a successful social action plan for promoting development of healthy adolescent relationships. We evaluated all such initiatives in New Brunswick with the goal of developing an integrated provincial strategy for dating-violence prevention. We surveyed all high school students who had participated in such programmes immediately before, immediately after, and four months after the interventions. We also conducted focused discussions with students on questionnaire responses where gender and developmental differences emerged, to achieve a grounded understanding of student perspectives that would insure curriculum recommendations that would adequately address youths’ gendered viewpoints. Our recommendations for a provincial strategy will be reviewed.

1:00pm-2:30pm

MAC D116

Shape-Shifting: An examination of Transitioning Identity Across Professional CYC Contexts and Roles

Catherine Hedlin

Your identity as a Child and Youth Care (CYC) professional extends beyond an artificial line separating our personal self and our practice. It permeates all aspects of our personal and professional lives. This interactive workshop will focus on the complex relationship between the self and professional identity, and will examine the evolution of identity across student, management and educator roles. Particular attention will be paid to shifts in personal and professional autonomy, power internal and external to organizations, responsibilities and ethical concerns. Participants will be invited to reflect on and share their own journeys through multiple contexts in CYC practice. Whether you are just entering the professional or are in the midst of a role transformation, the presentation will help raise awareness of the way shifting roles and context can influence professional identity formation. It will assist practitioners in developing an understanding of the intersections between professional identity and the self and the associated effects upon the constructions of relationships with clients, students, colleagues, government and other stakeholders. The presenter has practiced as a CYC practitioner for 30 years and is interested in the degree to which shifting professional identities can inform a continued re-thinking of self and sense of reality in practice.

1:00pm-2:30pm

MAC D288

Critical and Postmodern Theories and Their Application to CYC Coursework and Practice

Veronica Pacini-Ketchabaw, Alan Pence, Mackenzie Dean, Marina Harpe, Cynthia Lee, Elicia Loiselle, April Mallett, Nathan Patten

Critical and postmodern theories are playing an increasingly important role in child and youth care, not only in relationship to theorizing, but in terms of practice. Veronica Pacini-Ketchabaw and Alan Pence have been using critical theories in their work with SCYC students both on-campus (Veronica) and in Africa (Alan). Veronica and Alan will provide an introduction to their use of critical theories and Mackenzie Dean, Marina Harpe, Cynthia Lee, Elicia Loiselle, April Mallett, and Nathan Patten (graduate students) will speak to their use of such an approach in their course work and in their practice.

**Child & Youth Care in Action: *Connecting Across Contexts*
PROGRAM**

ABSTRACTS:

Saturday, April 26, 2008

Concurrent Sessions:

1:00pm-2:30pm

MAC D101

“It Takes a Village” – continued.

Kathi Camilleri and Heather Simpson

1:00pm-2:30pm

MAC D103

The Vancouver Roving Leaders Program

Madeleine Kipling, Kate Hodgson

The Vancouver Roving Leaders Program is a flexible, community-based initiative that works to bridge vulnerable children & youth in the Grandview-Woodlands, Hastings-Sunrise and Downtown Eastside neighbourhoods with positive services in their communities. The program was developed in response to growing numbers of youth not accessing traditional programs in our community. The Roving Leaders are community youth workers who engage children and youth in culturally relevant recreational activities, breaking down the barriers they face in accessing traditional community services, while developing their strengths, talents and interests to connect them to their community. The Vancouver Roving Leaders program is based on attachment theory and takes an ecological perspective to strengths-based practice. This roundtable discussion will highlight the underlying principles of the program, from the CYC theories that influence the practice, and the importance of non-traditional approaches that have made this program an award-winning and provincially-recognized success.

1:00pm-2:30pm

MAC D105

Transition Programs for Students with Intellectual/Physical Barriers in Secondary School

Cindy Lee

School District No. 43 (Coquitlam)

Work Experience/Career Development

Skill Development for Students with Special Needs

This program is intended to provide students with an opportunity to discover and develop appropriate work skills, and to provide a supportive environment in which they can apply those skills. The program provides students the opportunity to participate in 8 classroom sessions: Introduction/Consent Form/Application, Career Choices, Resumes, Interview Procedure, Interview Information, Practice Interview, How to Keep a Job, Contract Procedures & Safety.

School District 43 (Coquitlam) and Douglas College have developed a joint program to support students in Low Incidence and High Incidence programs to transition from high school to post secondary institutions or employment training programs. The “Transition Program” will enable students to receive credit for school attendance at the same time they attend a Douglas College Audit Special Education (or other) program. Students in their grade 12 or 12+ year will be eligible for the program. Students will be introduced to post secondary education opportunities, examine future training possibilities, and address the steps/skills required to enter the work force.

ABSTRACTS:

Saturday, April 26, 2008

Concurrent Sessions:

1:00pm-2:30pm

MAC D110

A Child and Youth Care Approach to Child Protection: Synergy or Dichotomy?

Robert Bates

The area of human service practice called child protection has traditionally been exclusive territory for those educated in social work in contemporary society. However, every year in British Columbia, child and youth care graduates are assuming roles in the spectrum of child protective services for the Ministry for Children and Family Development. Is it possible to bring a distinctly child and youth care approach to child protection roles and what might that look like? Participants in this interactive workshop may be surprised at the fit between selected child and youth care concepts and the functions of child protective roles.

1:00pm-2:30pm

MAC D114

Violence is Preventable: Working across sectors to support children and youth exposed to domestic violence

Keely Halward, Rhiannon Wong

Three to five children in every classroom have witnessed violence (1). The impacts of exposure to abuse are often very visible in classroom settings, yet often go unrecognized as such. Through the BC/Yukon Society of Transition House's "Violence is Preventable (VIP)" project, Children Who Witness Abuse (CWWA) counsellors provide services in schools such as educational presentations in classrooms, targeted psycho-educational groups to students, and presentations to staff and parents. VIP collaborations now exist in over 28 communities across BC Educational Workshop Objectives: Provide an overview of BC ground-breaking CWWA program model; Introduce participants to the Violence is Preventable (VIP) model of collaboration between CWWA programs and BC schools; Introduce participants to new innovative resources produced for VIP including the film "In Every Classroom" (13mins) Jaffe, Peter G., David A. Wolfe and Susan Kaye Wilson. (1990) Children of Battered Women. USA: Sage Publications. P 113.

