



**University  
of Victoria**  
School of Child  
& Youth Care

# Newsletter

May 2015



## Letter from the Director:

Jennifer White, Director

The School of Child and Youth Care is a vibrant and inspiring place to work, study and learn. After almost one year in the Director's role, I have witnessed a multitude of ways that members of our School (students, faculty, staff, sessional instructors, and alumni) are actively taking steps to promote the wellbeing of children, youth and families and contribute to a more just world. We are doing important work and our faculty, students, and alumni are being recognized for their excellent contributions to teaching; research and scholarship; and professional service. In this past year we have initiated some important conversations about how to renew our undergraduate curriculum to ensure it is relevant for the times we are living in. We have also assembled a Practicum Council comprising practicum coordinators, faculty, staff, sessional instructors, students, and field supervisors as a way to learn about what is working well and to consider additional possibilities for the future. We have also created a productive forum for undergraduate students to provide feedback to the Director about their experiences in the program as a whole. I am in an 'appreciative mood' these days having just spent three days at an Appreciative Inquiry workshop for leaders in April. We have so much to honor, cherish and appreciate here in the School of Child and Youth Care and the pages of this newsletter are a testament to our individual and collective accomplishments. When I think about our School 'at its best,' I think about the gestures of friendship, loyalty, patience, and gratitude that are enacted on a daily basis in our classrooms, hallways and in the community. I think about the ways we use our differences and tensions

as sites for learning, creativity and growth. I think about the ways that we maintain high expectations of ourselves and our students and hold each other accountable to living up to our stated values. This is not always easy and we do not always get it right. The good news is that most of the time we have an opportunity to get it 'more right' in the future. On that note, I look forward to co-creating the conditions for a more life-affirming, justice-seeking and hope-raising future for all of us.

With deep appreciation, Jennifer

## Passion for social change recognized with national teaching award

Kate Hildebrandt, The Ring, February 2015

Child and Youth Care professor Jin-Sun Yoon wins prestigious national teaching award.

"I'm an accidental academic; I never planned to be here," says Jin-Sun Yoon, teaching professor with the University of Victoria's School of Child and Youth Care (CYC). Yoon's path to professorship has been paved with the same whole-person commitment that has led her to become recognized for her transformative teaching career—selected as one of 10 university educators across Canada to receive this year's prestigious 3M National Teaching Fellowship.

Yoon's reputation for continually challenging herself has been balanced with inspiration from and collaborative work with a devoted network of current and former students, mentors, friends and colleagues. Together, they re-imagine education in context and in its symbiotic relationship with social service praxis. "I appreciated being respectfully challenged to recognize how my social location was implicated in my thought and practice," says former student, Scott Kouri. "I particularly appreciate that Professor Yoon emphasized her own ancestry, which in turn helped me to speak about my family, our history and our ancestry."

It was a serendipitous event in 1998 that brought her to UVic. Invited to give a talk at the Women's Centre on anti-racism, a sociology professor in the audience

encouraged and invited her to teach at UVic—an opportunity she treated as an "academic gig" while continuing to work as a counsellor in the community. Four years later, a CYC student urged Jin-Sun to apply for a faculty position that had come up at the School of Child and Youth Care. Impressed that her wide range of work experience as a practitioner would be valued to inform her teaching, she applied.

Thirteen years later, Yoon's transformative pedagogy is still focused on the future.



"The ideal form of activism is to teach future practitioners who in turn influence the next generation," she notes. "It's the perfect way to make the greatest impact." She talks of the strength and courage required to learn how to speak one's truth, to face realities of globalization and environmental degradation, and to tackle huge subjects such as racism, homophobia, sexism, and colonialism. At the centre of her teaching is a particular attention to the relationship between settlers and Indigenous people; she sees this recognition as a foundation for all social justice work in Canada.

