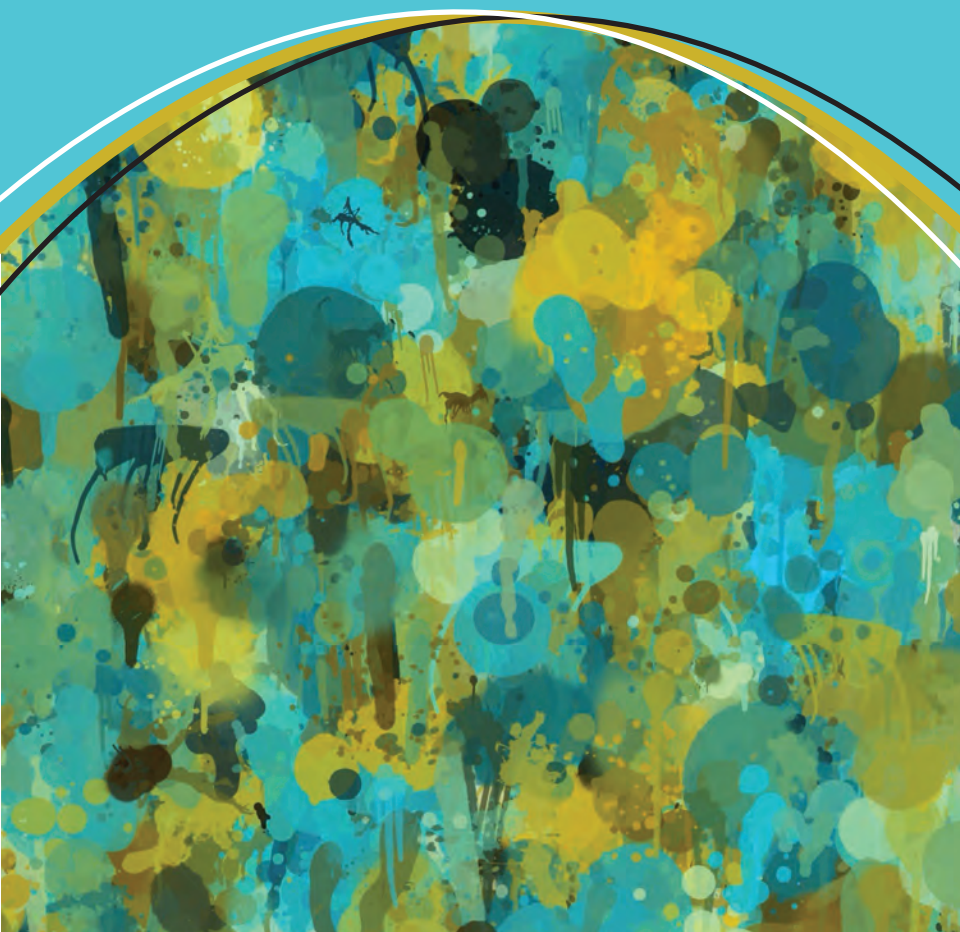


Child & Youth Care in Action V: Embracing Challenge

April 27-28, 2017



University
of Victoria

School of Child
& Youth Care

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Child & Youth Care in Action V: Embracing Challenge***April 27-28, 2017***

Dear Conference Participants,

It is our great pleasure to welcome you to the Child & Youth Care in Action V: *Embracing Challenge* conference. We have an exciting conference program with more than 80 papers, workshops, round tables and panels. We hope your time at the conference, at UVic, and in Victoria is enjoyable.

As you can see, we have several sessions of concurrent conference presentations running both days of the conference. You do not have to pre-select which presentations you wish to attend, but can choose which sessions to attend as you go. You will note that some presentations are scheduled in the same room at the same time. Presenters in these sessions will divide the time between them, allowing time for presenting each of their research and a brief question period.

We are looking forward to meeting you.

Sincerely,

Sibylle Artz and Marie Hoskins
Conference Co-Chairs

Brief Program Overview		
	Thursday, April 27, 2017	Friday, April 28, 2017
	8:00 AM – 9:00 AM Buffet Breakfast in Lobby of the David Strong Building	8:30 AM – 9:00 AM Coffee/Tea in Lobby of the David Strong Building
	9:00 AM – 10:30 AM Territory/Land Acknowledgment and Prayer by <i>Elders Voices</i> , Elders from the First Peoples House, UVic Opening Remarks by Jennifer White, Director, School of Child & Youth Care Opening Remarks by Sibylle Artz and Marie Hoskins, Conference Co-Chairs Keynote Presentation: Alan Pence and Jeffrey Paul Ansloos	9:00 AM – 10:30 AM Closing Remarks by Sibylle Artz and Marie Hoskins, Conference Co-Chairs Keynote Presentation: James Anglin and Mandeep Mucina
	10:30 AM -11:00 AM Nutrition Break Lobby of the David Strong Building	10:30 AM -11:00 AM Nutrition Break Lobby of the David Strong Building
	11:00 AM -11:45 PM 12:00 PM – 12:45 PM Concurrent Sessions * various classrooms	11:00 AM -11:45 PM 12:00 PM – 12:45 PM Concurrent Sessions * various classrooms
	12:45 PM - 1:45 PM Lunch on your own	12:45 PM - 1:45 PM Lunch on your own
	1:45 PM – 2:30 PM 2:45 PM – 3:30 PM Concurrent Sessions * various classrooms 3:30 PM – 4:00 PM NUTRITION BREAK Lobby of David Strong Building 4:00 PM – 4:45 PM Concurrent Sessions * various classrooms	1:45 PM – 2:30 PM 2:45 PM – 3:30 PM Concurrent Sessions * various classrooms Complete Conference Evaluation Please return to volunteers
		6:00 PM – 9:30 PM Evening Reception The Penthouse and the Wild Saffron Room at SWANS Hotel

Time	Thursday, April 27, 2017			
8:00 AM - 9:00 AM	Buffet Breakfast in the lobby of David Strong Building			
9:00 AM - 10:30 AM	Territory/Land Acknowledgment and Prayer by <i>Elders Voices</i> , Elders from the First Peoples House, UVic Opening Remarks by Jennifer White, Director, School of Child & Youth Care Opening Remarks by Sibylle Artz and Marie Hoskins, Conference Co-Chairs Keynote Presentation: Alan Pence and Jeffrey Paul Ansloos			
10:30 AM - 11:00 AM	Nutrition Break in the Lobby of the David Strong Building			
11:00 AM - 11:45 AM	Concurrent Sessions:	Presenters:	Room	Pg
	Nature: A space for reflection (Workshop)	Sylvia Storry, Gaby Emmett	DSB C114	13
	Walking the talk (and stumbling): Complexities of employing a CYC approach in the online classroom (Workshop)	Janet Newbury, Amber Rowse-Robinson, Lori Hamar	DSB C124	13
	Normalizing Deployment Separations for Canadian Children during the Afghanistan War (Paper)	Kristin Atwood	DSB C126	14
	Diversity, Vulnerability and Young Age: Deeper Perspective From Bangladesh (Paper)	Nazneen Akhter, M Salim Uzzaman		
	The Implementation of "Children and Residential Experiences: Creating Conditions for Change" (Workshop)	Anton Smith, Stacey Charchuk	DSB C128	14
	"I am Something Else. For Now": Exploring Youth Conversations of Gender Online (Paper)	Mattie Walker	DSB C130	15
	When Children's Bodies Challenge the Norm (Paper)	Connie Antonsen		
	Indigenous Science: Rearing Children in Cultures of Respect (Workshop) <i>Continued in next session</i>	Larry K. Brendtro, Martin Brokenleg	DSB C116	16
	Support of Children and Youth at Risk by their parents and significant others in the Community and in Residential Care: Implications for Practice & Research <i>Continued in next session</i>	Shlomo Romi, Shalhevet Attar-Schwartz, Emmanuel Grupper	DSB C118	16
	Foundations of Disaster Psychosocial Support (Workshop)	Krista Tincher	DSB C122	17
	The Community Early Learning and Child Care Facilitators Project: Building Communities of Research and Leadership (Workshop)	Kim Atkinson, Lexie Biegun	DSB C 113	17
12:00 PM - 12:45 PM	Concurrent Sessions:	Presenters:	Room	Pg
	All In: Ethics of Care in Settler Societies (Workshop)	Stephanie Brockett, Ben Anderson-Nathe, Sandrina de Finney, Nicole Land, Scott Kouri	DSB C108	18
	Young People as Problem-Solver: Engagement, Participation and Voice	Shay Erlich, Mandi Mayhew, Chris Tone	DSB C124	18
	Uganda, crisis in care: What is helping and what is not? (Paper)	Ian Milligan	DSB C126	19
	Care-'Less': Exploring the interface between care and control for workers in Children's Homes in Ghana (Paper)	Ernest Darkwah		
	Innovations in Residential Care: Creative Solutions for Unique Challenges (Workshop)	Jack Penashue, Melinda Wellsman, Michelle Hawco, Brent Carbonell,	DSB C128	19
	Transforming Justice for Trans Youth: Developing Trans- competent CYC Practices (Paper)	Julie James	DSB C130	20
	<i>Continuation of:</i> Indigenous Science: Rearing Children in Cultures of Respect (Workshop)	Larry K. Brendtro, Martin Brokenleg	DSB C116	20

	Continuation of: Support of Children and Youth at Risk by their parents and significant others in the Community and in Residential Care: Implications for Practice & Research	Shlomo Romi, Shalhevet Attar-Schwartz, Emmanuel Grupper	DSB C118	20
	Building Better Teams: Leadership in Community (Workshop)	Amber McMillan	DSB C 113	20
12:45 PM - 1:45 PM	Lunch on your own			
1:45 PM - 2:30 PM	Concurrent Sessions:	Presenters:	Room	Pg
	Elder Sharing Circle: Values for Healing	Victor Underwood with Scharah Cooper, Sandrina de Finney	DSB C108	21
	Embodying self-care: Why mindfulness matters. Exploring stress experienced in child and youth care students during field-based practicum. (Workshop)	Christine Slavik	DSB C114	21
	The Relational Model: Bridging Discourses between medical and social models of caring for young people diagnosed with autism	Nancy Marshall, Saira Batasar	DSB C126	21
	Let's Get Over Ourselves! Cyber-Space is Life-Space: A consideration of CYC Ethics Online (Paper)	Colleen Kamps, Hailey Kavanagh, Amanda Mayhew	DSB C128	22
	Outdoor Risky Play: Relevance for healthy child development in risk-averse times (Paper)	Nevin Harper, Marlene Powers	DSB C130	22
	Food for Thought: A Case for Culinary in the CYC Profession (Paper)	Amber Rowse-Robinson		
	Traversing Threshold in Child and Youth Care Education: A Qualitative Inquiry into the Meaning-Making Experience of an International Study Tour Student Participants (Paper)	Gerard Bellefeuille, Asma Ammouneh, Cassie Anthoney, Maya Beautista, Jack Deol, Kerry Heaney-Dalton, Lori Smith, Gabrielle St Pierre, Kelly-Ann Reid, Sarah Thang	DSB C118	23
	Tastawâw (the space between two walls): Youth displacement, migration and movements (Paper)	Jeffrey Paul Ansloos		
	"Feeding two birds with one scone:" Community-level social justice initiatives and experiential learning for CYC students in Vancouver Island University's Centre for Community Outreach and Care. (Workshop) <i>Continued in next session</i>	Teri Derksen, Ashleigh Martinflatt, Stephen Javorski, and CYC students	DSB C 112	23
	School Based Child and Youth Care Practitioner/The three C's & the B word of social skill development (Workshop)	Patricia Dunphy	DSB C113	24
2:45 PM - 3:30 PM	Concurrent Sessions:	Presenters:	Room	Pg
	Enacting transdisciplinary conversations in child and youth care (Workshop)	Nicole Land, Emily Coon, Shemine Gulamhusein, Narda Nelson, Angela Scott	DSB C124	24
	Technology Integration in Service Delivery: LifeBook as a Place for all Spaces	Emmie DeKort, Celine Cabral, Trisha Rolfe	DSB C126	24
	Going It Alone! The Journey of a Self-Employed CYC (Workshop)	Deb Cockerton	DSB C128	25
	Arts-informed CYC in practice, education, and research (Paper)	Wolfgang Vachon	DSB C130	25
	Toward a Child and Youth Care Approach to New Religious Movements: An Analysis of "Leaving Narratives" (Paper)	Jessica Pratezina		
	Enriching, engaging, and enlivening CYC practicum experiences: Lessons learned from a pilot project (Workshop)	Jin-Sun Yoon, Lisa Gunderson, Maryann Gladstone et al.	DSB C116	26