1:00pm-2:30pm

MAC D115

Overcoming the Obstacle of Time and Space: Wiki Technology and Education

Derek Stockley

This workshop will demonstrate how faculty teams at Sheridan College have used wiki technology to overcome the obstacles of limited time and reduced personal interactions that hinder the development of great ideas. Participants will be provided with examples of how wiki technology has been used throughout the Sheridan CYW program to share information and resources, develop new curriculum, facilitate team teaching and create space for online conversations. Participants will be invited to contribute in the development of a wiki focused on addressing key points and ideas generated from this workshop. No prior knowledge of wikis is required to attend this session, and technophobes are welcome.

ABSTRACTS:

Saturday, April 26, 2008

Concurrent Sessions:

1:00pm-2:30pm

MAC D116

Respectful Ways of Engaging Families

Shelley Dewar

The "Respectful Ways of Engaging Families" presentation offers participants some of Shelley's learning from her practice experience with families and from her thesis. The notion of clients' worldviews is useful in constructing and delivering interventions that are deemed acceptable by the families with whom we work. Through an exploration of concepts such as utilization, client position, and joining, participants will increase their understanding of how to engage with families and match interventions with family worldviews. Shelley Dewar completed her degree in Child and Youth Care in 2003 and went on to complete her MA in Counselling Psychology in 2006. With over 14 years experience, Shelley works privately as a Registered Clinical Counsellor and in the nonprofit sector counselling children, youth and their families.

1:00pm-2:30pm

MAC D288

Being Cared for By Your Clients

C. Alexander and G. Charles

Aspects of the professionalization of workers' relationships with young people and their parents can create barriers to authentic, mutual, and helpful relationships. In order to help create change workers must engage their clients in a relationship. Yet, the concept of a professional relationship, where the direction of service and care is one-way (from the worker to the client) permeates our work. This counters theories and experiences in their relationships, and that people affect each other in this process. The presenters will draw on their work in this area to invite a re-examination of what constitutes ethical and useful child and youth care relationships. Workshop participants will be actively engaged in discussion on the topic.

Posters/Display Tables:

Anti-Dote

Sandrina de Finney

Anti-dote (www.anti-dote.org) is a grassroots network of over 100 racialized minority and Indigenous girls and women in Greater Victoria. Anti-dote members are active in community-based research, education, advocacy and outreach. Our diverse initiatives support social inclusion, community-building and social change for and by racialized minority and Indigenous girls and women.

Community Action Through Mentoring

Jennifer Owen

Collaborating for Suicide Prevention: An In-Depth Case Study of a School-Based Suicide Prevention Program

Jennifer White, Jonathan Morris

This poster will describe a recently funded study entitled “Collaborating for Suicide Prevention: An In-Depth Case Study of a School-Based Suicide Prevention Program” being undertaken by Dr. Jennifer White and Jonny Morris, School of Child and Youth Care, University of Victoria. The study has been designed to closely examine the planning and implementation of Reaching Out, a school-based suicide prevention program developed by the Vancouver Crisis Centre. The specific goals of the case study are: (1) to deepen our understanding of how key stakeholders (i.e. students, parents, school staff, and community educators) experience and respond to a research-informed, school-based suicide prevention curriculum and (2) to generate useful feedback for program developers that will assist them to refine and improve future deliveries of their school-based suicide prevention curriculum.

Cultural Safety in Practice with Children, Families and Communities

Jessica Ball

What can we do to create culturally safe environments and encounters in our practice? Cultural safety is an outcome of interactions where people experience their cultural and way of being as having been respected or, at least, not challenged or harmed. Indicators of cultural unsafety may include ‘denial’, ‘non-compliance’, low attendance, reticence, and anger about services received. This poster presents five principles for enhancing cultural safety constructed through a recently completed series of community-university partnership projects: Protocols; Personal knowledge; Partnerships; Process; and Positive Purpose.

Posters/Display Tables: Continued. . .

Pacific Secondary School

Paul Block and Tanya Switucka

If not us, who? If not now, when? Learning for all – whatever it takes!

Pacific Secondary students are perhaps some of the most challenged youth living in the communities known as the West shore. Our students face a variety of challenges and as such, have perhaps not found success in the traditional public school system, however...these kids with the care and support of staff and our school community are finding success.

Pacific Secondary is not a school of last resort; we are a school of hope and a school of choice! We provide support and care through a strengths-based positive school culture that restores hope in kids who need it the most! We help teenagers re-define success for themselves and offer the support to guide them in finding that success!

Youth Engagement in Action

Nishad Khanna

This table display includes print resources from the Centre of Excellence for Youth Engagement, such as user-friendly Youth Engagement Framework tools and graphics, and examples of frontline projects (related to crime prevention, sexual health, mental health, ethnic and cultural identity, and substance use). In addition, resources and summaries related to current and emerging research related to youth engagement will be available.

Presenter Biographies:

Carla Alexander, M.S.W., has worked in family support, child and youth work, family resource centres, and community development. Currently, she is an instructor and PhD student in the Faculty of Social Work at the University of Calgary, Alberta, Canada.

Bonnie Angstadt, Bachelor Child and Youth Care (UVIC), has co facilitated POSSE groups for the past 8 years. She has been working in the Child and Youth Care Field since 1984 in Northern BC and the lower mainland. Bonnie works as a youth worker in Scholl District 43, currently supporting youth in high school. Previously she has worked in Alternate Behavior settings in the Elementary and Middle School levels.

Ana-Elisa Armstrong de Almeida

Ana-Elisa is a M.A. Candidate with the School of Child and Youth Care. Her research interests are sexual abuse, gender, embodied experiences, international development, feminist poststructuralist theory, and qualitative inquiry. Currently, she is a Child and Family Therapist Intern at the Mary Manning Centre.