Accordingly, she 'walks the talk.' A devoted activist, her voice is heard at the tables of many decision-makers and advocates at UVic and across the community. At UVic, she serves as Co-Chair of the Minority and Indigenous Women Instructor's Network, is an active member of the Provost Diversity and Equity Committee, and is on the President's University Human Rights Committee. She is well known as a fierce advocate for meaningful student and community engagement and representation.

The roots of Yoon's activism run deep in her own life experience. She came to Canada from South Korea at age five with her mother and two sisters, leaving behind a large extended family. In 1967 Canadian immigration laws changed, lifting bans on "undesirable" countries, making it possible for them to join her father, who had successfully completed his medical degree in Vancouver.

Responding to the assimilationist practices of those times, she stopped speaking completely during the first six months she was in Canada — determined to begin again by speaking only fluent English. Her observational skills not only helped her survive overt racism while growing up, but also led her to pay acute attention during the four years she worked and traveled abroad. For instance, her path to graduate school at UBC was inspired while on a seven-day ride on the Trans-Siberia train.

She's continually fuelled by an insatiable curiosity to figure out why people do what they do, she says, "I am driven to understand the psychology of race, racialization and radicalization." Most of all, she says she feels responsible to remove barriers for others and lift others up, "just as my mentors have done for me."

"The rich learning opportunities Jin-Sun makes available to her students and the community affects the university directly and in an essential way," says UVic President Jamie Cassels, who also received a 3M teaching award in 2002. Cassels enthusiastically endorsed Yoon's nomination, citing her many contributions to UVic's learning environment and the communities beyond. "Indeed, she is one of the precious, vital links that in the words of inclusive community members, established UVic as 'our university.'"

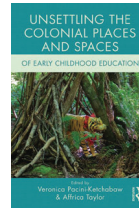
### 3M Fellowship

The community of 3M National Teaching Fellows, created in 1986 by the Society for Teaching and Learning in Higher Education and 3M Canada, embodies the highest ideals of teaching excellence and scholarship with a commitment to encourage and support the educational experience of every learner.

## Unsettling the Colonial Places and Spaces of Early Childhood Education

Edited by: Veronica Pacini-Ketchabaw and Affrica Taylor. Veronica is Professor and Coordinator of the Early Years Specialization in the School of Child and Youth Care at the University of Victoria, Canada. Affrica is Associate Professor in Childhood Geographies and Education at the University of Canberra, Australia.

Unsettling the Colonial Places and Spaces of Early Childhood Education uncovers and interrogates some of the inherent colonialist tensions that are rarely acknowledged and often unwittingly rehearsed within contemporary early childhood education. Through building upon the prior postcolonial interventions of prominent early childhood scholars, *Unsettling the Colonial Places and Spaces of Early Childhood Education* reveals how early childhood education is implicated in the colonialist project of predominantly immigrant (post)colonial settler societies. By politicizing the silences around these specifically settler colonialist tensions, it seeks to further unsettle the innocence presumptions of early childhood education and to offer some decolonizing strategies for early childhood practitioners and scholars. Grounding their inquiries in early childhood education, the authors variously engage with postcolonial theory, place theory, feminist philosophy, the ecological humanities and indigenous onto-epistemologies.



<http://www.tandf.net/books/de tails/9781138779365/>

## Common World Childhoods Research Collective

By Veronica Pacini-Ketchabaw

The Common World Childhoods Research Collective has a new website: <http://commonworlds.net/> The Research Collective is an interdisciplinary network of researchers (including faculty and graduate students from SCYC) concerned with children's relations with the more-than-human world. Members work across the fields of childhood studies, early childhood education, children's geographies, environmental education, and Indigenous and environmental humanities.

### The silent epidemic

**Research suggests different approaches are needed for suicide prevention in the schools**

by Kim Westad

<http://www.uvic.ca/knowledge/issues/index.php>

Youth suicide is an ongoing social problem and a leading cause of death among teenagers in Canada, second only to car crashes. Yet how it's thought about and taught in schools hasn't changed for decades.