	Seeking Minomadj8in (harmony) through developmental evaluation (Paper)	Natasha Blanchet-Cohen	DSB C118	26
	Creating Evidence Based Change through a Trauma Informed Lens: Translating Principles into Practice (Paper)	Susan Hunt, Nicki Reyda		
	<i>Continuation of:</i> "Feeding two birds with one scone:" Community-level social justice initiatives and experiential learning for CYC students in Vancouver Island University's Centre for Community Outreach and Care. (Workshop)	Teri Derksen, Ashleigh Martinflatt, Stephen Javorski, and CYC students	DSB C 112	27
	Muslim Youth Radicalization: A Child and Youth Care Perspective	Kate Hann, Libby Holmes, Anthony Passerelli	DSB C113	27
3:30 PM - 4:00 PM	Nutrition Break lobby of David Strong Building			
4:00 PM - 4:45 PM	Concurrent Sessions:	Presenters:	Room	Pg
	A CYC approach to the operation of a refugee camp	Luke Carty, Peter Lebuis, Colleen Kamps	DSB C108	27
	At the CORE: Relational accountability as the heart of community collaboration (Paper)	Carmen Rodriguez de France, Kristely Kelly	DSB C114	27
	Third-Wave Dervish: A CYC Autoethnographic Methodology (Paper)	Shemine Gulamhusein		28
	Working Collaboratively with families to support children with ADHD (Workshop)	Caroline Buzanko	DSB C124	28
	The experience of 'institutional' care: experiences and views of young adults from a diverse range of low, middle and high income countries (Paper)	Ian Milligan	DSB C128	28
	Involving Youth in Care in Research for Action: A "Career in Care" Perspective (Discussion)	James Anglin, Lilia Zahareieva, Angela Scott & Deborah Rutman, SHARE	DSB C130	29
	Collaborating with Carers (Workshop)	Stephanie McCune	DSB C 112	29
	Use of Technology and community-based Child and Youth Care Practices	Jennifer Martin, Kiaras Gharabaghi, Joey Blake, Travonne Edwards, Annu Gaidhu, Matthew London, Joe Singh, Emily Clark	DSB C113	29

Time	Friday, April 28, 2017			
8:30 AM - 9:00 AM	Coffee & Tea available in the lobby of the David Strong Building			
9:00 AM - 10:30 AM	Closing Remarks by Sibylle Artz and Marie Hoskins, Conference Co-Chairs Keynote Presentation: James Anglin and Mandeep Mucina			
10:30 AM - 11:00 AM	Nutrition Break in lobby of David Strong Building			
11:00 AM - 11:45 PM	Concurrent Sessions:	Presenters:	Room	Pg
	Making Meaning of Mindfulness in the Classroom (Workshop)	Kristy Dellebuur O'Connor, Bryan Tesan	DSB C108	30
	Staying Relevant Through Strategic Alliances (Workshop)	Carinna Kenigsberg	DSB C114	30
	Young Carer Supports: A Global Perspective (Workshop)	Heather Chalmers, Yana Lakman, Cayleigh Sexton, Michelle Lewis	DSB C124	30
	Young Bears Lodge - A Philosophy-driven Approach to Youth Substance-Use Recovery (Workshop)	Fleurie Hunter, Tia Mihalj, Kyla Barnes, Rae-Anne Lebrun	DSB C126	30
	Implementing standardized suicide prevention education in localized and variable contexts: A focused ethnography research design (Paper)	Jennifer White, Patti Ranahan	DSB C128	31
	Restorative Justice in Education: Critical Reflections on a Transdisciplinary Approach to Child and Youth Care Practice (Paper)	Shannon A. Moore, Richard C. Mitchell		
	The Phoenix Approach: Working with Adolescent Sexually Problematic Behaviours in Context (Workshop)	Cameron Kopeck, Andrew McAllister	DSB C130	31
	The Experience of Emerging Adulthood among Street-Involved Youth (Paper)	Doug Magnuson, Mikael Jansson, Cecilia Benoit	DSB C118	32
	A Formative Evaluation of a Cinematherapy Activity Manual for the Film "The Maze Runner" (Paper)	Gerard Bellefeuille, Shayleen Fortier, Cole Smith, Gabrielle St. Pierre, Shannon Rose, Samantha Jungwirth, Nazia Islam, Mariam Yousouf		
	Solidarity, Love, and Ethics in Practice: Walking together in the "supercomplexities" of CYC" (Round Table)	Shantelle Moreno, Audrey Wolfe, Susan Rooke, Sasha Routley, Angie Gray, Kaz Mackenzie, Jane Buchanan, Laura Vetrone	DSB C122	32
	Personal Journeys - a healing program focused on Childhood Sexual Abuse as it relates to Concurrent Disorders in Women (Workshop)	Denise Masson Cormier	DSB C 112	33
12:00 PM - 12:45 PM	Concurrent Sessions:	Presenters:	Room	Pg
	What I Wish They Knew: Student Narratives of Challenges, Resiliency, and Hope (Discussion)	Matty Hillman	DSB C108	33
	Diversity Across a Community: creating and delivering services to youth of various sexual orientations, gender identities and expressions (Workshop)	Elisabeth Cooke	DSB C114	33
	Demographics of Youth in Africa Employment and Business Gaps and Service Responses (Workshop)	Jacqueline McAdam	DSB C124	34
	Supporting Families with Parental Mental Illness and/or Substance Use - A Community Collaboration (Workshop)	Sonja Sinclair	DSB C126	34
	Working with the Anxious Parent (Workshop)	Bill Wagg	DSB C130	34

	Continuity of Care as a Hallmark Principle: Following 57 youth engaged in a Stop Now And Plan (SNAP) Boys - Youth Leadership Services (Paper) (Paper)	Abdi Mohamud, Kaitlin Fredericks, Karen Sewell, Tyrese Gregg, Christopher Webster	DSB C118	35
	Conceptualizing Young People as Subjects: A Critical Interpretation of the Relational Process Within Sexual Exploitation (Workshop)	Shannon Brown, Jaclyn Ng Man Chuen	DSB C 112	35
	"I am a Child and Youth Care Professional": Identity, Meaning and Impact (Panel)	Janet Westcott, Rebecca Ataya, Maureen Thompson, Taelor Taylor, Jessica McCallum, Jon Johnson	DSB C113	35
12:45 PM - 1:45 PM	Lunch on your own			
1:45 PM - 2:30 PM	Concurrent Sessions:			
	The Three R's of Helping - Relationship, Responsibility & Resilience (Workshop)	Janet White	DSB C108	36
	Transdisciplinarity in Post-Secondary Educational Reform: Meanings and Values (Paper)	Richard C. Mitchell, Shannon A. Moore	DSB C114	36
	East and West sociocultural factors in children's moral reasoning: Working with schools, families and communities around the globe. (Paper)	Alice Ng, Saman Fouladirad, Arantxa Mascarenas, Jessie Lo, Catherine Ann Cameron		
	Challenging Radical Feminist Discourses around Gender Identity	Audrey Wolfe	DSB C124	37
	Kinship Trails: Contesting Trauma-Informed Practice in Indigenous Child Welfare (Round Table)	Sandrina de Finney, Angela Scott, Cathy Richardson, Kathleen Harris	DSB C126	37
	A Re-appreciation of Therapeutic Residential Care for Children and Youth: Exploring Current International, Programmatic and Practice Perspectives	Martha Holden, Anton Smith, Jim Anglin	DSB C128	37
	Challenging our practice and ethical assumptions: Promoting innovation by finding new ways to look at what we are doing so we can do what we are doing differently. (Workshop)	Grant Charles, Ben Anderson-Nathe	DSB C130	38
	Cultivating cultural acumen: A way towards reconciliation (Workshop)	Jin-Sun Yoon	DSB C116	38
	Flipping the Switch (UNCRC) and youth and online as life-space (Round table)	Tara Rose-Farrell, Shay Erlich	DSB C122	38
	Keeping relational in supporting children with complex behaviors (Discussion)	Joan Astren	DSB C 112	39
	Professional Boundaries in CYC: Where I end and You begin (Workshop)	Susana Guardado, Kaz MacKenzie	DSB C113	39

2:45 PM - 3:30 PM	Concurrent Sessions:		Presenters:	Room	Pg
	With(in) the Forest: Reconceptualising Pedagogies of Care (Workshop)	Sherri-Lynn Yazbeck, Julia Wilson, Ildikó Danis, Anne Pickup, Deanna Elliott, Johanna Payjack, Narda Nelson	DSB C108	39	
	Contributors to successful supported employment for youth with disabilities: An evaluation (Paper) Trajectories of Smooth: An affective visual mapping of youth with autism spectrum spatial experiences when navigating the Nova Scotia educational terrain. (Paper)	Olivia Kaehn Sarah Reddington	DSB C114	40	
	Connecting parents of gender creative children and trans youth with information resources	Beth Clark, Devon Greyson	DSB C124	40	
	All my Relations: A Kinship Approach to Indigenous Family Practice (Discussion)	Sandrina de Finney, CYC 360 students	DSB C126	41	
	Collaborative Approaches to Building Communities of Care – Child and Youth Advocacy Centres in Action (Workshop)	Mattie Walker, Angela Scott	DSB C130	41	
	Decolonization Through Inquiry: A Path to the Re-valuing and Adoption of Indigenous Ways of Knowing (Workshop)	Ruggero Racca, Denise Baxter	DSB C116	42	
	Religion, spirituality and CYC practice: Considering the complexities	Shemine Gulamhusein, Daniel Scott	DSB C122	42	
	Respect, Equity and Consent (Workshop)	Penny Fenske, Deborah Morris	DSB C112	42	
	The Challenge of Sustaining CYC Research and Development Capacity Over Time—the Case of the Unit for Child Care Research, circa ~1990-present	Alan Pence, Sandra Griffin, Lynette Jackson, Theresa Hunter, Sarah Fleury, Debbie Blakely	DSB C113	43	
	Complete Conference Evaluations and return to volunteers. Thank you!				
6:00 PM – 9:30 PM	Evening Reception, Wild Saffron Room and Penthouse at Swans Hotel 506 Pandora Avenue				

Keynote Speakers

**All Keynote Presentations will be held in the
David Strong Building, Room C103**

9:00AM - 10:30 AM THURSDAY, APRIL 27, 2017

Looking Forward: Then and Now: Keynote with Alan Pence and Jeffrey Ansloos

This presentation draws on lived experiences of two faculty members in the School of Child and Youth Care, Dr. Alan Pence and Dr. Jeffrey Ansloos. Alan Pence is one of the longest serving professors at the School of Child and Youth Care and Jeffrey Ansloos is one of the most recently appointed. Together, they discuss characteristics of their experiences in the field of child and youth care, the nature of 'looking forward' from their vocational vantage points, relationships between 'then and now', and how some of their own experiences prior to joining the School of Child and Youth Care have influenced their work within the field and their plans for the future.



Alan Pence, PhD, is the UNESCO Chair for Early Childhood Education, Care and Development (ECD) and Professor, School of Child and Youth Care. Before coming to UVic in 1980, he had been employed in child and youth care for ten years, serving as an early childhood educator, rural programs coordinator, and director of early childhood, school-age, and residential special needs care programs. Prior to 1990 Alan undertook research addressing family, labor force participation, and child care issues. In 1989 he was invited by a large tribal council to co-develop a culturally and community sensitive approach to post-secondary education. That project, the First Nations Partnerships Program (FNPP), subsequently partnered with nine other tribal organizations. In 1994 UNICEF requested his support to promote capacity for ECD in Africa. Starting with a series of multi-week Institutes, that work led to: the launch of an African ECD Conference series (1999-2009); funding to develop an online graduate program (ECDVU, 2000-present); and scholarly workshops designed to promote African led-research (2008-present). Since 1981 Alan has served as PI or Co-PI for over 70 research and development projects from 25-plus funders worth over 14 million dollars. He is a frequent international keynote and workshop presenter. He has authored over 130 journal articles and chapters and edited or authored twelve books on a variety of child care and development topics. He is the recipient of UVic's inaugural Craigdarroch Research Award for Societal Contributions, the Canadian Bureau for International Education's Award for Educational Leadership, and a finalist for the international WISE Awards for innovation in education.



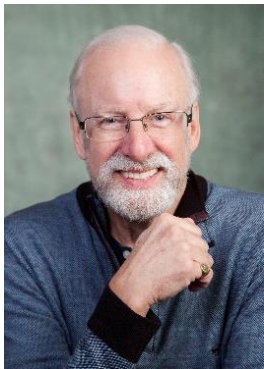
Jeffrey Ansloos, PhD, is an Assistant Professor in the School of Child and Youth Care, at the University of Victoria. Prior to joining the School in 2016, Jeffrey was an Assistant Professor of International Mental Health at Lesley University and served as the Director of Global Interdisciplinary Studies, leading a UNICEF partnership in Guyana and Nicaragua. Jeffrey researches theory, practices and policies in youth violence prevention, indigeneity, migration, mental health, digital youth culture, human rights and ethics. Jeffrey has worked in the human service sector for over a decade, and draws on his experiences as a youth worker, community organizer, non-profit manager, clinical psychologist, and international development strategic planner. Jeffrey is a graduate of the University of Manitoba, Fuller Graduate Schools, and Trinity Western University, holding a BA in Counseling, MA in Refugee Mental Health, MA in Theology and Ethics, and PhD in Clinical Psychology. Jeffrey is also a registered psychologist with the College of Psychologists of British Columbia, a fellow of the Centre for Youth and Society, a fellow of the Indigenous Digital Humanities Network, and a fellow of the UNAOC.

Keynote Speakers

9:00 AM – 10:30 AM FRIDAY, APRIL 28, 2017

The Future is Not What it Used to Be: Keynote Dialogue/Communiologue with Jim Anglin and Mandeep Mucina

This is a time of important transition for the School of Child and Youth Care, - a unique situation not experienced for over 35 years - when 3 new faculty members are joining the faculty at the same time. Jim and Mandeep share some interesting conjunctions as well as disjunctions which they will explore in a light-hearted manner while touching on some significant challenges and opportunities for child and youth care as a rapidly evolving and global profession. How can CYC be congruent in its values and principles across both practice and formal education, including distance learning? What have we learned over our history about diversity and pluralism, and what challenges and opportunities lie ahead? Where does our work need to take us in the increasingly complex international context of children youth, families and communities? We invite all conference participants to join us in transforming our dialogue into a communiologue on our shared futures.