Sibylle Artz, PhD, is a Full Professor with over twenty years of direct practice experience with children, youth and families. Her research focuses on youth violence and homelessness particularly girls' use of violence. She has published more than fifty refereed articles, written two books, "Feeling as a Way of Knowing" (1994) and "Sex, Power and the Violent School Girl," (1997) and co-edited, a third book "Working Relationally with Girls: Complex Lives/Complex Identities" (2004), with Dr. Marie Hoskins. She was chosen in 1998, as Academic of the Year by the Confederation of University Faculty Associations of British Columbia, and in 2004, received the Award of Distinction for Research from the McCreary Youth Foundation of Vancouver. She is currently participating in the International Initiative to end the use Of Child Soldiers led by Senator Romeo Dallaire and was recently selected for a Leadership Victoria Award in recognition of her research contributions to the community.

Kim Atkinson has been an Early Childhood Educator for 25 years, working for the last 13 years at Lansdowne Cooperative Preschool. She writes regularly for Island Parent Magazine and has presented workshops for parents around the city and at the Making Tomorrow Conference.

Jessica Ball is a Professor in the School of Child and Youth Care at the University of Victoria, and Principal Investigator of a program of research called Early Childhood Development Intercultural Partnerships (www.ecdip.org) Her publications, community engagements, training and policy work combine theory and research on child and family development with social justice and public health perspectives. Her recent work focuses on fathers' involvement, cultural safety in practices with children, youth and families, and population based data collection about Aboriginal young children.

Robert Bates has practiced frontline Child and Youth Care (CYC) in various settings including the Ministry for Children and Family Development (MCFD) as a Child Protection Worker. In 2006, Robert left the MCFD to accept a full time faculty position in the CYC program at Malaspina University-College in Nanaimo, BC.

Dr. **Natasha Blanchet-Cohen** holds a doctorate in education from the University of Victoria on child agency, environmental involvement in early adolescence. She led the Growing up in Cities Canada initiative and is currently the research lead on YouthScape, an initiative on building resilient community through youth engagement coordinated by the International Institute for Child Rights and Development. She is also involved in follow-up research on the UN Study on Violence Against Children and is an instructor in Child and Youth Care.

Presenter Biographies: Continued...

Megan Brame is an Early Childhood Educator, Infant/Toddler Educator, Special Needs Educator and also has her BA in Child and Youth Care. She has worked front line in the child care field as a manager and educator for the past 20 years and is also an ECE Instructor. Megan is an active member of the ECE community being a member of ECEBC and the Regional Child Care Council. Her greatest job is that as a mother to two teenage boys.

Dr. Sandra Byers is Professor and Chair in the Department of Psychology at University of New Brunswick. She has more than 90 publications in the areas of dating violence and human sexuality. She has won several awards including the Muriel McQueen Fergusson Foundation award for outstanding achievements that have further advanced the elimination of family violence.

Dr. Ann Cameron, Honorary Professor of Psychology at the University of British Columbia; Emerita and Honorary Research Professor, University of New Brunswick; and Adjunct Professor, University of Victoria studies cognitive and emotional development of children and adolescents: contextual factors in resilience development, gender-sensitive school-based violence-prevention, and adolescent physiological responses to psychosocial stress.

Kathi Camilleri is of Aboriginal and Irish ancestry. She is a Liaison Worker with the Aboriginal Outreach Team of Child and Youth Mental Health. She has explored residential school issues with teachers, students, social workers, foster parents, healthcare workers and church communities throughout Canada to rave reviews.

Stephanie Capyk is the manager of Direct Client Services at the Victoria Women's Sexual Assault Centre. Over the past ten years, she has worked in various capacities within the anti-violence field, including counselling and providing victim services with youth survivors of sexualized violence.

Dr. Grant Charles is Associate Principal (Research) of the College of Health Disciplines and Assistant Professor in the School of Social Work at the University of British Columbia. Prior to coming to UBC he worked in a variety of mental health, special education and child welfare settings.

Mackenzie Dean is a student in the School of Child and Youth Care's MA program here at UVIC. She has been working in the field of child and youth care for eight years and her experience has included a primary focus on working with adolescents in residential care settings.

Sandrina de Finney

A youth worker by training, Sandrina is currently an assistant professor in the School of Child and Youth Care at the University of Victoria. She is Maleseet/Ojibway/Irish and is active in participatory community-based research, practice and advocacy with Indigenous and racialized minority youth, families and communities.

Kayo Devcic, BA, BSW, is an addiction prevention specialist who works for the Vancouver Coastal Health Authority in South Vancouver middle schools and High Schools. Kayo has had an abiding passion for Nonviolent Communication ever since attending a workshop with Marshall Rosenberg in 2001.

Shelley Dewar

Shelley Dewar completed her degree in Child and Youth Care in 2003 and went on to complete her M.A. in Counselling Psychology in 2006. With over 14 years of experience, Shelley works privately as a Registered Clinical Counsellor and in the non-profit sector counselling children, youth and their families.

Presenter Biographies: Continued...

Mandy Dixon, Liaison worker on the North Central Vancouver Island Aboriginal Outreach team is of Aboriginal and Russian ancestry. After many years working with Aboriginal families in Campbell River at Laichwiltach Family Life, Mandy recently joined the Aboriginal Outreach Child and Youth Mental Health Team and is mainly providing service in the Comox Valley. Mandy and her husband also provide a foster home to children in the C.R. area. Their family enjoys an active life caring for their 2 horses and many pets.

Enid Elliot has been working in the field of Early Childhood for over thirty years and advocating with families, children, and early childhood educators for just about that long as well. Recently, doctorate in hand or in the drawer, she has been working with Veronica, Meagan and Kim in the IQ project.

Darcie Emerson is a Masters student with UVic's School of Child and Youth Care and is supervised by Dr. Doug Magnuson. Her current research interests lie in the area of child protection—more specifically, exploring what practices workers use to contribute to an effective, collaborative alliance with families.

Jessica Evans is a 4th year student in the School of Child and Youth Care. Jessica transferred to the University of Victoria in 2005 after completing her Child and Youth Care Counselling Diploma. Currently Jessica is interested and active in student governance as well as research regarding Childhood Peak experiences.