That's starting to change, in part due to the high-profile suicides of several Canadian teens. And in part due to

the work of researchers like the University of Victoria's Jennifer White.

Suicide prevention has been taught in many school curriculums since the 1980s, when a tripling of the teen suicide rate brought the issue to the forefront and prompted widespread concern.

Most of that teaching has focused on suicide being related to mental illness or depression. Students are counselled to get help from an adult—be it a parent, a teacher, a professional or a "cool aunt"—as soon as possible. They're taught ways to cope with stress, and to recognize indicators of depression.

That standardized teaching may be just what some suicidal teens need, says White, a researcher in UVic's School of Child and Youth Care who studies how suicide prevention is taught. But she sees value in expanding the factors that are taken into account with teen suicide, as well as rethinking the way it's taught.

"I'm not saying stop the teaching we now have, but we need to realize it may not be what everybody needs." Generally, teaching about suicide has been through "transmit" mode, says White. The educator gives information to students, who are later tested on their knowledge of what they've been told. In this model, students are passive receivers of information.

White and her graduate students studied a new suicide prevention program taught in a Lower Mainland school that, at six hours, was longer than most and brought in representatives from community agencies to talk to students.

Their research looked at how suicide prevention was taught and how students learned, observing the classes and interviewing the educators and students afterwards. That hadn't been done before.

White found that educators sometimes reported feeling boxed in by being positioned in a "know it all" role. And both educators and students felt a valuable voice was missing—that of students.

"There was no recognition that students bring a richness of experience, insight and questions about the topic, from their own lives, from engagement with social media and all the other ways they learn about suicide in our complex modern culture."

And focusing largely on mental illness and stress misses out on swaths of issues that play a role in students' lives, she adds. Racism, socio-economic and political factors create risks for some teens, yet are not mentioned in the current teaching.



“The current way of teaching is quite neat and tidy. But people experience distress for all kinds of reasons beyond having a mental illness,” she says. “We’re pushing against a one-size-fits-all strategy and trying to expand existing approaches”

And that includes hearing from the very people currently being talked at—the students. The teaching could be more like a seminar, says White, where students are able to make sense of things on their own terms and discuss what is relevant to them.

“These youths are in many ways our experts. Let’s ask them to bring their insight and wisdom to the table, and let’s listen to them.”

## Child Life Specialization Update

By Michelle Koroll

In 2013, after much debate, the Child Life Council decided to change the credentials required for certification as a Child Life Specialist. In 2022 one will need to have a Master of Arts degree with a specialization in child life, and by 2025 the requirement will be a Master degree in Child Life. As a result of these changes the School of Child and Youth Care will be phasing out the undergraduate child life specialization. Students interested in pursuing an internship as part of the BCYC degree will still be able to, if they have completed a child life course from either SCYC at UVIC, University of the Fraser Valley (UFV) or McMaster University in Hamilton, Ontario. This course is being offered this summer as a SCYC distance course and will be offered again in 2016 by University of the Fraser Valley and in 2017 by UVIC.

After 2017 students interested in becoming Child Life Specialists will be encouraged to apply for the post-degree Child Life certificate program at the University of the Fraser Valley. The credits from this program can be applied to a Master of Arts in 2019 at UFV with a child life specialization.

Internships are limited and cannot be guaranteed. Right now in BC, internships are available for one student in September and January at BC Children’s Hospital in partnership with Surrey Memorial Hospital and Abbotsford Regional Hospital. There is also a possibility at Nanaimo Regional Hospital as there is one certified Child Life Specialist currently working in that location.

Students can also pursue an internship in Alberta at the Children’s Hospital in Calgary and Stollery Children’s Hospital in Edmonton. In Manitoba, the Health Sciences Centre in Winnipeg will also accept applications for internships if there is a Certified Child Life Specialist (CCLS) willing to supervise.