Jim Anglin, PhD, began his career as a child and youth care worker in a mental health centre in Vancouver after which he moved to Victoria and began a 6-bed group home for four boys and two girls who were experiencing a variety of distresses in their lives. Following these front-line work experiences, he pursued graduate studies and then spent two years in social policy work in Ottawa and two years as a Senior Project Coordinator with the Children's Services Division in Toronto. Returning to B.C. in 1979, he joined the faculty of the School of Child and Youth Care at the University of Victoria where he is a full Professor and former Director. His major research interests have focused on a re-appreciation of residential care for children and youth (e.g. *Pain, Normality and the Struggle for Congruence: Reinterpreting Residential Care for Children and Youth*, Routledge, 2002). Currently, he is involved in researching and documenting the implementation and impact of a principle-based approach to residential care with colleagues from the Bronfenbrenner Centre for Translational Research at Cornell University. He has published in North American and international journals and child welfare texts on a variety of child and youth care issues. He is on the editorial boards of *Child and Youth Services*, *International Journal of Child and Family Welfare*, *Journal of Child and Youth Care Work*, *International Journal of Child, Youth and Family Studies*, and *Reclaiming Youth at Risk*. He has also visited child and youth care programs and offered keynotes, workshops and seminars in over 40 countries – focusing on extra-familial care with young people, creating theory from qualitative data, and the evolution of CYC as a global profession.



Mandeep Kaur Mucina, PhD, came to the University of Victoria's Child and Youth Care as an undergraduate student 17 years ago and has now joined the School of Child and Youth Care as an Assistant Professor. Mandeep has worked with children, youth and families in various contexts including after school care, youth programming, and child protection. After completing her Bachelor's degree, Mandeep worked in Vancouver on the Aboriginal family services team, where she supported the reunification of in-care Indigenous children and youth and their families. During this transformative time, Mandeep also began working with young girls and women involved with child protection who were survivors of family, domestic, and sexualized violence. The resiliency and resistance that these women and girls continued to demonstrate inspired Mandeep to pursue her Masters in Social Work (MSW) to further her knowledge of and practice in the gender-based violence sector. After completing her MSW and working with migrant families struggling with family violence, Mandeep went on to complete her doctorate in Adult Education and Community Development at the University of Toronto's Ontario Institute of Studies in Education. Here she focused her research and work on "honour" related violence in the South Asian Diaspora and gathered life histories of women who encountered "honour" related violence, yet continue to resist, reclaim, and transgress the boundaries of "honour" throughout their lives. Since completing her doctorate, Mandeep has been teaching in Schools of Social Work and Child and Youth Care at major universities across Canada, most recently at Dalhousie University. Mandeep's research and social justice work focuses on family violence, gender-based violence, and exploring second-generation immigrant youths' stories of resistance, identity and cultural engagement in Canada, all from a feminist anti-racist, anti-colonial standpoint.

Abstracts Thursday, April 27, 2017 Concurrent Sessions**11:00 AM–11:45 AM****DSB C114****Names of presenters:** Sylvia Storry, Gaby Emmett**Title of presentation:** Nature: A space for reflection**Abstract:** Our passion is nurturing youth and families through nature, we work collaboratively within their ecological systems to build strength that goes beyond expectations.

The Wilderness School at Power to be uses nature as the backdrop for learning. It is a program that builds a therapeutic milieu in nature, allowing youth space for emotional growth, development of life skills and nurtured self-esteem. We offer a unique perspective through incorporating play, reflection in nature and adventure based learning into our practice. With a progressive skills curriculum which includes sea kayaking, backpacking, surfing, voyager canoeing and snowshoeing, we support youth in building mastery while modeling healthy lifestyle choices and environmental stewardship.

We will provide an overview of our program model, highlighting our inclusive family programming (mom's programs, family days, celebrations etc.) and exploring our relational approaches to building a supportive and inclusive community for youth. Workshop attendees will leave with tools to incorporate the healing aspects of nature into their practice. This presentation will aim to inspire others to think outside.

11:00 AM – 11:45 AM**DSB C124****Name of presenters:** Janet Newbury, Amber Rowse-Robinson, Lori Hamar**Title of presentation:** Walking the talk (and stumbling): Complexities of employing a CYC approach in the online classroom**Abstract:** In what ways are the CYC principles and practices students are learning reflected (and not reflected) in their online education? Can different modes of communication impact how students and instructors 'show up' and experience learning together?

This discussion is hosted by an instructor and two students, who together would like to think creatively about how CYC principles can be brought into action in inclusive online classrooms. We are thinking about inclusion in terms of both content (honouring diverse forms of knowledge and sources of wisdom) and process (honouring the fact that we all learn and engage differently). Accessing alternative modes of expression may support the relational dimension of CYC that can be difficult to access in online classrooms. With this in mind it can be useful to consider the notion of 'praxis' in this context: we want to consider not only how ideas are shared online, but who and how we are when we come together in an online environment.

The presenters will share some of the opportunities and challenges they've experienced and invite honest discussion with participants about some of the complexities as well as the possibilities we have experienced and can collectively envision.

Conference theme addressed: Child and youth care identities: professionalism and beyond, Practice generated, innovative approaches to working with children, youth, families and communities, Inclusive theoretical frameworks for working with children, youth, families and communities grounded in decolonizing, Indigenous ways of knowing , Community level practices.

11:00 AM – 11:45 AM

DSB C126

Name of presenter: Dr. Kristin Atwood, PhD

Title of presentation: Normalizing Deployment Separations for Canadian Children during the Afghanistan War

Abstract: Canada's involvement in the war in Afghanistan represented its largest sustained military campaign since Korea in the 1950s, deploying more than one third of all Canadian Armed Forces personnel. Most military service personnel deployed to Afghanistan were married and had children present in the home. This paper examines the emotional labour undertaken by military personnel, their spouses, and service professionals at Military Family Resource Centres in an effort to normalize deployment separations for children. Qualitative interview data from forty-seven participants demonstrate the strategies families employ for creating presence, managing expectations, and maintaining a standard of 'good parenting' in the face of frequent disruptions and the uncertainty associated with war. Particular emphasis is placed on the way in which military spouses proactively organize the potential emotional labour of military service personnel in order to maximize opportunities for connection during overseas deployments. Supplementing the interview data are analyses of texts produced by the Canadian Armed Forces and the Department of National Defense which are aimed at families coping with deployments. These texts provide insight into the officially sanctioned discourse of 'resilience' that is expected to guide military families' efforts to parent during separations. The paper concludes with a comparison of the perspectives of Military Family Resource Centre service providers and those of military families themselves with regard to what children need during armed forces deployments.

Names of presenters: Dr. Nazneen Akhter and Dr. M Salim Uzzaman

Title of presentation: Diversity, Vulnerability and Young Age: Deeper Perspective from Bangladesh

Abstract: This paper focuses on the multiple dimension of vulnerability that young age people experience through and the associated diversity of status like age, nutrition, gender and geographical and social orientation to add on that vulnerability. The paper further identifies the key concept and principles relevant to young age vulnerability and how these intertwined with a complex dynamics of diverse realities. The paper also discuss and describe the support line to address the young people vulnerability which should meet the diverse need of young people and the confronted challenges they face by the parents, community, society, health care provider and educator to deal with. The paper concludes with the tailor made program response and recommendation to address such diversity in order to create an effective, contextual and human friendly program interventions towards the young vulnerability.

11:00 AM – 11:45 AM

DSB C128

Names of presenters: Anton Smith, MSW, RSW and Stacey Charchuk, BA, Cert CYCW (AB)

Title of presentation: The Implementation of "Children and Residential Experiences: Creating Conditions for Change" (Holden 2009).

Abstract: This seminar will provide participants with an opportunity to learn about a model of residential care, "Children and Residential Care, Creating Conditions for Change" (CARE), developed by the Residential Child Care Project at Cornell University. The CARE model is principle-orientated approach grounded in evidence informed practice. The participant will have an opportunity to learn about the model and the implementation process as well as the results.

Research indicates that in order to have positive outcomes with children in their care, organizations must have a positive culture and climate. Children and Residential Experiences (CARE) provides a practice framework orientated in the Child and Youth Care theory. This presentation will provide a brief overview of the organization; brief overview of client demographics; the six CARE principles that form the foundation for creating conditions for change in residential care. These principles have a strong research and/or theoretical relationship to positive child outcomes. The baseline data and results from 5 years of follow up data that has informed practice change along with the organizations experience with the implementation of the of the CARE program will be presented.

A real experience of one agency's change using the CARE practice model will be presented. The Agency will explain how everyone in the agency is vital in helping to create a new culture and illustrate how that transformation results in improved outcomes for the children. The presenters will present six years of data. The data presented will include: Organizational Social Context Survey (University of Tennessee), CARE Knowledge and Beliefs, Current Practice and Youth Perception Surveys (Cornell University).

Workshop participants will have an opportunity to reflect on their own organization's change process, examine their understanding of basic principles that contribute to children's positive growth and development, and to actively engage in discussion with trainers for the CARE Curriculum.

Learning Objectives:

Participants will learn the significance of cultivating a therapeutic community within the context of a campus based group living environment for children and youth. Specifically participants will learn:

- The importance of a healthy organizational context to the delivery of child and family services.
- Six practice principles of the CARE model established through current literature, practice standards, and practice wisdom towards providing care in the "Best Interest of the Child"
- Opportunity to hear the experience of an organization shifting from behavioral orientated practice towards evidence informed care for children and families.
- Witness the evidence of six years of data including organizational social context, staff knowledge and beliefs, staff current practice and youth perceptions.
- Opportunity to reflect on their own knowledge and practice as well as participate in discussion as it relates to the expertise with the model of CARE.
- Opportunity to participate in experiential learning activities

11:00 AM – 11:45 AM

DSB C130

Name of presenter: Mattie Walker

Title of presentation: "I am Something Else. For Now": Exploring Youth Conversations of Gender Online

Abstract: Recent media attention to trans issues and activism, gender diversity, and amendments to diagnostic categories has sparked debates concerning how gender is discussed within helping professions. Practitioners continue to struggle with effective ways to approach and discuss gender diversity within their work with youth who do not identify with cis/heteronormative standards of gender.

Through an adaptation of Situational Analysis (Clarke, 2005), this project presents a qualitative exploration into how young people are talking about gender in an online context. This presentation explores how youth access and use language to define and articulate diverse experiences of gender, as well as create unique terminology to discuss and define gender categories and identities. By analyzing data gathered through social media platform, Tumblr, this study provides a preliminary look into the complexities of how language is being utilized by young people to shape and construct diverse understandings of what gender means in individuals' lives. Through better understanding ways in which the availability of language and terminology shapes and influences how gender is understood and discussed within specific contexts both on- and offline, practitioners will be better equipped to support youth with this complex topic.

Name of presenter: Connie Antonsen

Title of presentation: When Children's Bodies Challenge the Norm

Abstract: Considering moments when children's bodies do not conform to common sense Euro-Western powerful systems of 'knowledge', my research uses pedagogical narration to ask how leadership and advocacy might move beyond dominant assumptions that regulate bodies, and instead think more deeply through a feminist post-foundational conceptualization about how children's bodies work. I suggest reconceptualising the image of the child, in a way that invites opening ethical doors toward new possibilities in early childhood education that sees children as curious, capable, complex, contradictory, and current citizens. I describe my own shift from years as the knower of children's bodies toward a place that advocates for bodies through a critically reflective, collaborative approach in early childhood education and research. What might happen if rules that *line* up bodies and *sit still* bodies were replaced with curious, explorative learning

that promotes experimentation for bodies in the early years? Perhaps leadership might come from a position of not knowing, so that new modes of ethical possibilities of bodies might be discovered in surprising ways.

11:00 AM – 11:45 AM

DSB C116

Names of presenters: Larry K. Brendtro, PhD, Martin Brokenleg, EdD

Title of presentation: Indigenous Science: Rearing Children in Cultures of Respect

Abstract: One of the grave errors of Western culture was to fail to recognize the rich wisdom and scientific knowledge developed by indigenous peoples over hundreds of thousands of years of human history. Our earlier book, *Reclaiming Youth at Risk*, described the advanced sophistication of Native American and First Nations approaches to child-rearing as exemplified in the Circle of Courage model. Our Canadian colleague, anthropologist Inge Bolin further documented the highly advanced practices of child care in her book *Growing up in a Culture of Respect* based on decades of research in Highland Peru. Now, emerging research in neuroscience, resilience, and positive youth development is validating this traditional wisdom and challenging many current practices in education, treatment, and child care. This workshop reviews six universal brain-based developmental needs as they are expressed by indigenous peoples and in our most recent research with CF Learning, a non-profit international research and training institute.