Penny Fenske, BA Psychology, MA CYC (in progress)

Penny has participated in research on children and families for over 5 years. The focus of her training and research has been resilience in children, who have experienced trauma and abuse. She is a child, youth, and family counsellor, supporting those with brain injuries, serious mental illness, and intensive behavior issues.

Roy Ferguson

Roy completed his doctorate in clinical pediatric psychology at the University of Alberta in 1972. He then established and chaired the Department of Psychology at Alberta Children's Hospital in Calgary until 1979 when he came to the University of Victoria to be the Director of the School of Child and Youth Care. He has been skating with buffaloes ever since.

Twyla Gabriel

Twyla is a 17 year old woman who enjoys card games, puzzles and bike riding. She is currently attending school and training to be a Junior Roving Leader. Twyla is also the web designer for the future Vancouver Roving Leaders website. Twyla wants to be a youth advocate or lawyer in the future. She wants to be a Junior Roving Leader to gain skills and experience working with kids.

Rebecca Georges, CYC, BA (1992) has continued with her life path as a "Life-enhancing caregiver and an advocate for children," completing an MA in Counselling (1998). As a Registered Family Mediator (1998) and a Family Justice Counsellor in Terrace BC, Rebecca is an active participant in a project to include children in mediation.

Raj Gill, B. Sc., ART. CPCC., is the Director of Prosperity Circles Coaching Intl. in BC Canada.

She is a trainer certified by the International Centre for Nonviolent Communication. Her practice includes coaching and training in Inclusive Leadership Adventures, Communication with Compassion and Emotional Intelligence. She is also involved in curriculum development and teaching with Cowichan Intercultural Society, the Justice Institute of BC, University of BC, Langara College, and the Correctional Service of Canada.

Presenter Biographies: Continued...

Susana Guardado (BA CYC '97)

Susana is the Prevention Coordinator for the Victoria Women's Sexual Assault Centre. Susana brings many years of experience working in the area of prevention and youth, specifically around the area of violence and healthy relationships. Susana has worked in community based organizations in Canada, Poland, Vietnam, Ghana and Sierra Leone. For 23 years the Victoria Women's Sexual Assault Centre has been a leader in the field of sexualized violence producing resources, trainings and innovative programs.

Keely Halward

Keely Halward is a graduate of the Child and Youth Care at the University of Victoria and is currently the Women's Services Coordinator at the BC/Yukon Society of Transition Houses (BCYSTH). At BCYSTH she advocates on behalf of nearly one hundred member organizations including 67 transition houses, 15 safe homes, and 12 second stage houses. Policy, project, resource and training development and delivery, member support, and provincial and national awareness initiatives are all ways she contributes to children's, youth's and women's safety in her current role.

Previously she has worked provincially to provide support for children exposed to violence against women in schools, worked frontline in a rural transition house, started an outreach program for women, directed a remote wilderness camp, worked individually with children with autism, and supported youth experiencing multiple barriers.

Mary Harber –Iles BA, BSW, MSW

Mary has worked in a variety of areas during her social work career during the last 20 years. Supporting children, youth and their families in the context of child welfare, clinical work around sexual abuse, healthy sexuality and children and youth with disabilities, parent support addiction issues and FASD.

Marina Harpe

Marina is completing a Master's degree in Child and Youth Care at the University of Victoria. Her background in Early Childhood Education has led her to diverse child and youth work in Guatemala, Ireland as well as Vancouver's Downtown Eastside. Her present research interests include the relationship between social justice, power and discourse within educational contexts.

Catherine Hedlin, a PhD student and sessional instructor in the School of CYC at the University of Victoria, has over thirty years of experience in the field ranging from direct service in intensive treatment centres for youth to executive director at a sexual assault centre and then a provincial membership and accreditation organization.

Nevin J. Harper

Nevin has worked in outdoor adventure environments since, 1989, primarily with at-risk adolescent populations. He has been on the frontlines, managed, consulted and conducted research and evaluation in this field, and presented on the topic internationally. Nevin has a PhD in Outdoor Education and Youth Development focusing on adolescent wilderness therapy and is currently on a two-year fellowship in the School of Child and Youth Care at the University of Victoria.

Kate Hodgson

Kate is the HUB Coordinator for the Network of Inner City Community Services Society. She has worked with children, youth and their families in inner city neighbourhoods in Winnipeg and Vancouver through grassroots organizations and nonprofits. She has worked in the Downtown Eastside for the last eight years and is a mother of two.

Presenter Biographies: Continued. . .

Joanne Hochu has been a child life specialist at BC Children's Hospital for the last 21 years. She has mostly worked in the intensive care unit where ethical questions as how to best help patients and families have given her much cause for thought and reflection.

Marie L. Hoskins is a professor and graduate advisor in the School of Child and Youth Care. She teaches courses on Human change, Generating Theory in Child and Youth Care and Qualitative Research Methods. Her research projects are primarily focused on adolescent girls' identity challenges. In collaboration with her research team, she is currently exploring the issue of decision making when involved with crystal meth. She is also involved with the Child Soldier Initiative (CSI) in various parts of Africa.

Carley Julien

Community and Intake Coordinator
Power To Be Wilderness School

Carley has worked with youth in a variety of contexts for over six years and is passionate about her work with the Power To Be as the Wilderness School Intake Coordinator and Field Facilitator. In this role she is responsible for the intake of youth into the program, ongoing community support, curriculum development and field facilitation. She has experience in drug and alcohol counselling, youth justice, conflict resolution and peacemaking and leadership empowerment. Carley graduated from Simon Fraser University with an Honours Degree in Criminology and was recently accepted into the Masters in Child and Youth Care at UVIC.

Carinna Kenigsberg

Carinna is a graduate of the University of Victoria with a BA in CYC. Over the last 12 years she has worked with and for people with special needs. As Power To Be's Adaptive Recreation Co-ordinator she is an advocate for people of all abilities and the mutually beneficial rewards of recreating in natural environments.

Nish Khanna has been working as the Communications Director of the Centre of Excellence for 5 years in the Saskatoon, Ottawa and now Victoria office. He wears many hats (in many cities), as a youth programmer at the local and national levels, as a researcher, as a communicator and as a lifelong learner. He supports young people to be engaged in all of the Centre's activities and works with various organizations across the country to provide support and resources.