Ontario also has a number of hospitals with Child Life Specialists but they tend to give preference to students who have done the Child Life Post-degree Certificate program at McMaster University. This program will be phased out next year (2016) as McMaster University launches the first Master degree in Child Life.

Any questions about these changes can be directed to Michelle Koroll, Practica Coordinator at [mkoroll@uvic.ca](mailto:mkoroll@uvic.ca)



*Mattie Walker, MA student*

## 2015 CYC Alumni event

By Michelle Koroll and Miriam Curtis

The 2015 CYC Alumni event was well attended with about 30 people from the past four decades. It was a great opportunity for us to get caught up with old friends and to create new connections with more recent alumni. Miriam Curtis and Michelle Koroll were busy recruiting new practicum supervisors and learning about agency programs where students could get great experiences.

They also presented the **2015 Exemplary Practicum Supervisor award** to Patricia MacKay in absentia as she was unable to attend this year’s event. Patricia graduated from the School in 2000 and has worked at Saanich Neighbourhood Place since finishing her degree. She has supervised over 15 students in the last 15 years, first as Family Support Worker and now Manager of Family Support Services, and students have raved about her ability to mentor and facilitate rich learning experiences. Congratulations Patricia!



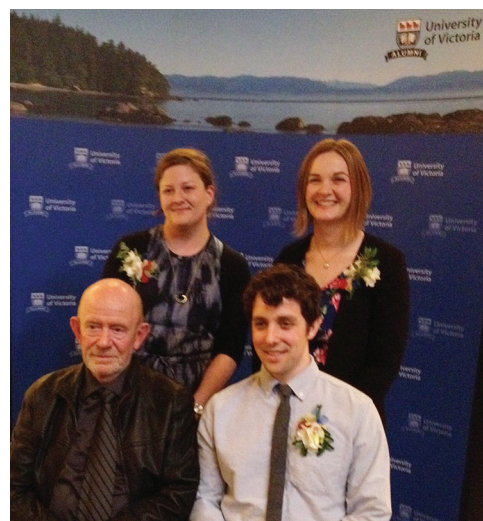
*Janet Newbury, PhD alumni and Max Adilman, BCYC student*



*Juliana Niebergall and Colleen Corder, BCYC alumni*

## Andy Farquharson Teaching Excellence Awards for Graduate Students

Congratulations to Kerry-Lynn Weatherhead, MA student in winning the one of three 2015 Andy Farquharson Teaching Excellence Awards for Graduate Students. The awards are for graduate students who excelled in their teaching during the preceding year. Selection criteria include the demonstrated abilities to foster excitement and enthusiasm for student learning and innovative approaches to instruction.



*Kerry-Lynn Weatherhead, MA student (top right hand side)*

## CAPI Outgoing Research Award

Congratulations to Alex Berry, MA student in receiving the CAPI Outgoing Research Scholarship. Alex will be travelling to Goa, India in December 2015 to conduct research for her Thesis.

## SSHRC Award

Congratulations to Elisabeth Tilstra, incoming MA student for receiving the SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship.

## Child and Youth Care Students' Society (CYCSS) Spring 2015 Report

By Angie Gray (Director)

The dust has settled after the end of the winter semester, and many students are enjoying a short hiatus from classes before the beginning of summer session. As we continue to grow and develop as a group, we are very excited to have Jin-Sun Yoon continue on with us next year as our liaison between students and faculty. Her support and collaboration has been an invaluable asset to the CYCSS.

On February 24th we held our first Annual General Meeting (AGM). The highlight of our meeting was the election of our incoming 2015/16 Board. Angie Gray has moved into the Director position, we welcome Kat Hiebs as our incoming Fundraising Chairperson, and Heather Allison as our new Co-Secretary. We would like to thank Olivia Kaehn and Meadow Dykes who will continue in their positions as Chairperson and Treasurer for the next year. I would also like to express our collective gratitude to Sarah Greschner, our out-going Director, as well as Jasmine Thandi, out-going Co-Secretary, for their commitment and dedication to the CYCSS this past year. You will be missed!