11:00 AM – 11:45 AM

DSB C118

Names of presenters: Shlomo Romi, Shalhevet Attar-Schwartz, Emmanuel Grupper

Title of presentation: Involving Parents and Extended Family in Community-Based Programs and Residential care of Children and Youth: Examples from Israel

Abstracts:

Patterns of help-seeking among at risk and normative youth by their parents and significant others in the Community
Prof. Shlomo Romi (PhD) and Zeev Kaim (PhD), School of Education, Bar-Ilan University, Israel

The present study examined explanatory variables of willingness to seek help from various sources (parents, friends, teacher and Youth Care Worker) by at-risk and normative adolescents. Adolescence is fraught with challenges, stressful and risk situations for all young people, and especially for adolescents at risk whose coping resources are lower than those of normative adolescents. A structured questionnaire was distributed to 211 adolescents at risk who were in community services for youth at risk and 271 normative adolescents. The findings indicated that help-seeker's characteristics and help-giver characteristics had similar contributors to explaining the willingness to seek help in both groups. Findings also revealed that both groups preferred turning to natural sources such as parents and friends, rather than to formal sources (such as teachers). However, adolescents at risk preferred friends over parents, whereas their normative peers showed no such preference. Findings also showed that Youth Care Worker (YCW) was ranked lower than friends – and similar to parents – and well above teachers, among the youth at risk. The factors that explain why participants turn to YCW are similar to those explaining turning to the other three sources examined, with source identity and its nonformal attributes (e.g., proximity, reliability, and willingness to help) being most influential. The findings reveal that, for both groups, the choice of help-giver is greatly affected by the help seeker's subjective perceptions of the help-giver's characteristics and identity. Therefore, adolescents should be exposed to the characteristic, roles, and unique contribution of various help-giving sources.

Contact of Young People in Residential Care with Their Parents: The Role of Personal and Institutional Factors

Prof. Shalhevet Attar-Schwartz (PhD), School of Social Work and Social Welfare, The Hebrew University of Jerusalem

Research and social work policies emphasize the importance of encouraging positive parent-child contact to enhance the well-being of children in care. However, there is very limited research examining the social-ecological correlates of that contact. The study presented here examines the contribution of characteristics related to the young people and to the residential care setting to the frequency of contact and level of perceived support by the children's fathers and mothers. The study is mainly based on the reports of about 1,400 young people, aged 13 to 20 in residential care in Israel. It identifies groups of children at risk for reduced contact with their parents (e.g., children of divorced parents, immigrant children, children whose parents live far away from the institution) and institutions at risk for reduced contact (such as residential care programs with higher concentrations of children with severe emotional-behavioral needs, programs that

their staff have on average more negative perceptions of the parents, etc.). The findings emphasize the need to examine parent-child contact while in care from an ecological perspective. It has implications for child's pre-placement decisions and for designing intervention programs to enhance child-parent contact while in care.

Changing the Attitude of Residential Staff towards Parents: From Neglect to Seeking Collaboration
Prof. Emmanuel Grupper (PhD), School of Education & Social studies, Ono Academic College, Israel

In recent years, there has been an increasing awareness that it is essential that families be encouraged to take an active part in their children's lives even while they are growing up in residential care. In order to examine these premises, a special program has been initiated in four residential homes for children at-risk in Israel. Program's objectives were, to help blunt the parent-child conflicts inherent in the dual loyalties faced by children towards their parents and towards residential staff members. Second, to enable parents to assume their rights to be full partners in the children's educational process, improve staff-parent relationships and empower their parental competencies. Finally, to improve relationships between children and their parents and at the same time strengthen relationships with the residential staff. In order to attain these goals, parents were invited to take part in structured activities taking place in the residential settings. The findings of a follow-up research of this program indicate positive results. The children in these four residential homes showed a net decrease in the conflict between the world of "home" and the world of the "residential home". The program has been proved to be most valuable for improving the parents' functioning as well. All this brought about a meaningful change of attitudes on behalf of residential staff, towards parents and their role in children's education while being in care.

11:00 AM – 11:45 AM

DSB C122

Name of presenter: Krista Tincher, BCYC

Title of presentation: Foundations of Disaster Psychosocial Support

Abstract: Following the southern Alberta floods in 2013 a temporary neighborhood, Saddlebrook, was built for displaced residents outside the Town of High River. Hull Services provided psychosocial support to those living in Saddlebrook from August 2013 until it closed in August 2014. Psychosocial support provided by Hull Services was based on the foundations of strengthening community, trauma informed care, engagement with residents and sustaining a healthy staff team. Hull Services community initiatives attempted to reflect and respect the diversity of the Saddlebrook residents, support residents re-engaging with High River resources and social connections and the importance of providing regular positive activities. Engaging with residents was intentionally structured to align with residents' stage of recovery. This included attending to individual needs, understanding these stages and supporting a return to adaptive functioning. Engagement and service provisions were planned, purposeful, and oriented towards resident self-efficacy. It evolved continually during the year following the flood and was based on building trust, safety and effective relationships. This approach enabled later work with skill building, advocacy, and transitioning residents back to High River. Hull Services expertise in supporting traumatized children and families contributed to the Saddlebrook teams' sensitivity to the need for trauma informed care as well as grief support. Later the team also adopted Psychological First Aid and Skills for Psychological Recovery to provide concrete skills to residents.

This presentation will further detail the foundations of psychosocial interventions and provide practical "theory to practice" experiences that one can use in communities as preparation work, and for those communities impacted by a disaster.

11:00 AM – 11:45 AM

DSB C113

Names of presenters: Kim Atkinson and Lexie Biegun

Title of presentation: The Community Early Learning and Child Care Facilitators Project: Building Communities of Research and Leadership

Abstract: This workshop will discuss the Community Early Learning and Child Care Facilitators Project an initiative of the Unit for Early Years Research and Development at the University of Victoria, British Columbia.

This project builds on the foundation of the Investigating Quality and Early Learning Framework Implementation Projects. The purpose of the project is to promote the active engagement of early learning and child care practitioners in discussions and actions that can lead to the formation of sustainable and positive care-giving environments. The project aims to create a community of practice by engaging practitioners in collaboratively reflecting upon their knowledge, values,

experiences and practices, and exploring the meanings and practices of quality care that will best serve the well being and development of children from diverse backgrounds and settings in British Columbia.

As a pedagogical facilitator and a director of a childcare program we have collaborated within the project for three years. Together with educators in the childcare program we work with the processes of pedagogical narrations to explore new perspectives on quality through critically engaging with different theoretical lenses to challenge the “truths” of early childhood pedagogies. We will discuss how engaging with pedagogical narrations is sustaining professionalism by enhancing connections between educators and opening possibilities for leadership. We will share how educators in the program are embracing these processes to develop a culture of research, pedagogical leadership and enhanced professional identity to shift understandings of the image of the child, the image of the educator and to reconceptualize quality in the field of early childhood.

12:00 PM – 12:45 PM

DSB C108

Names of presenters: Stephanie Brockett, Ben Anderson-Nathe, Sandrina de Finney, Nicole Land, Scott Kouri

Title of presentation: All In: Ethics of Care in Settler Societies

Abstract: Our roundtable explores how the challenges of contemporary North American settler society –state violence, police surveillance, climate change, and unstable migration- might be met with a CYC attitude of reflective practice, deep caring, and critical engagement. Like thousands of other societies around the globe, North American states are borne out of violent, permanent settler occupation. Colonial ideologies have not only sought to evacuate First Nations from their lands; they have also laden us with exclusive, normative frameworks for understanding children, youth and families, including notions of ethnicity, gender, sexuality, ability, self, care, relationships, development, and wellbeing. Under neoliberal settler logics, certain children and youth have become disposable, abject. More African American youth are in jail today than were slaves. Indigenous girls are sexually exploited at “epidemic rates” (UNICEF). Individualized notions of care ignore systemic barriers yet devolve responsibility onto the most minoritized.

Our roundtable is inspired by CYC principles that promote dignity and justice; we value contextualized engagements, meaningful relationships, and transformation. We wonder how these principles might bolster the effectiveness of our work with structurally excluded communities. The first half of the roundtable will offer examples from our practice in ECE, health education, CYC pedagogy, community counselling, Indigenous customary caregiving, residential care, homeless and runaway youth, and gender and sexuality. The second half will be an interactive exploration of themes such as:

- What kinds of critical practices have we found useful in our CYC work?
- How do we commit to practices of justice and decolonization that require structural transformations beyond our control?
- What worthwhile micro changes and politics can we still enact in practice?

12:00 PM – 12:45 PM

DSB C124

Names of presenters: Shay Erlich, Mandi Mayhew, Chris Tone

Title of presentation: Young People as Problem-Solver: Engagement, Participation and Voice

Abstract: Within Child and Youth Care, the concepts of participation, engagement and voice are often taken for granted and assumed to be an integral part of practice rather than one that is constantly challenging and in tension with many of the current standards of practice. This paper will argue that, in fact, CYC as a profession is falling far short of enabling young people in receipt of our services to fully actualize their rights to voice and participation which are enshrined under the *United Nations Conventions on the Rights of the Child* (UNCRC). This presentation seeks to first define engagement, participation and voice, and contextualize each utilizing a CYC lens. Secondly, a children’s rights lens will be explored, followed by a deconstruction of how the social construction of young people has been created and upheld, including the influence of central CYC concepts such as relational practice and life space. Finally, a multi-systemic engagement model will be presented as a basis for reconstructing how both broader social institutions and CYC practitioners can come to reimagine authentic and meaningful engagement with young people.

12:00 PM – 12:45 PM

DSB C126

Name of presenter: Ian Milligan**Title of presentation:** Uganda, crisis in care: what is helping and what is not?

Abstract: This presentation will present the results of a combined desk review and key informant interview schedule which examined the care system in Uganda. This piece of work was carried out by the proposer as part of a much larger EU External Aid funded study. The presentation will highlight current developments, in particular the various issues associated with reducing reliance on what is often referred to as 'institutional care'. Uganda is characterised as a crisis situation because of the huge and continuing growth of residential establishments, many of which are unregistered and unregulated. Other countries share some of these features. Other features include a weak government structure, lacking in capacity or orientation to regulate and enforce standards - standards which are found in law. Many of these residential establishments are funded by overseas donors (individual and corporate) - and the need for 'donor education' or 'donor advocacy' is one of the key message arising from the research.

Name of presenter: Ernest Darkwah**Title of presentation:** Care-'Less': Exploring the interface between care and control for workers in Children's Homes in Ghana

Abstract: When Ghana became the first African country to ratify the UNCRC in 1990, it also put in place measures such as the Children's Act (Act 560) and the Child Reforms Initiative (CRI) to safeguard the welfare of all Ghanaian children. In particular, residential institutions that provide care for children without parental care are controlled by these child rights principles as they are principally funded by either the government or external, rights-based organizations such as UNICEF, SOS and the like. For the people who work as caregivers in these institutions, there may be clashes between traditional Ghanaian parenting ideology where 'proper' child care necessarily involves significant parental control and the child rights regulations that seek to significantly reduce this control. This qualitative study explored the interface between caregiver perceptions of proper child care, their experiences with having to work under child rights principles and the implication of these for their relationships with the children and the care services they deliver. Data were collected from 41 caregivers in two children's homes in Ghana using focus group discussions and in-depth interviews. It emerged that caregivers experienced frustrations with the limitations that child rights principles place on their control over the children describing it as lessening and, at the same time, complicating the care services they give to the children. Caregivers therefore tended to perceive the children as belonging to the white man, spoilt and different from their own children.

12:00 PM – 12:45 PM

DSB C128

Names of presenters: Jack Penashue, Melinda Wellsman, Michelle Hawco, Brent Carbonell**Title of presentation:** Innovations in Residential Care: Creative Solutions for Unique Challenges

Abstract: Children and youth in residential care are among the most vulnerable people in our society. They have often been subject to significant neglect, violence or abuse in their homes and experience the additional trauma of being removed from their families.

Aboriginal children in care are a particularly vulnerable population. Article 30 of The United Nations Convention on the Rights of the Child states that a child of indigenous origin "shall not be denied the right [] to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language."

The Innu Nation represents the Innu of Labrador, most of whom live in the communities of Sheshatshiu and Natuishish. Due to a chronic lack of residential care placements in these communities, large numbers of Innu children continue to be placed with non native families on the island of Newfoundland and in Out of Province Placements. This results in a loss of language and cultural connection and creates barriers for children wishing to return to their communities.

This session will demonstrate how Blue Sky Family Care has partnered with the Innu First Nation to develop a framework for service delivery based on a care model rooted in Innu values, culture and tradition. By embedding traditional practices, country-based delivery of services and cultural activities into daily life events, the service delivery model will enable Innu children to maintain their cultural linkages and strengthen their sense of identity as Innu People.

12:00 PM – 12:45 PM

DSB C130

Name of presenter: Julie James**Title of presentation:** Transforming Justice for Trans Youth: Developing Trans-competent CYC Practices**Authors:** Julie James, Greta Bauer, David J. Brennan, Nicole Nussbaum, Ryan Peck

Abstract: *Transforming Justice* is a mixed-methods research project to assess the social and legal service needs of trans persons age 16 or older living in the province of Ontario. Research priorities for the *Transforming Justice* project are informed by four advisory groups: Trans Community, Legal Service Provider, Social Service Provider, and Court and Tribunal. An online survey (n=232), a series of 22 focus groups, and 19 interviews were conducted for trans Ontarians in 2016. One third of the survey respondents, one-fifth of the focus group participants, and 12 out of 19 of the interviewees are trans youth, between the ages of 16 and 24 years old. Findings from all 440 participants (trans individuals and legal service providers) reveal: that trans individuals experience legal problems in far greater proportion than the general population in Canada. The most common legal problem identified by trans people was discrimination, with 43% of survey respondents reporting experiences of discrimination within the past three years versus 5.3% of the general population in Canada[1]. Trans youth focus group and interview participants (16 to 24 years old) talked about experiences of violence and discrimination, including: abuse by family members, being kicked out of their homes, and exclusion from their communities because of their trans identities. Several trans youth spoke about wanting, but not being able, to obtain a name change, hormone therapies and other trans-specific medical procedures, because of lack of parental support. Discrimination within the school system by students, teachers, staff, administration, and other parents was also noted. Stories about discrimination within youth programs, in the child welfare system, and in public spaces were also disclosed. Coping strategies, stories of community-building within trans youth circles, and trans-youth led advocacy initiatives were also shared. These narratives, along with youth-identified recommendations for service providers, will be reviewed to offer practice considerations specific to CYC work with trans children, youth, and their families.