Madeleine Kipling

Madeleine is completing her BA in Child and Youth Care through UVic. Maddy works in the field as a teen activity leader and youth outreach worker through Ray-Cam Community Centre in the Downtown Eastside of Vancouver. Maddy worked with other community organizations to create the Vancouver Roving Leaders Program and is the Roving Leader for the Downtown Eastside.

Mark Krueger, PhD

Mark is a professor and director of the Youth Work Learning Center, University of Wisconsin-Milwaukee. Prior to coming to the university he was a Child and Youth Care worker. He has written eleven books and spoken at youth work conferences in the U.S., Canada & Europe. His latest book is *Sketching Youth Self and Youth Work*. Throughout his career, Mark has been an active participant in the movement to form a profession of Child and Youth Care. <http://www4.uwm.edu/sce/staff.cfm?id=583>

Christine Kutzner is a Registered Clinical Counsellor working as a Child & Family therapist and group facilitator since 1991 for Vancouver Coastal Health and in private practice. Christine has extensive training in childhood development, teen struggles, children with ADHD, family counselling and parent education. Her counselling techniques are grounded in attachment theory.

Presenter Biographies: Continued. . .

**Child & Youth Care in Action: *Connecting Across Contexts*
PROGRAM**

Cindy Lee graduated of the Child Care/Youth Work B.A. Program at UVIC. Cindy continued her studies at SFU where she added Special Education Studies to her portfolio. This education allowed her to work in many diverse settings before she began working as a Work Experience/Transitions Facilitator for the School District 43 (Coquitlam). In this position she was able to create programs that support students through and out of the Secondary school environment.

Cynthia Lee is a M.A. student in Child and Youth Care. She has a background in developmental psychology and has conducted studies related to early child development (e.g. infant crying and Shaken Baby Syndrome). Her current research interests include child protection practice, child and youth mental health and injury prevention.

Marion Little, BA Linguistics, MA Dispute Resolution, is the Executive Director for Threshold Housing Society, serving youth at risk of homelessness on Vancouver Island.

Elicia Loïselle is a graduate student in the School of Child and Youth Care at the University of Victoria. She has worked in community youth development in a variety of areas, including: youth engagement, mental health, adventure therapy and sexual health. She holds an Honours degree in Women's Studies and Development Studies from Queen's University, and is also a trained sexual health educator. She is dedicated to integrating feminist analyses of gender, sexuality and racialization into her Child and Youth Care research and practice.

Dr. Toupey Luft, Associate Clinical Team Leader for Child and Youth Mental Health in Penticton, a branch of the Ministry of Children and Family Development, studies the varied experiences of adolescent girls with a view to developing programs that encourage resilience and mental health. Dr. Luft is a Registered Psychologist in Alberta, and has taught for various institutions including the University of Calgary.

Brenda McGowan is a professor at Durham College in Oshawa in the Child and Youth Program. She is a graduate of the Child and Youth Worker Program at Centennial College and Bachelors degree at Trent University. Her CYC practice consisted of fifteen years working in residential treatment and seven years in day treatment and community settings with children and youth. Brenda is presently on a sabbatical to complete a Master's Degree in the CYC program at UVIC with plans to complete research into the history and efficacy of residential care.

Doug Magnuson is Associate Professor in the School of Child and Youth Care.

April Mallett, Graduate Student, Child and Youth Care, University of Victoria

In true CYC fashion I have worked in a diversity of settings including community development, residential care, leadership, education and awareness, and trusteeship. Currently my interests lie in the connections between young people, community, and sustainable gardening practices.

Meredith Martin is the clinician for the North Central Aboriginal Outreach Program, Child and Youth Mental Health based out of Campbell River, B.C. She has a Bachelors of Fine Arts from the Emily Carr Institute of Art and Design and a Master of Arts in Counselling Psychology from the Adler School of Professional Psychology in Vancouver.

Denise Masson

I hold a Bachelor of Social Work Degree, a Masters of Arts in Child and Youth Care and have worked as a school based CYCW for over 12 years. Three years ago I opened my private practice in my home town of Qualicum Beach, Personal Journeys Counselling and Training Center. The focus of my work is based on relationships as the key to assisting another through their change process.

Presenter Biographies: Continued...

**Child & Youth Care in Action: *Connecting Across Contexts*
PROGRAM**

Jonathan Morris is an MA student in the School of Child and Youth Care at the University of Victoria, having recently completed his BA in Child and Youth Care. Jonny works at an in-patient psychiatric unit for children and youth and as a counsellor for Victoria Women's Transition House Children Who Witness Abuse program. He volunteers for a local crisis line and as a youth suicide prevention educator.

Janet Newbury has a Masters in Child and Youth Care. Her areas of interest include grief and loss, narrative, and social constructionism. She is currently working both at a Family Resource Centre and as a research assistant with Dr. Marie Hoskins exploring experiences of adolescent girls who use crystal meth.

Diana Nicholson is a PhD Candidate in the Centre for Cross-Faculty Inquiry in Education at UBC and a Research Associate in the School of Child and Youth Care at UVic. She has worked with Dr. Sibylle Artz for over a decade on various research projects. Her dissertation work with youth focuses on exploring how ideas about "knowledge" show up in our day-to-day lives and affect participation in social encounters.

Karen O'Brien, Diploma child and Youth Care is a co creator of the process group POSSE. She has been working in the Child and Youth Care field since 1982 in Alberta and British Columbia. For the past 13 years she has been working as a Community and School Based Prevention Worker for SHARE Family and Community Services.

Jennifer Owen is a graduate of the School of Child and Youth Care, where she followed an interest in early prevention, and strategies to promote resilience. She has worked in the areas of child protection, family development, and parent education and support, and has a special interest in neuropsychology. Working with Big Brothers Big Sisters of Victoria allows her to witness the impact in children's lives of informal social support.

Veronica Pacini-Ketchabaw is a professor at the School of Child and Youth Care at the University of Victoria. She is also the Co-Director of the Investigating Quality Project, which situates BC's promotion of quality care within the most dynamic discussions currently found nationally and internationally. Veronica's interests and experiences in research revolve around issues of child care and social justice.