After a very successful first year, we are excited to be continuing our feedback sessions with SCYC Director Jennifer White and the Student Representatives. The feedback gathered from students is considered when changes to curriculum and other school matters are under revision. Please take the time to discuss what is currently working well, or any concerns you have, with whichever rep you feel can best represent you: your year rep, the distance rep, or the Indigenous rep. June convocation is right around the corner, and this semester's grads will be welcomed with our new CYCSS/SCYC banner! A surprise gift from the CYCSS will await our grads at convocation. Any students who are not attending can expect their gift in the mail in July. Thank you to Kassidy Ransom for all of her hard work on this special project. Congratulations to all of this year's graduates! You've worked so hard, we couldn't be more proud!

Formerly known as HSD B147, the CYC Student Lounge has become a hub of student academic and social interactions. Amenities include a microwave, coffee pot, kettle, and assorted teas to help you get through a tough paper, group project, or just to relax between classes. Students from different years are getting a chance to meet each other and socialize, and are reporting that they really value having a place to gather and build community. If you haven't popped in yet, please do! We are looking forward to formally evaluating our pilot project over the summer, and seeing what possibilities the future holds for this community space.

This semester students were invited to participate in the inaugural CYC t-shirt contest! Several submissions were put forward and the winner was Anna Schellenberg with her ever appropriate: "And how does that make you feel? #CHILD&YOUTH&CARE". A big thank you to Chantell Mitchell for coordinating the contest! Hoodies will be available to order in September, design to be determined.



*Saresha Nile, Lisa Daechsel, Sarah Greschner, Angie Gray, Monica Roncata and Lexi Iulianella, undergraduate students.*

Our fundraising projects this year raised nearly \$400! The money earned from the hoodies, t-shirts and bake sale helped fund both the fall and spring "Connecting the Dots", as well as the grad gifts from the CYCSS for June and December convocation. We have also purchased a beautiful Schleich barn and a pancake griddle for the UVic Family Centre to help support their early years and community programs. Thank you so much to all staff, faculty and students who supported these initiatives. We have exciting events planned for next year, stay tuned!



*Back: Olivia Kaehn, Kat Hiebs, Meadow Dykes, Amira Abdel-Malek. Front: Emily, Josiah and Mari Imahori.*

## Connecting the Dots: Meet, Greet, and Eat 2.0

By Angie Gray

The room was a sea of green for the second edition of our collaborative School of Child and Youth Care (SCYC) and Child and Youth Care Students' Society (CYCSS) "Connecting the Dots: Meet, Greet, and Eat" event. On March 17th over 100 teaching faculty, staff, undergraduate and graduate students once again enjoyed making connections while sharing a pizza and sushi lunch in the beautiful new upper lounge in the Student Union Building.



*Emily Hellard, McKenzie Dougherty, Jim Anglin, Amanda Robinson and Marina Rossi.*

In addition to our social mix and mingle, we also had an opportunity to acknowledge the hard work and dedication of our outgoing CYCSS board members and year representatives, as well as welcome our incoming board. Our new banner was unveiled, allowing both the School and the CYCSS an opportunity to elevate our professional presence at upcoming events, as well as make a public statement showing our dedication to a continued strong, collaborative relationship between our students and our School.

The highlight of our presentations and acknowledgements was a surprise congratulations to our very own Jin-Sun Yoon, who was the recipient of the 2015 3M National Teaching Fellowship. Director Jennifer White presented Jin-Sun with a beautiful scarf and spoke of her commitment to the success of her students, passion for social justice and fierce dedication to the growth and evolution of our profession.

We would once again like to thank Lexi Iulianella, Chantell Mitchell and our faculty liaison Jin-Sun Yoon for coordination the event, as well as many other volunteers who pitched in on the big day! We look forward to seeing everyone again in the fall!