[1] General Canadian population statistic derived from 2016 Canadian Forum for Civil Justice Report entitled: Everyday Legal Problems and the Cost of Justice in Canada. <http://www.fcj-cjic.org/cost-of-justice>.

12:00 PM – 12:45 PM

DSB C116

Names of presenters: Larry K. Brendtro, PhD and Martin Brokenleg, EdD**Continuation of:** Indigenous Science: Rearing Children in Cultures of Respect

12:00 PM – 12:45 PM

DSB C118

Names of presenters: Shlomo Romi, Shalhevet Attar-Schwartz, Emmanuel Grupper**Continuation of:** Involving Parents and Extended Family in Community-Based Programs and Residential care of Children and Youth: Examples from Israel

12:00 PM – 12:45 PM

DSB C113

Name of presenter: Amber McMillan**Title of presentation:** Building Better Teams: Leadership in Community

Abstract: With shared visioning, critical conversations and 'progressive collaboration', everyone in community can contribute to building better teams.

Specifically, in communities serving families and children, leadership needs to be managed in such a way that individual strengths are harnessed and shared innovations build.

In this practical and creative workshop, we will learn innovative practices that benefit communities by valuing individuality and seizing diversity, in benefit to everyone.

12:45 PM – 1:45 PM

LUNCH

1:45 PM – 2:30 PM

DSB C108

Names of presenters: Victor Underwood, with Scharah Cooper and Sandrina de Finney

Title of presentation: Elder Sharing Circle: Values for Healing

Abstract: Everyone is welcome to attend this sharing circle with respected T'sawout knowledge keeper and "Old One" Victor Underwood. Victor was born and raised in Saanich. A Residential School survivor, Victor has found healing in the songs, teachings and ceremonies of his community. He has 4 children, 18 grandchildren, and 4 great grandchildren. He has also been sober for 20 years now, and can relate to the issues of trauma and addiction in Indigenous communities. Victor will share about his life in residential schools, his experiences of growing up with racism and stereotypes, and how the historical context of colonialism impacted him and his community in damaging ways. At the heart of Victor's story is his belief in the importance of First Nations people talking about their stories and gaining support in their healing journey. Victor will share stories about caring for his great grandchildren, healing, and the sacred values by which he lives his life: love, respect, honesty, trust and honour.

1:45 PM – 2:30 PM

DSB C114

Name of presenter: Christine Slavik

Title of presentation: Embodying self-care: Why mindfulness matters. Exploring stress experienced in child and youth care students during field-based practicum.

Abstract: Academic environments can be stressful for students as they attempt to balance the demands of study, workload, and other personal/professional obligations. Concerns such as time constraints, financial pressure, educational expectations, and difficulties in interpersonal relationships have been identified as contributing to university students' stress (Darling, et al, 2007). How might contemplative inquiry support teaching, learning and engagement in students? How might we incorporate contemplative practices in university teaching to help students become more reflective and engaged as citizens? (Rosales, 2012) Cultivating a mindfulness-based practice has the potential to benefit personal well-being, as well as the generative value of the professional application of skills acquired. Research reveals that mindfulness-based practices have the potential to enhance students' concentration, attention, openness to learning, emotional balance, pro-social behaviour, compassionate action and physical and mental well-being (Shapiro, Brown, Astin, 2011).

This session examines the foundations of contemplative pedagogy, sharing examples of practices in higher education, and highlighting the effects of mindfulness on health, psychological well-being, concentration and attention. The results of a research project exploring perceived stress of 3rd & 4th year Child and Youth Care practicum students will be shared. Differences between those students who have previously taken an introductory mindfulness-based stress reduction course, and those who have not are examined, as well as the key coping strategies students utilize to manage stress. The potential benefits of learning mindfulness-based practices prior to beginning practicum in the CYC program will be discussed. Participants will have the opportunity to experience mindfulness practices during the workshop.

1:45 PM – 2:30 PM

DSB C126

Names of presenters: Nancy Marshall, Saira Batasar

Title of presentation: The Relational Model: Bridging Discourses between Medical and Social Models of Caring for Young People Diagnosed with Autism

Abstract: Currently, young people diagnosed with ASD depend on supports that adhere to a deficit-based, medical model of disability. In fact, the most heavily funded programs in Canada utilize approaches in Applied Behavioural Analysis (ABA) that stem from the medical model's focus on treating disordered, maladaptive behaviours. Emerging trends such as the social model of disability and neuro-diversity aim to challenge the medical model and promote the strengths of diverse

people living with disabilities. However, the social model of disability is not without its limitations when viewed through a needs-based CYC practice lens. This presentation will construct a new relational model of care, which applies the characteristics of CYC theory through the exploration of culture, context, strengths, needs, relational practice, relationships and the life-space.

1:45 PM – 2:30 PM**DSB C128**

Names of presenters: Colleen Kamps, Hailey Kavanagh, Amanda Mayhew

Title of presentation: Let's Get Over Ourselves! Cyber-Space is Life-Space: A Consideration of CYC Ethics Online

Abstract: With cyber-technologies having permeated the ways in which young people seek support for a wide range of issues, the purpose of this presentation is to articulate the critical nature of creating, maintaining and following ethical guidelines for online child and youth care (CYC) practice when therapeutically engaging with young people. A core theme of this presentation seeks to ask practitioners to re-consider their conceptualizations related to the cyber-system and to embrace this emerging context as life-space rather than an online tool. Using the current CYC ethical framework, the authors extend these standards into the online context, while discussing the implications of doing so. Issues discussed include accessibility, anonymity, multi-dimensional technologies, asynchronous communication, online security, informed consent, and the challenges of liability, privacy, and confidentiality within the profession of CYC.

1:45 PM – 2:30 PM**DSB C130**

Names of presenters: Nevin Harper and Marlene Powers

Title of presentation: Outdoor Risky Play: Relevance for healthy child development in risk-averse times

Abstract: Our contemporary western society is selectively risk-averse. We commonly hear of children and youth experiencing concussions and breaking bones playing field or court sports, and close to 300 children and youth die in automobile accidents every year (Transport Canada, 2010). While we can share outrage at this level of injury and loss of life, the numbers present themselves year after year. Conversely, significant resistance exists societally to allowing children to learn through unstructured, and unsupervised outdoor play. Risk has two sides: the potential for loss, and the potential for gain. We suggest healthy child development includes unstructured outdoor play--and its associated risks; the general public may not. Tremblay et al.'s (2015) position statement and literature reviews—which posit the developmental need for outdoor risky play—have provided a substantial platform for this ideal in Canada. The statement will not, however, defend the actions and behaviors of programs when a child gets hurt. It cannot speak for the programs, nor will it answer to parental and public opinion regarding risk. A societal shift in how we perceive, discuss, and most importantly build risk into our interventions and programs as practitioners, is desired. Clear and evidence-based articulation of benefits of risk in light of child and youth care practice is needed.

This paper focuses on the efforts of Forest School Canada and others in CYC practice to facilitate outdoor play and learning experiences for children and youth—including unstructured and often unsupervised activity. Discussion will include risk assessment, risk tolerance and mitigation, and a review of benefits attributed to risk framed through the lens of child and youth development.

Name of presenter: Amber Rowse-Robinson

Title of presentation: Food for Thought: A Case for Culinary in the CYC Profession

Abstract: A call to action, this paper advocates for food-related assessments, interventions, and acknowledgement of hunger as a differential worthy of attention in the field of Child and Youth Care. Drawing from her own education in culinary arts, lived experience of small-scale farming, and a dedication to specialized research into food-related issues in CYC contexts, Rowse-Robinson presents a generative approach to supporting families from the kitchen. Topics addressed include: impacts of hunger upon developing children; family mealtime as a protective factor against mental and physical health challenges; supporting food-insecure families; working with school and community-based food resources; addressing common discourses pertaining to gender roles and kitchen work, and proposing a new story that honors the kitchen as a place of innovation.

1:45 PM – 2:30 PM

DSB C118

Name of presenter: Dr. Gerard Bellefeuille

Names of additional presenters: Asma Ammouneh, 4th year BCYC, MacEwan University, Alberta, Canada, Cassie Anthony, 4th year BCYC, MacEwan University, Alberta, Canada, Maya Beautista, 4th year BCYC, MacEwan University, Alberta, Canada, Jack Deol, 4th year BCYC, MacEwan University, Alberta, Canada, Kerry Heaney-Dalton, Instructor, Department of Child and Youth Care, MacEwan University, Alberta, Canada, Lori Smith, 4th year BCYC, MacEwan University, Alberta, Canada, Gabrielle St Pierre, 4th year BCYC, MacEwan University, Alberta, Canada, Kelly-Ann Reid, 4th year BCYC, MacEwan University, Alberta, Canada, Sarah Thang, 4th year BCYC, MacEwan University, Alberta, Canada

Title of presentation: Traversing Threshold in Child and Youth Care Education: A Qualitative Inquiry into the Meaning-Making Experience of an International Study Tour Student Participants

Abstract: This qualitative, relational-centred inquiry explored the learning experiences of a group of twenty CYC students who completed a twelve-day international study tour designed to introduce Child and Youth Care students to Irish and Scottish history, culture, and social care systems through experiential place-based learning and a combination of formal and informal relational pedagogies. The short-term international study tour is a type of experiential education—a way to bring students out of the classroom to explore connects and theories in a real-life international context. The study tour exposes CYC students to legislative frameworks, social policies, standards of practice, methods of interventions, as well as social, historical, political, and cultural aspects of the systems of care for vulnerable children, youth, and families from the Republic of Ireland, Northern Ireland, and Scotland. The data analysis revealed 15 thematic categories organized the five guiding!

Name of presenter: Jeffrey Paul Ansloos

Title of presentation: Tastawâw (the space between two walls): Youth displacement, migration and movements

Abstract: In this paper the author highlights a number of global trends in terms of youth displacement and migration, specifically those movements of youth that are a product of ecological crises and human conflict in the MENA region. The author explores the ways that Indigenous knowledge, specifically the notion of Tastawâw – ‘the space between two walls’ - might provoke innovation in terms of the ethical practices and policy development in the area of refugee youth engagement, resettlement and intercultural allyship. The author highlights how Indigenous and refugee youth experiences of liminality, while situationally distinct, are formed within resonant sociopolitical changes and common environmental realities. Implications for pedagogy, policy and practice are identified.

1:45 PM – 2:30 PM

DSB C112

Names of presenters: Teri Derksen, Ashleigh Martinflatt, Stephen Javorski, Child and Youth Care Faculty, Vancouver Island University and Child and Youth Care students

Title of presentation: “Feeding two birds with one scone:” Community-level social justice initiatives and experiential learning for CYC students in Vancouver Island University’s Centre for Community Outreach and Care

Abstract: How can we enrich learning for Child and Youth Care students while at the same time address social justice issues in our community? Faculty in the Child and Youth Care department at Vancouver Island University (VIU) explored this question as they were faced with a shortage of practicum placements yet a plethora of social inequities in the community. As a result of this discussion The Centre for Community Outreach and Care (CCOC) at VIU was created in April 2013. The purpose of the centre is to provide enriched practical learning experiences for Child and Youth Care students while simultaneously offering child and family focused programs in various neighbourhoods throughout Nanaimo. This workshop will explore how VIU’s CCOC employed a community development model and social justice lens to bring together faculty, students, community residents, and service providers to identify needs and opportunities in the community. VIU students and faculty members will share how they collaborated with community members to develop these ideas into student-facilitated programs for children, youth, and families. Workshop presenters will discuss what they have learned about CYC practice, community level work, and social justice through the development and delivery of CCOC programs including: Fostering Success, a program for VIU tuition waiver students; I Have a Dream, a poverty

reduction program geared towards career and education planning for young parents; D is For Difference, a diversabilities awareness program; neighbourhood based activity groups; mental wellness programs in elementary schools; and a children's dental clinic with our VIU dental hygiene program.

1:45 PM – 2:30 PM**DSB C113**

Name of presenter: Patricia Dunphy

Title of presentation: School Based Child and Youth Care Practitioner/The three C's & the B word of social skill development

Abstract: This workshop will identify the role of the Child and Youth care worker within a school setting, with examples and knowledge in Elementary settings. As an education practitioner, the main focus is to guide our clients/students to develop their social skills. In a school setting this can be enabled through classroom assistance, group work and advocacy. This workshop will give examples of activities used to develop these skills in three specific areas: Cooperation, Communication, and Climate of the classroom & Behaviours. (The three C's and the B word) The workshop will also involve hands on activities and team building. Antidotal discussion about basic needs, the philosophy of 'motive for behaviour' and antecedents will be included. The Alumni facilitator brings 28 years within education working within an Elementary, High school and Alternative setting to the table, as well as experience with the social service world. The workshop activities and discussion are based on Evidence and Strength Based practise as well as Solution Focused and Expressive Therapies.