Barb Peck joined the Women's Sexual Assault Centre as a counsellor in 2000 where she provides individual and group counselling with adult and youth survivors. Prior to that, she was very active in anti-violence work in London Ontario. Barb has a combined background of graduate studies in social work and psychobiology.

Alan Pence

Alan Pence, PhD, Professor, School of Child and Youth Care, UVic, specializes in early childhood care and development. Before coming to UVic in 1980 he had worked in the field of child care for a period of 10 years, as a front line worker, program director, and trainer. Alan has pursued a wide range of early years' research and development interests: historical perspectives, ecologically influenced quasi-experimental studies, national surveys, cross-cultural and international development activities, and most recently development from critical theory and post-structural perspectives.

Jack Phelan

I have been teaching CYC work for many years, and have been involved as a CYC practitioner and supervisor in a variety of agency settings. I have been traveling internationally to study CYC practice in North America, Europe, and Africa for the past fifteen years and sharing the Canadian CYC experience.

The focus of my writing is on applying theory in practical CYC life space situations and developing CYC program ideas that meet the complex needs of the youth and families we serve. I am a member of the editorial board on some professional journals and promote students being published in CYC journals.

Presenter Biographies: Continued...

Susan Predy, B.A., M. Ed.

**Child & Youth Care in Action: *Connecting Across Contexts*
PROGRAM**

I currently work for the Ministry of Children and Family Development as a Child Protection Social Worker. My primary role at this time is child protection intake, assessment and on-call emergency child protection during evenings and weekends on a rotating shift. During several weekends a year, I coordinate and facilitate a support group for children who have siblings with special needs (SIBSHOPS). I have about 24 years' experience working with children, youth and families in a variety of settings within the community (schools, hospitals, community agencies). My educational background includes: certificates in ECE, Child and Youth Counselling, Child and Youth degree from UVic and a Master of Education.

Christine Puder is the Director of the School of Child, Youth and Family Studies at the University College of the Fraser Valley. A full time faculty since 1997, in addition to teaching she participates in campus and community committees and scholarly activities, including online course development, research, publishing, and PLAR innovations. Prior to teaching she was a front line Child Life Specialist and Director of Child Life at British Columbia's Children's Hospital (1983-1997). Her first career was as a Registered Psychiatric Nurse (1978-1983). Christine is an alumni of the Child and Youth Care program at the University of Victoria, she graduated in 1983.

Gillian Ramsey

. currently working with teen parents who are trying to complete their high school education through the alternative school system.

.. . . . recently moved up island to a smaller town after a life time of working and living in Victoria

. has three children under the age of ten

. graduated from UVic in 1998 as a designated student with a learning disability

. grew up with significant difficulties in typical classroom settings, demonstrated behavioral challenges and learning struggles that led to many psych assessments, counselling, testing, medication etc. over the years.

Personal life experience combined with passion to work with the "underdog" like myself has kept me in this field!

Dr. Cathy Richardson

Cathy is a Metis woman who works in the area of family therapy and child welfare advocacy. She is a faculty member in the School of Social Work, in their Indigenous Specializations program. Cathy has studied areas of Metis identity formation and Eliciting Indigenous Resistance in therapeutic conversations. She works in the area of recovery after violence and is a co-founder of the Centre for Response-Based practice. Cathy is a mother of three and lives with her husband Richard Mackie in Cowichan Bay.

Alejandra Sanchez is an instructor in Early Childhood Education at Douglas College and a facilitator of the 2006 Vancouver Learning Circle, Investigating Quality Project led by University of Victoria. She is interested in documenting and reflecting about the deconstructive analysis and multiple "readings" that pre-service and in-service Early Childhood Education educators' practices when they study documentation based on children's learning. She is also interested in promoting a collective understanding and research culture based on postmodernist perspectives as a strategy to transform early childhood training in British Columbia.

Heather Sanrud teaches full-time in the Child and Youth Care Programs at Malaspina University-College and in her previous CYC work she spent much time with Adolescents. She is a registered Art Therapist with the BC Art Therapy Association and encourages creativity, art, and humour to enliven anyone's practice.

Presenter Biographies: Continued...

Dr. Daniel G. Scott is an Associate Professor and Director of the School of Child and Youth Care at the University of Victoria. He is currently working on a book arising from the Girls Diary Project, a project exploring the inner lives of girls based on their adolescent writings, and an international study on childhood peak experiences working with co-investigator Dr. Edward Hoffman, Yeshiva University, New York. His work is often focused on narrative and the place of verbal and written accounts of childhood or adolescent spiritual experience.

David Segal BA, MA Candidate

School of Child and Youth Care, University of Victoria

David recently completed his BA in Psychology with an emphasis also in environmental studies. He is currently working on adolescent identity formation and the ways in which social and environmental factors interact, influence, and shape one's sense of 'self.' He is also very interested in applied practice and has extensive experience working with youth, adults, and families, mostly in a wilderness context.

Dana Sibley is in her third year of a Bachelor of Arts in Child and Youth Care at the University of Victoria. She has worked in the field for many years and is a mom to four children. Dana is passionate about children and families and finds herself drawn to advocating for programs that support their success.

Heather Simpson was one of twelve graduates of the School of Child and Youth Care at UVIC in 1979. After working in the field for eight years Heather returned to UVIC in the graduate program in Counselling Psychology to pursue her passion of working with children, youth and families. After completing her degree in 1990 she moved to Quadra Island with her husband and two sons and this led to her joining the Child and Youth Mental Health Team in Campbell River in 1992 where she worked as a therapist until taking on the role of Team Leader in 2003. Recently, Heather has been very excited to also take on development of the Aboriginal Outreach Team for the North Central area of Vancouver Island - one of five new teams covering the Island.

Malcolm Sinclair

Malcolm is a 16-year-old brother of two. He is currently attending school and training to be a Junior Roving Leader. Malcolm enjoys card games, bike rides and going to the beach. His future goal is to be a chef. He wants to be a Junior Roving Leader to gain experience for the future.