2:45 PM – 3:30 PM**DSB C124**

Names of presenters: Nicole Land, Emily Coon, Shemine Gulamhusein, Narda Nelson, Angela Scott

Title of presentation: Enacting transdisciplinary conversations in child and youth care

Abstract: Indigenous feminisms, intersectionality, environmental humanities, decolonization, and feminist science studies; Drum, spirituality, wasteflows, child welfare, and muscles – as five child and youth care graduate student researchers, who employ distinct research methodologies and practices, we are often forced to confront complicated and productive tensions that emerge when our research projects collide. As we work to respond to the colonized and complex worlds we share with children and families, we propose doing transdisciplinary child and youth care research as an ethic of risk and vulnerability. We assert that transdisciplinarity requires not only integrating knowledge from a variety of academic and professional fields within a research framework, but immersing our projects in the messy spaces of questioning and collaboration across disciplines and practices. This panel will enact this practice of transdisciplinarity, as we trace how our research projects encounter, challenge, support, and disrupt one another. Highlighting the diverse character of our projects, we will take up three core child and youth care concepts (care, diversity, and politics). We will begin by reading these concepts through our own projects and will then put our varied engagements with these concepts into conversation with one another. We aim to make visible the possibilities, tensions, and incommensurabilities that emerge when we collectively risk generous, rigorous dialogue between distinct research projects. Together, we will imagine the practices required to enact, and the creative collaborations that might emerge through, transdisciplinary research conversations in child and youth care.

2:45 PM – 3:30 PM**DSB C126**

Names of presenters: Emmie DeKort, Celine Cabral, Trisha Rolfe

Title of presentation: Technology Integration in Service Delivery: LifeBook as a Place for all Spaces

Abstract: This paper explores the creation of an online role-play game (RPG) assessment tool that will be applied to family therapy titled LifeBook. LifeBook is a virtual space that young people create to represent their worldview, while allowing practitioners to assess the family dynamics. The authors compare two virtual worlds - The Sims and Second Life - as the technological backgrounds for the program. The theoretical foundations of family systems theory, and life space intervention approaches are explored in relation to LifeBook's framework.

2:45 PM – 3:30 PM**DSB C128****Name of presenter:** Deb Cockerton**Title of presentation:** Going It Alone! The Journey of a Self-Employed CYC

Abstract: Our field is very fluid – you can change up your work environment every few years and get a fresh perspective on how CYC work fits into your community. Group homes, schools, community agencies, foster care, institutions – the list is quite vast where we can work. But, what are the next steps when you have years of experience and want to slow down a bit but still need to generate income from the field you love? I have reached that career milestone and would love to share with you. My private practice, website and app has allowed me to venture out on my own, creating a business out of child and youth care work. I still work front-line with a part-time private practice, teach part-time in the CYC program at Fleming College and run a website that delivers professional development webinars to fellow CYC's.

If you are wanting to learn about entrepreneurship in the CYC field, I welcome you to join me in my workshop. We will look at the steps to building a private practice, developing your own resources to create income and we balance it all with a dash of self-care.

2:45 PM – 3:30 PM**DSB C130****Name of presenter:** Wolfgang Vachon**Title of presentation:** Arts-informed CYC in practice, education, and research

Abstract: This presentation will look at the arts as it relates to Child and Youth Care. Drawing upon examples of arts-informed practice, education, and research the paper will discuss what can be learned from, and for, using arts in these three spheres. Examples will include an ethnodrama theatre performance as part of a research project on access to health care for street involved people, the use of multi-disciplinary arts processes to augment a BCYC thesis course, and collaborative arts creation with marginalized youth. The examples will link arts-based/arts-informed theory with CYC theory, discuss alignment, offer learnings, and discuss areas for future exploration.

Name of presenter: Jessica Pratezina**Title of presentation:** Toward a Child and Youth Care Approach to New Religious Movements: An Analysis of "Leaving Narratives"

Abstract: Child and youth care (CYC) workers are called on to work with those from diverse populations, yet families from New Religious Movements (NRMs) remain under-researched. This paper will analyze the stories of two fathers who exited NRMs in the United States and the impact on their families. It will examine some of the themes present in these "leaving narratives," discuss their implications and suggest areas for future study, as well as highlight the importance of NRM research to CYC practice. These narratives suggest families leaving high-demand, isolated religious groups are poorly supported by social services. These families need supports and interventions based on solid academic research rather than the stereotypes and misinformation present in popular media. It is useful to conceive of children raised in NRMs as "counter-culture kids" and understanding this group's unique needs can guide those working to support them. CYC workers can use a research based, relational approach to develop wise practices when working with families involved with NRMs.

2:45 PM – 3:30 PM

DSB C116

Names of presenters: Jin-Sun Yoon, Lisa Gunderson, Maryann Gladstone, other supervisors and students

Title of presentation: Enriching, engaging, and enlivening CYC practicum experiences: Lessons learned from a pilot project

Abstract: My wish is for SCYC to create an embodied practicum that holds CYC administrators, instructors, practicum coordinators, site supervisors, and students accountable as advocates for social justice...We must reimagine practicum with inclusive and culturally relevant practices for all students and communities...Practicum students, working together with university faculty, can be agents of change in creating new model of practicum that helps to move communities forward in new ways by engaging SCYC more meaningfully in community-led solutions. (Ainsworth, 2016, pp. 92-93).

Inspired after a year of intensive meetings with an invested group of CYC stakeholders including Ainsworth, this pilot practicum project was launched in September 2016. This project included 4 sites in the Capital Regional District (Victoria): Inter-Cultural Association of Greater Victoria, Victoria Immigrant and Refugee Centre Society, Quadra Village Community Centre, and ŁÁU, WELNEW Tribal School (WSÁNEĆ).

Many differing practices were conceptualized, implemented, and evaluated: a cohort of students at each site, a collaborative supervision approach, university reciprocation for professional development, creative and arts-based evaluative methodology, legacy projects, and the development of e-portfolios.

This session will focus on lessons learned. The panel may include site supervisors, principal, staff, and CYC students. Audience members will be encouraged to share their promising practices of practicum. The aim is to generate future possibilities to enliven the CYC field with innovative engagement praxis and transformation and empowerment of communities.

2:45 PM – 3:30 PM

DSB C118

Name of presenter: Natasha Blanchet-Cohen

Title of presentation: Seeking Minomadj8in through developmental evaluation

Abstract: This paper will discuss a social innovation initiative undertaken in Quebec to re-envision the delivery of pre-natal programs and services and psychosocial support to Indigenous families. We will discuss the opportunities of using developmental evaluation as a means of supporting and enhancing practices that provide for culturally safety. Specific focus will be paid to the opportunities and challenge with developing culturally- relevant evaluation research activities that provide for community and Indigenous organizations accountability.

Names of presenters: Susan Hunt, Nicki Reyda

Title of presentation: Creating Evidence Based Change through a Trauma Informed Lens: Translating Principles into Practice

Abstract: When programs and services incorporate an understanding of trauma and its impact on an individual's behaviour and ability to cope, the potential for misdiagnosis and inadequate treatment planning is significantly reduced. Incorporating trauma-informed approaches into service delivery is an essential component to developing programs that most accurately address the needs of youth and their families. The organization involved in this study provides an extensive array of services to youth aged 12-18 years in the Province of British Columbia who have significant emotional, behavioural, and psychiatric difficulties. In a joint multi-disciplinary effort to better support traumatized young people and their families, the organization embarked on an in-depth evaluation of its service delivery. Together the team co-created a shift in practice that supported the translation of trauma-informed principles into practice and developed valid and measurable methods for evaluation through the adoption of a participatory action framework. Four semi-structured interviews were developed for collecting qualitative feedback from clients, stakeholders and staff who experienced the change in service delivery across five clinical cases over the course of 8 months. The feedback substantiated that the shift in practice was effective in cultivating an environment of safety, choice and collaboration for clients. This resulted in

the development of an evidence based shift in service delivery as well as identifying training needs and developing plans to integrate this change into broader practice throughout the organization.

2:45 PM – 3:30 PM

DSB C112

Names of Presenters: Teri Derksen, Ashleigh Martinflatt, Stephen Javorski, Child and Youth Care Faculty, Vancouver Island University and Child and Youth Care students

Continuation of: “Feeding two birds with one scone:” Community-level social justice initiatives and experiential learning for CYC students in Vancouver Island University’s Centre for Community Outreach and Care.

2:45 PM – 3:30 PM

DSB C113

Names of presenters: Kate Hann, Libby Holmes, Anthony Passerelli

Title of presentation: Muslim Youth Radicalization: A Child and Youth Care Perspective

Abstract: The radicalization of Muslim Youth has been a much reported phenomenon in mainstream and alternative media. This presentation will consider this phenomenon from a child and youth care perspective, and explore the relational contexts (both on line and off line) that unfolds in the process of radicalization, and similarly, the relational gaps in child and youth care engagements of Muslim Youth. It is argued that child and youth care understandings of life space as a theoretical foundation for practice need to develop further in order to engage this particular context of young people susceptible to radicalization. It is furthermore argued that the current model of understanding the phenomenon of radicalization actually perpetuates the risks and vulnerabilities of affected young people.

3:30 PM – 4:00 PM

NUTRITION BREAK

4:00 PM – 4:45 PM

DSB C108

Names of presenters: Luke Carty, Peter Lebuis, Colleen Kamps

Title of presentation: A CYC Approach to the Operation of a Refugee Camp

Abstract: In this presentation, Carty and Lebuis apply a CYC lens to the operation of a refugee camp, focusing in particular on how CYCs might conceptualize the engagement of often highly traumatized young people and their families in a transition environment governed by uncertainty, fear for safety and everyday contexts of food insecurity, general disorganization and a lack of adequate infrastructure for young people to thrive.

4:00 PM – 4:45 PM

DSB C114

Names of presenters: Dr. Carmen Rodriguez de France, Kristely Kelly

Title of presentation: At the CORE: Relational accountability as the heart of community collaboration

Abstract: Located in the traditional territory of the Lekwungen speaking people (Esquimalt and Songhees), the space that shelters Kwum Kwum Lelum, the “House of Courage” in the Songhees First Nation, can be filled with the enthusiasm and laughter of 28 children who, even after a full school day, will engage in playing and learning with their peers and their tutors -student teachers from the Faculty of Education who contribute to the programs organized and delivered by the Centre for OutReach Education (CORE) at the University of Victoria. This presentation describes the relationship that exists between the Kwum Kwum Lelum Centre in the Songhees community and the CORE and it will illustrate how Relational accountability within the two Centers exemplifies opportunities to inform teacher education programs and practice, Indigenize curriculum, and honor Indigenous knowledge and ways of being.

Name of presenter: Shemine Gulamhusein

Title of presentation: Third-Wave Dervish: A CYC Autoethnographic Methodology

Abstract: Whirling dervishes are known to be men who perform an elegant dance in white gowns in search for spiritual transcendence. Third-wave feminist's (and others) attempt to dismantle the idea that one is female because they are not male. The two, third-wave feminists and whirling dervishes can be seen as standing in opposition of one another at first glance. Yet, through a creative and emerging autoethnographic methodology, this presentation will speak to how I, as a female who was initially resistant to claiming a stance as a feminist, have "become" a third-wave dervish in an attempt to understand how Shia Ismaili Muslims, immigrants and first-generation individuals live within and in the in-between.

4:00 PM – 4:45 PM

DSB C124

Name of presenter: Caroline Buzanko

Title of presentation: Working collaboratively with families to support children with ADHD

Abstract: ADHD is heterogeneous and intricate in nature and often overlaps with other disorders. In general, children with ADHD are at substantial risk for negative outcomes in all areas of functioning. Given the complexity of ADHD and its associated risks, professionals must have a thorough understanding of ADHD, along with its associated impairments and comorbidities. With this knowledge, professionals can create innovative, effective, quality, and individualized interventions to compensate for the child's difficulties and promote his or her success and well-being. Understanding how to work collaboratively with parents is also a critical component of successful interventions that facilitate meaningful change and positive outcomes over the long term.

From this session, participants will learn: a) an in-depth understanding of the nature of ADHD, along with associated comorbid diagnoses and how they complicate the presentation and treatment of ADHD; b) how to work collaboratively with parents in the assessment of ADHD; c) how to use assessment information to inform intervention planning, based on the child and family needs; and d) how to design practical intervention programs to promote the child and family's overall success. By understanding the complex nature of ADHD and the nature of the difficulties they have, coupled with how to work collaboratively with parents to promote positive outcomes, professionals will be better equipped to design and implement effective intervention programs for children with ADHD and their families.

4:00 PM – 4:45 PM

DSB C128

Name of presenter: Ian Milligan

Title of presentation: The experience of 'institutional' care: experiences and views of young adults from a diverse range of low, middle and high income countries

Abstract: This presentation will seek to foreground the views and experiences of young adults from a number of countries including, Uganda, Kenya and Nigeria, Nepal and Indonesia, Ecuador and Chile. The presentation will also supply the global policy context which is informing 'reform' efforts in many countries based on the UN Guidelines for Alternative Care of Children. This presentation will bring together material gathered by the author (and colleagues) from several country case studies and other commissioned reports looking at 'alternative care and de-institutionalisation' in a selection of low and middle, and high income countries including Uganda, Nigeria, Ecuador and Peru, Malaysia, Nepal and Indonesia, and others. These are reports submitted by CELCIS staff and associates as part of a n EU-Funded global study on 'Alternative care and de-institutionalisation'. The author and colleagues undertook field trips to a number of countries and undertook consultations with children, care-leavers, parents and professionals in an attempt to develop policy to counteract excessive reliance on large -scale institutional forms of care, most often in the absence of any other alternatives. The 'care leavers' consulted during these studies, and other sources, indeed provide an articulate and nuanced view of the weaknesses of institutional care. Many of the care leavers consulted or contributing to national conferences express a strong desire to send messages about their care and what can be done to improve it for the benefit of existing and future residents.

4:00 PM – 4:45 PM

DSB C130

Names of presenters: James Anglin, Lilia Zahareieva, Angela Scott, Deborah Rutman

Title of presentation: Involving Youth in Care in Research for Action: A “Career in Care” Perspective

Abstract: Three recent studies completed in British Columbia involving former youth in care offer insights into the “careers” of youth in care at removal, during transitions in care, while in the secondary school system and as participants in post-secondary education. All three of these studies involved literature reviews and interviews with former youth in care, thus the findings and implications are grounded in both recent research and the voices and experiences of youth who have lived in care. The first report entitled “We Don’t Feel That Love” (Scott & Anglin, 2016) explores care placements and trauma, and suggests ways to more effectively respond to trauma and avoid re-traumatization. The second study, “Fostering Success” explores how to improve educational outcomes for youth in and from care (Rutman & Hubberstey, 2016). The third report, “From a Ward to Award, and Beyond” (Zaharieva, Anglin and Rutman, 2016) examines how a university can better support former youth in care who are making the difficult transition into post-secondary education with few of the family and social supports available to most other students. The panel will consist of an undergraduate and graduate student from SCYC at UVic who were key researchers in two of the studies, a career researcher from social work at UVic and a professor in SCYC who were each involved in two of the studies.

4:00 PM – 4:45 PM

DSB C112

Name of presenter: Stephanie McCune, PhD

Title of presentation: Collaborating with Carers

Abstract: Family members are important sources of support for a youth accessing substance use treatment services. Family members hold rich historical understandings, intimate insider knowledge, and deep investments in the long-term wellbeing of their loved ones.

Substance use is often associated with social and health consequences that can affect the young person in relationship with alcohol and/or other drugs and, most often, the whole family. Including family members in substance use programming can improve outcomes for the individual and enhance the health of the family at large.

Despite the recognition of such a positive impact, family inclusion is not regularly or customary practice within all dominant substance use treatment systems. Family members encounter walls when accessing substance use treatment services. Built by stigma, shame, individualized treatment orientations, and limits set by confidentiality, such walls prove to be formidable constraints to inclusive substance use treatment.

This presentation will share findings of the Collaborating with Carers Appreciative Inquiry addressing theoretical and practical/applied ways of opening doors for youth and families accessing substance use services. Further, participants will be provided with resources to support the development of process-based therapeutic groups with parents and caregivers affected by substance use. Stephanie McCune is the lead investigator in the Collaborating with Carers research project and primary author of *Recognizing Resilience: A Workbook for Parents and Caregivers affected by Substance Use* and *Collaborating with Carers: A Practitioners Guidebook for Facilitating the Recognizing Resilience Group*.

4:00 PM – 4:45 PM

DSB C113

Facilitators: Jennifer Martin & Kiaras Gharabaghi

Panel: Joey Blake, Travonne Edwards, Annu Gaidhu, Matthew London, Joe Singh, Emily Clark

Title of presentation: Use of Technology and Community-based Child and Youth Care Practices

Abstract: This round table will consider the use of technology in community-based child and youth care practices. Emphasis will be on the exploration of social media, gaming, and child and youth care practitioner participation in technology-based relational practices.

Abstracts **Friday, April 28, 2017** **Concurrent Sessions****11:00 AM – 11:45 AM****DSB C108****Names of presenters:** Kristy Dellebuur O'Connor, Bryan Tesan**Title of presentation:** Making Meaning of Mindfulness in the Classroom

Abstract: In this workshop, presenters will share initial findings from their exploratory study on how learners make meaning of mindfulness in the classroom, with a focus on supporting the development of mindfulness in middle childhood. This session will include hands-on activities that CYC practitioners can integrate into their practice with children and youth to support cognitive and self-regulatory development. Participants will also be invited to explore how CYC practitioners can utilize mindfulness to encourage reflexive practice.

11:00 AM – 11:45 AM**DSB C114****Name of presenter:** Carinna Kenigsberg**Title of presentation:** Staying Relevant through Strategic Alliances

Abstract: It takes a multidisciplinary team to make local and global impact and foster change in our community that will support current and future opportunities and challenges. In order to stay relevant we need to collaborate and rely on strategic partnerships and collective perspectives. This workshop will be an opportunity for professionals to gather to discuss programs and initiatives within our communities. By exploring the strengths and gaps within a systems approach we can collectively create action plans that look at the needs together versus in isolation. As well as identify themes around demographics that are facing barriers so we can ensure our practice meets the current and future needs. The aim for the workshop is to identify areas for enhancing our impact through strategic alliances, innovative avenues for partnerships and diverse engagement strategies.

11:00 AM – 11:45 AM**DSB C124****Name of presenter:** Heather Chalmers, Yana Lakman, Cayleigh Sexton, Michelle Lewis**Title of presentation:** Young Carer Supports: A Global Perspective

Abstract: Young carers are a hidden population who take on a caregiving role because a family member has a chronic illness, physical disability, mental illness, or addiction (Aldridge & Becker, 1993; Charles, Stainton, & Marshall, 2008; Stamatopoulos, 2015). Within a global context, awareness of and resources for young carers is limited. There is vast variation in the definition, awareness, and policies that are in place. This discussion session examines four countries at different stages of young carer awareness and support, the United Kingdom, Australia, United States, and Canada. The United Kingdom and Australia are quite advanced in their recognition and support of young carers (Becker, 2007). The United States and Canada are in preliminary stages of building their awareness of this special population. Specifically, young carer awareness, policy, and intervention/community services will be considered and discussed. Within the global context, and particularly the Canadian context, suggestions for supporting young carers will be offered.

11:00 AM – 11:45 AM**DSB C126****Name of presenter:** Fleurie Hunter, Tia Mihalj, Kyla Barnes, Rae-Anne Lebrun**Title of presentation:** Young Bears Lodge - A Philosophy-driven Approach to Youth Substance-Use Recovery

Abstract: Young Bears Lodge (YBL) is a residential healing lodge for Aboriginal youth affected by substance use/misuse. The lodge re-opened in November 2015, through a philosophy-driven approach to practice, meaning the therapeutic program and residential care services are generated and evolve in relation to the community and environment. The grounding philosophies of YBL are: culture as therapy, two-eyed seeing, trauma informed care, harm reduction, and youth-

centered care. This Discussion/Panel features presenters offering different perspectives on the experience of applied philosophy-driven practice, including the Program Manager, Clinical Counsellor, a front-line staff, and a youth/staff.

11:00 AM – 11:45 AM**DSB C128**

Name of presenter: Dr. Jennifer White, Dr. Patti Ranahan

Title of presentation: Implementing standardized suicide prevention education in localized and variable contexts: A focused ethnography research design

Abstract: There is longstanding interest in the field of suicide prevention in determining the effectiveness of specific suicide prevention strategies. After decades of study, some suicide prevention strategies (e.g., gatekeeper training [GT]) have been identified as promising and yet the evidence base remains contested and limited. GT is based on the assumptions that persons-at-risk for suicide communicate their distress to others (e.g., child and youth care practitioners, teachers, coaches), and that those in close proximity can respond. Questions have been raised with respect to the individualized approach and cultural relevance of standardized GT programs. In 2015, the British Columbia Ministry of Health provided funding to the provincial Canadian Mental Health Association to implement a 3-year GT strategy for an expected 20,000 participants. Most implementation processes, such as this, are messy, ethically challenging, emergent, and value laden. A careful analysis based on prolonged engagement with key stakeholders on how the GT initiative is implemented over time, will generate novel practical insights and deepen existing theoretical knowledge. In this presentation, we will describe our focused ethnography research design, which will draw upon multiple data sources over a two-year period to generate knowledge of the dynamics and complexities of implementing this suicide prevention strategy. We hope to shed light on aspects of this work that have been historically neglected, including for example: ethical and political relations, competing values, cultural assumptions about suicide, representations of the problem in policies, ideas about teaching and learning, practices of collaboration and improvisation, as well as ongoing negotiation among key stakeholders.

Name of presenter: Shannon A. Moore, Richard C. Mitchell

Title of presentation: Restorative Justice in Education: Critical Reflections on a Transdisciplinary Approach to Child and Youth Care Practice

Abstract: Over the past two decades, educational contexts around the globe have progressively integrated Restorative Justice into their legislation, policies and practice-based interventions with children and young people (McCluskey et al., 2008; Moore, 2014; Rideout & Windle, 2010). Recent research in Canada has identified barriers to effective implementation of Restorative Justice across systemic levels within education that may be attributed to relations of power inherent in hierarchical institutions. This hegemonic structure is a counterforce to the indigenous epistemological roots of Restorative Justice and can erode the realization of Restorative Justice principles (Moore & Mitchell, 2009, 2011; 2012; in press) that emphasize the central role of voice and participation of students, survivors and victims of harm. In response, these authors argue for a transdisciplinary approach to Restorative Justice that enables a shift from rhetoric to action. A transdisciplinary philosophical and theoretical framework (Mitchell & Moore, 2015a,b) has been found to establish the foundation for decolonizing Restorative Justice and traditional relations of power and identity in education contexts (Moore, in press). This presentation will contribute to the conference them "Global perspectives in working with children, youth, families and communities" by articulating the links among international standards for use of Restorative Justice (UNESCO, 2002) and direct practice with children and young people.

11:00 AM – 11:45 AM**DSB C130**

Names of presenters: Cameron Kopeck, Andrew McAllister

Title of presentation: The Phoenix Approach: Working with Adolescent Sexually Problematic Behaviours in Context

Abstract: Since 1987, Wood's Homes has served youth with sexually abusive behaviours by operating the Phoenix Program, an 8 bed intensive residential treatment program. Specialized treatment for adolescents who offend sexually has been shown to lead to significant reductions in both sexual and nonsexual reoffending (Worling, Littlejohn & Bookalam, 2010). The clinical approach takes a family-centred, trauma informed approach, utilizing current research around treatment interventions, building capacity for sexual health, and best practices for teaching adults and caregivers how to

supervise and intervene with youth who have problematic sexual behaviours. Participants in this workshop will take away perspectives on how to understand problematic sexual behaviours, by placing them within the context of adverse childhood experiences, developmental functioning, family history, and the youth's own psycho-sexual development.

Reference

Worling, J. R., Littlejohn, A., & Bookalam, D. (2010). 20-year prospective follow-up study of specialized treatment for adolescents who offended sexually. *Behavioral Sciences and The Law*, 28, 46-57.

11:00 AM – 11:45 AM

DSB C118

Names of presenters: Doug Magnuson, Mikael Jansson, Cecilia Benoit

Title of presentation: The Experience of Emerging Adulthood among Street-Involved Youth

Abstract: In a new book, "I feel like I've really grown up:" The Experience of Emerging Adulthood among Street-Involved Youth", we proposed that some street-involved youth are a cohort of young people who embody characteristics of emerging and young adulthood, even though they are much younger than other emerging adults and temporarily living outside the social institutions of family and school. In dialogue with the audience we will discuss the social policy implications of this proposed status as independent adults, including implications for education, employment, foster care, Youth Agreements, and housing programs.

Names of presenters: Dr. Gerard Bellefeuille, Shayleen Fortier, Bachelor of Child and Youth Care, MacEwan University, Alberta, Canada, Cole Smith, Bachelor of Child and Youth Care, MacEwan University, Alberta, Canada, Gabrielle St. Pierre, Bachelor of Child and Youth Care, MacEwan University, Alberta, Canada, Shannon Rose, Bachelor of Child and Youth Care, MacEwan University, Alberta, Canada, Samantha Jungwirth, Bachelor of Child and Youth Care, MacEwan University, Alberta, Canada, Nazia Islam, Bachelor of Child and Youth Care, MacEwan University, Alberta, Canada, Mariam Yousouf, Bachelor of Child and Youth Care, MacEwan University, Alberta, Canada

Title of presentation: A Formative Evaluation of a Cinematherapy Activity Manual for the Film "The Maze Runner"

Abstract: This qualitative inquiry describes the results of a formative study (pilot-test) evaluation of a Cinematherapy Activity Manual for the film "The Maze Runner". The Cinematherapy Activity Manual for the film "The Maze Runner" is the creation of a second-year class, expressive therapy project. The Activity Manual includes a broad range of creative activities specially designed to provide youth participants who watch the film with a safe outlet to express themselves as they reflect on the characters and events in the story analogous to those in the own lives.

11:00 AM – 11:45 AM

DSB C122

Names of presenters: Shantelle Moreno, Audrey Wolfe, Susan Rooke, Sasha Routley, Angie Gray, Kaz Mackenzie, Jane Buchanan, Laura Vetrone

Title of presentation: Solidarity, Love, and Ethics in Practice: Walking together in the "supercomplexities" of CYC

Abstract: As a cohort of new child and youth care graduate students, we have had the opportunity to (re)consider our front line work in light of new developments in CYC theory and practice. In this roundtable, we share our diverse stories as frontline supervisors, educators, and child protection, residential care, and community-based workers who are trying to imagine what constitutes ethical, transformative child and youth care praxis. We do so in a context of "supercomplexity" (Barnett, 2000), rapid social change, and ongoing colonialism; in our work, structural and systemic inequities impact everything from budgets and policies, to interventions and assessments. We are looking for alternatives to enforcing compliance onto the diverse children, youth and families accessing the services we provide. Our focus on social justice is rooted in our commitment to structural change in our profession. We invite the audience to join us as we share our own exploration of trying to work in a more holistic, collaborative way. Topics we explore will include settler privilege and white fragility, racialization and diversity, transphobia, the medicalization of child mental health, child welfare, evidence-based practice, and our ethics of care.