Derek Stockley, M.Sc., RMFT

Professor, School of Community and Liberal Studies Sheridan Institute of Technology and Advanced Learning
Derek Stockley is a Professor in the School of Community and Liberal Studies at Sheridan College, Brampton, Ontario. Mr. Stockley is a Registered Marriage and Family Therapist with previous experience with youth in the field of mental health and harm reduction. Contrary to his workshop, he is not a techie.

Carol Stuart is an Associate Professor in the School of Child and Youth Care at Ryerson University in Toronto. Her current research interests include professionalization of the field and residential care techniques related to evidence based practice.

Deb Thompson is a caregiver in a toddler childcare centre at UBC Child Care Services in Vancouver and an instructor in the E.C.C.E. program at Vancouver Community College. She has worked the ECCE field for thirty years. Her inspiration comes through learning, and her current interest is learning to use documentation in a toddler setting.

Presenter Biographies: Continued. . .

Allan Wade Ph.D. is a family therapist and researcher based on Vancouver Island. Allan is best known for developing a Response-Based approach to therapy where violence is at issue and his research on the connection between violence and language.

Dr. Jennifer White is an Assistant Professor in the School of Child and Youth Care at the University of Victoria. She has an M.A. in Counselling Psychology and an Ed.D in Educational Leadership from UBC. Jennifer began her career as a Child and Youth Care practitioner in a residential treatment facility. Since that time she has practiced as a clinical counselor, educator, community developer and researcher. She has a particular interest in youth suicide prevention.

Rhiannon Williams is a Ph.D. Student at the University of Minnesota, her main research interests are children's rights, early childhood education (domestic and international), access to education (K-12, & Higher Education) and internationalization of teacher education. She has been involved in four research projects; Study Abroad Curriculum Integration, Learning Communities, and Quality in Early Childhood Family and Day Care Settings in Minnesota and the SUPER (Save University Partnership in Educational Research) project. She is aiming to complete and defend her dissertation titled "Multiple perspectives on quality early childhood care and development in the Philippines" in the fall of 2008.

Rhiannon Wong

Rhiannon Wong is the Violence Is Preventable (VIP) Project Coordinator at the BC/Yukon Society of Transition Houses (BCSYTH). Through the VIP project, she supports 20 Children Who Witness Abuse Counsellors across the province who provide one-on-one support, awareness presentations, and group interventions to children and youth exposed to domestic violence in BC school districts and individual schools.

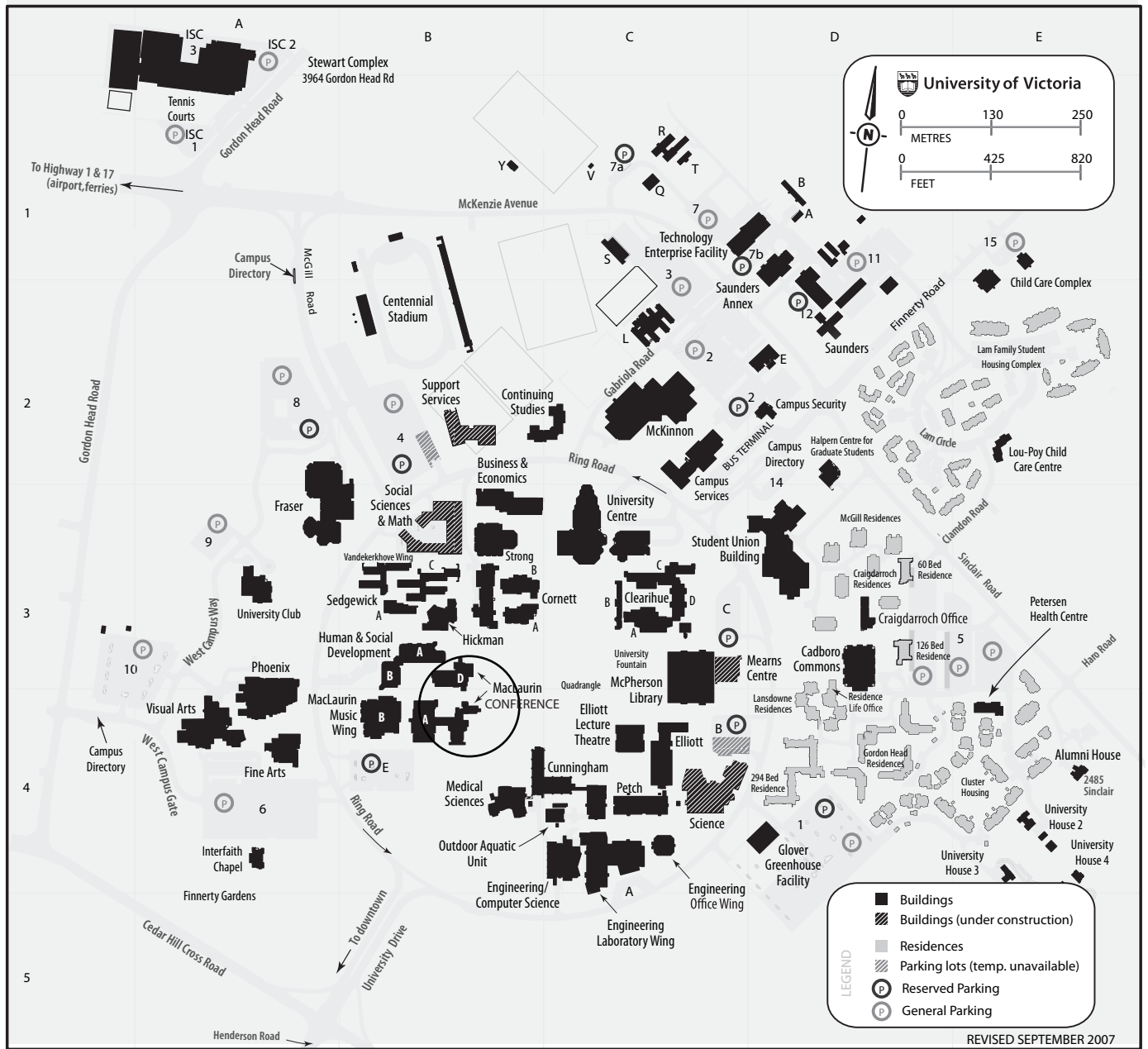
As a graduate from the University of Victoria's Sociology and Women's Studies Program, Rhiannon has previously worked in community based programs working one-one with at-risk youth, project coordination of an employability and life skills program for multi-barrier youth, and supporting women living in Vancouver's Downtown Eastside.

Conference Planning Committee

Sandra Curran, Graduate Program Assistant, School of Child and Youth Care, UVic
Miriam Curtis, Practicum Coordinator, School of Child and Youth Care, UVic
Catherine Hedlin, PhD Student, School of Child and Youth Care, UVic
April Mallett, MA Student, School of Child and Youth Care, UVic
Jonathan Morris, MA Student, School of Child and Youth Care, UVic
Christine Shelton, Program Director, Distance & Distributed Learning, School of Child and Youth Care, UVic
Daniel G. Scott, Co-Chair & Director, School of Child and Youth Care, UVic
Jennifer H. White, Co-Chair, Assistant Professor, School of Child and Youth Care, UVic

Conference Volunteers

Aubrey Baldock, BA Student, School of Child and Youth Care, UVic
Sarah Bonnell, BA Student, School of Child and Youth Care, UVic
Correen Evans, BA Student, School of Child and Youth Care, UVic
Jessica Evans, BA Student, School of Child and Youth Care, UVic
Marina Harpe, MA Student, School of Child and Youth Care, UVic
Catherine Hedlin, PhD Student, School of Child and Youth Care, UVic
Chris Heyd, BA Student, School of Child and Youth Care, UVic
Maya Kieling, BA Student, School of Child and Youth Care, UVic
Cynthia Lee, MA Student, School of Child and Youth Care, UVic
Elicia Loiselle, MA Student, School of Child and Youth Care, UVic
Kate McInnis, BA Student, School of Child and Youth Care, UVic
April Mallett, MA Student, School of Child and Youth Care, UVic
Cristina Martin, MA Student, School of Child and Youth Care, UVic
Kerry Moon, BA Student, School of Child and Youth Care, UVic
Jonathan Morris, MA Student, School of Child and Youth Care, UVic
Lia Musgrave, BA Student, School of Child and Youth Care, UVic
Jess Short, BA Student, School of Child and Youth Care, UVic
Alyssia Premji, BA Student, School of Child and Youth Care, UVic



Building	Location	Building	Location	Residence	Location	Residence	Location
Alumni House	E-4	Hut 'V'	C-1	Cluster Housing		Lam - Family Student Housing - continued	
Business and Economics Building	B-3	Hut 'W'	B-1	Block 46	E-3	Block 15	D-3
Cadboro Commons Building	D-3	Interfaith Chapel	A-4	Block 47	E-4	Block 16	D-3
Campus Security Building	D-2	Lou-Poy Child Care Centre	E-2	Block 48	E-4	Block 17	E-3
Campus Services Building	C-2	MacLaurin Building	B-4	Block 49	E-4	Block 18	E-2
Child Care Complex	E-1	MacLaurin Music Wing	B-4	Block 50	E-4	Block 19	E-2
Clearihue Building	C-3	McKinnon Building	C-2	Block 20	E-2	Block 20	E-2
Continuing Studies Building	C-2	McPherson Library	C-3	Block 51	E-4	Block 26	D-2
Cornett Building	B-3	Mearns Centre	C-3	Block 52	E-4	Block 27	E-2
Craigdarroch Office Building	D-3	Medical Sciences Building	B-4	Block 53	E-4	Block 28	E-2
Cunningham Building	C-4	Outdoor Aquatic Unit	C-4	Block 54	E-4	Block 29	E-2
Elliott Building	C-4	Petch Building	C-4	Block 55	E-4	Gordon Head Residences	
Elliott Lecture Theatre	C-4	Petersen Health Centre	E-4	Block 56	E-4	Wallace (WA)	D-4
Engineering / Computer Science Building	C-4	Phoenix Building	A-4	Block 57	C-4	Wilson (WI)	D-4
Engineering Laboratory Wing	C-4	Saunders Building & Shops	D-2	Block 58	E-4	Poole (PH)	D-4
Engineering Office Wing	C-4	Saunders Annex	D-1	Block 59	E-4	Haig-Brown (HB)	D-4
Fine Arts Building	A-4	Science Building	C-4	Block 60	E-4	Landsdowne Residences	
Fraser Building	A-3	Sedgewick Building	B-3	Block 61	E-4	Hodges (HO)	D-4
Glover Greenhouse Facility	D-4	Social Sciences & Mathematics Building	B-3	Craigdarroch Residences		Ravenhill (RA)	D-4
Halpern Centre for Graduate Students	D-2	Stadium	B-2	Currie (AC)	D-3	Carroll (CA)	D-4
Hickman Building	B-3	Stewart Complex	A-1	Thompson (DT)	D-3	Trutch (TC)	D-4
Human & Social Development Building	B-3	Strong Building	B-3	Carr (EC)	D-3	Helmecken (HE)	D-4
Hut 'A'	D-1	Student Union Building	D-3	Newton (MN)	D-3	Sanderson (SA)	D-4
Hut 'B'	D-1	Technology Enterprise Facility	C-1	Lam - Family Student Housing		McGill Residences	
Hut 'E'	D-2	University Centre	C-3	Block 01	D-2	Cunliffe (JC)	D-3
Hut 'L'	C-2	University Club	A-3	Block 02	D-2	Baker (SB)	D-3
Hut 'Q'	C-1	University House 2	E-4	Block 03	D-2	Stephen (HS)	D-3
Hut 'R'	C-1	University House 3	E-4	Block 04	D-2	New Dormitory Residences	
Hut 'S'	C-1	University House 4	E-4	Block 05	D-2	60-Bed Residence "Park"	D-3
Hut 'T'	C-1	Visual Arts Building	A-4	Block 06	D-2	126-Bed Residence "Tower"	D-3
				Block 07	D-2	294-Bed Residence "Ring Road"	D-4