11:00 AM – 11:45 AM**DSB C112****Name of presenter:** Denise Masson Cormier**Title of presentation:** Personal Journeys - a healing program focused on Childhood Sexual Abuse as it relates to Concurrent Disorders in Women

Abstract: Concurrent substance abuse and psychiatric illness is one of the most significant problems facing the health systems today. Persons with concurrent disorders (CD) of any age who are suffering trauma, present multiple needs and social problems that are chronic and complex, creating immense human and economic tolls. A Personal Journey therapeutic program is designed for clinicians assisting women on their healing journey. By providing an effective intervention for women suffering childhood trauma, this program serves to improve the lives and circumstances of children and youth who have traumatized mothers suffering with CD.

12:00 PM – 12:45 PM**DSB C108****Name of presenter:** Matty Hillman, Child and Youth Care Instructor, Selkirk College. MA candidate, Child and Youth Care, University of Victoria.**Title of presentation:** What I Wish They Knew: Student Narratives of Challenges, Resiliency, and Hope

Abstract: "What I Wish They Knew", is a short video showcasing Selkirk College students sharing their challenges, coping strategies, and wisdom. Students from a wide range of disciplines disclose their experiences with the hope that their stories will decrease stigma and increase understanding and compassion for those with mental health issues.

Grounded in a narrative and phonological methodology, participants were interviewed on their post-secondary experiences. Students were asked to speak at length to their lived experience of maintaining mental wellness while attending college, particularity in relation to resources that they found supportive or lacking. Originally conceptualized as a learning tool for instructors, this project has proven useful as a student resource; a collection of diverse narratives which highlight and normalize mental health struggles and encourage students to seek early intervention.

This film also urges a reconsideration in the way educators relate to students in post-secondary environments. In-line with relational-based practices, such as Child and Youth Care, Selkirk College instructors are being encouraged to consider students in an evermore holistic light - as individuals with diverse needs both academic and personal. Selkirk attempts to address these needs through various mechanisms including increased student support services and awareness campaigns such as this video.

Finally, the participants in this project have identified the experience as a therapeutic one. In sharing their struggles and triumphs, the individuals in this video hope to inspire current and future students to request support to overcome challenges they encounter in their academic journey.

12:00 PM – 12:45 PM**DSB C114****Name of presenter:** Elisabeth Cooke**Title of presentation:** Diversity Across a Community: creating and delivering services to youth of various sexual orientations, gender identities and expressions.

Abstract: Elisabeth Cooke holds a BA in Child and Youth Care and a Juris Doctor in Law. She runs her own business, Inclusivity, combining these two skills sets to provide diversity management across the public and private sectors.

Elisabeth led the team that implemented the Genders West Conference (District of West Vancouver) for the past three years. The conference serves youth, parents and professionals of various gender identities and sexual orientations. She also coordinates the Whatever Program for the same demographic.

Elisabeth's presentation will address how to integrate diversity in a strategic and meaningful way. As well as how to develop a holistic approach to working with diverse communities.

Elisabeth led the team that was awarded the 2015 PERC Award for Management Innovation and Ingenuity for North Shore QSA Symposium and Networking Event Programs. www.diversitymanaged.com

12:00 PM – 12:45 PM

DSB C124

Name of presenter: Jacqueline McAdam

Title of presentation: Demographics of Youth in Africa Employment and Business Gaps and Service Responses

Abstract: This presentation expands on the large number of youth in Africa often defined as the "Youth Bulge". It examines these young peoples need for employment, but limited opportunities. Based on my professional practice and recent evaluation experience in Kenya and Rwanda businesses and enterprise development opportunities are present. The inherent challenges and systemic barriers that exist for youth are nested in a discussion of program responses that create psychological and economic resilience.

12:00 PM – 12:45 PM

DSB C126

Name of presenter: Sonja Sinclair

Title of presentation: Supporting Families with Parental Mental Illness and/or Substance Use - A Community Collaboration

Abstract: This workshop will present an innovative therapeutic community model of support that fits families who are living with parental mental illness and/or substance use. This program is a collaboration of the health authority, MCFD and more than ten community based agencies that pool staff and resources to deliver a variety of support, psycho-educational, therapeutic leisure and community education to children, adults and families where a child is affected by a parent's mental health or substance use concerns. This model of outreach, collaboration and family focused inclusiveness allows facilitators and counsellors to build resiliency, connection and a sense of belonging in children and families. The program works to promote emotional literacy and help families understand the impacts of childhood adversity across the lifespan. The program "screens in" and is adaptable ensuring that it fits family's needs rather than a rigid selection policy that attempts to make families fit the program. The collaborative, diverse, cross agency facilitation promotes a stronger network of services providers, enriching the practice of the facilitators and counselors while ensuring the community as a protective factor for families.

12:00 PM – 12:45 PM

DSB C130

Name of presenter: Bill Wagg

Title of presentation: Working with the anxious parent

Abstract: At this time parents are expressing high levels of anxiety in the raising of their children. Terms such as the helicopter parent, the hovering parent are commonly used to refer to the parent who is constantly tracking, intervening and coaching their children in every aspects of their lives. They drive their children to school in fear of them being kidnapped, restrict their children from playing outside and organize and all of their activities, including setting up play dates with friends. This is resulting in children staying inside their home playing hours of video games, lacking physical exercise (Canadian children were given an F mark for poor physical fitness and activities) and experiencing higher levels of social anxiety, depression and emotional dysregulation.

In this roundtable discussion, I am proposing discussing various issues concerning anxious parents:

- Identify various issues of fear the parents are experiencing such as beliefs and various negative social media invoking anxiety
- The highly anxious parent who projects the anxiety onto their children and its impact
- CYC workers and counsellors have encouraged parental fears via using a "no risk stance" in presenting parenting education
- Solutions and approaches to reduce parents' anxiety and ways to promote resilience, competent and confident children.

12:00 PM – 12:45 PM**DSB C118**

Names of presenters: Abdi Mohamud, Kaitlin Fredericks, Karen Sewell, Tyrese Gregg, and Christopher Webster

Title of presentation: Continuity of Care as a Hallmark Principle: Following 57 youth engaged in a Stop Now And Plan (SNAP) Boys - Youth Leadership Services

Abstract: SNAP® (Stop Now And Plan) was initially developed by Child Development Institute in 1985 as an intervention program for children under 12 in conflict with the law. SNAP teaches children with serious disruptive behavior problems, and their families, how to manage their emotions, increase their self-control and make better choices “in the moment.” SNAP is an evidence-based cost-effective model proven to reduce aggression, rule-breaking and antisocial behavior (in addition to decreasing co-morbidity). In 1996 SNAP became gender-specific and a continued care model; resulting in the addition of treatment components to support SNAP youth up to the age of 18 (e.g., SNAP Leader-In-Training now called SNAP Boys -Youth Leadership Services; SNAP Boys-YLS). This multifaceted intervention consists of continued SNAP individual, family, and group programming.

The follow-up sample consists of all 57 male youth who have been involved in SNAP Boys-YLS over a 5 year period. Of the cohort, 60% have accessed supports in the past 3 months with a further 14% being involved on a sporadic basis. Ethical approval is being sought to contact all boys included in the cohort to explore long-term impact of the program. We already know that only 25% of these high-risk youth have had some contact with the criminal justice system. These findings are in line with more extensive research that has been done on SNAP graduates (Augimeri, Walsh, & Donato, 2016). This paper will also examine evidence of accomplishments in employment, education and citizenship. For example, as part of SNAP Boys-YLS, 42% have gained employment, with 19% securing at least one job outside of the program.

12:00 PM – 12:45 PM**DSB C112**

Names of presenters: Shannon Brown, Jaclyn Ng Man Chuen

Title of presentation: Conceptualizing Young People as Subjects: A Critical Interpretation of the Relational Process Within Sexual Exploitation

Abstract: This presentation explores the relational process of Child and Youth Care practitioners on the one hand and those seeking to sexually exploit young people on the other hand. In conceptualizing the ways in which practitioners and exploiters develop relationships with young people, issues of subject versus object become apparent. When exploiters view children and youth as objects in which to control and coerce, the relational process is guided by manipulation. Child and Youth Care practitioners position children and young people as subjects and as such, provide opportunities for change through the development of a relationship. This paper draws on Garfat and Fulcher's (2012) characteristics of a relational child and youth care approach to analyze how relationships develop.

12:00 PM – 12:45 PM**DSB C113**

Name of presenter: Janet Westcott, Rebecca Ataya, Maureen Thompson, Taelor Taylor, Jessica McCallum, Jon Johnson

Title of presentation: “I am a Child and Youth Care Professional”: Identity, Meaning and Impact

Abstract: The Child and Youth Care professional is immersed in complexity; how does a professional identity both serve and limit us in our work? The Board Members of the Child and Youth Care Association of BC invite you to join a hosted discussion about Child and Youth Care professionalism and identity. We will explore together what it means to be a Child and Youth Care professional; both for the self and for the people and communities we serve. The distinction of the Child and Youth Care profession has been a consistent narrative within the field; it can define our work, connect professionals to one another, and create a sense of aligned and recognized values. Engaging in conversation about what our identity means and its potential impact, may create new paths for us to consider both individually, and collectively as a profession.

12:45 PM – 1:45 PM**LUNCH**

1:45 PM – 2:30 PM

DSB C108

Name of presenter: Janet G. White**Title of presentation:** The Three R's of Helping - Relationship, Responsibility & Resilience**Abstract:** This workshop offers an opportunity to consider both what the basics of being helpful is about while also considering how to move these concepts into actual practice. The intent is to insure that we, as a profession, remain bringing all three of this possibilities into our day to day work.

1:45 PM – 2:30 PM

DSB C114

Names of presenters: Richard C. Mitchell, Shannon A. Moore**Title of presentation:** Transdisciplinarity in Post-Secondary Educational Reform: Meanings and Values**Abstract:** We present findings from a critical ethnography at one Ontario University in response to the question: How has the concept of transdisciplinarity facilitated or hindered development of research partnerships on a Canadian campus? Invitations to five of our University's transdisciplinary research hubs yielded key informant interviews from three, and our dataset comprised of academic, policy, and legal literature, fourteen face-to-face semi-structured, audio-taped and transcribed interviews with participants in these \$1 million transdisciplinary initiatives, along with dozens of participant observations building partnerships to launch one such collaboration. In 2013, Canada's national newspaper reported that the implementation of Ontario's 'differentiation policy framework' was the province's 'boldest step yet to compel universities and colleges to make hard choices about how they spend their resources...a draft policy designed to stretch limited provincial dollars by narrowing some schools' missions' (Bradshaw, 2013, para. two). As part of this reform agenda, the Ministry of Training, Colleges and Universities required that each of its forty-four post-secondary educational (PSE) institutions submit a Strategic Mandate Agreement in response to priority objectives outlined under this rubric of 'differentiation' to avoid waste of public resources (Government of Ontario, 2013; Brock University, 2013). This province's objectives are similar to goals found in much current Organization of Economic Cooperation and Development's educational reform research, particularly those from Australia and the United Kingdom, as governments grapple with decreased revenues from the 2008 global economic downturn (OECD, 2014). Within our Agreement, the central organizing principle was 'transdisciplinarity,' a concept framing the document throughout seven separate clauses (Brock University and Ontario Ministry of Training, College and Universities, 2014, p. 3). As child and youth scholars we initially anticipated the opportunities to work towards common ground for our human rights research aimed at opening up the entrenched 'tower of babble' (Moore and Mitchell, 2009, p. 30; Mitchell and Moore, 2015) we often find in Canada where young people's voices in research partnerships are often silently absorbed.**Names of presenters:** Alice Ng, Saman Fouladirad, Arantxa Mascarenas, Jessie Lo, Catherine Ann Cameron**Title of presentation:** East and West sociocultural factors in children's moral reasoning: Working with schools, families and communities around the globe.**Abstract:** Sociocultural factors are significant components in the development of moral reasoning. When observing children's appraisals of lying, variations in individual or collective motives signify that cultural variations exist. Western cultures are typically associated with individualism while Eastern cultures are inclined toward collective tendencies. The current study examined the relationship between children's moral judgments of verbal deception in the context of their cultural and contextual experiences. Children aged 7-13 from three different cultural contexts were interviewed: in uni-cultural Chinese, uni-cultural Euro-Canadian, and multi-cultural Asian-Canadian communities. Experimenters read school – age directed scenarios, which depicted story characters as observers in various activities in which they either lied or told the truth about certain misdemeanours performed by them or their group. The participant's moral reasoning based on the dilemmas was analyzed. Additionally, the Auckland Individualism and Collectivism Scale were administered to gain understanding of the extent to which participants' home environments prioritized individualism or collectivism. Our data confirmed previous reports that cultural variations influence moral reasoning among Han-Chinese, Chinese-Canadian and Euro-Canadian students (Dmytro, Lo, O'Leary Fu, Lee & Cameron, 2014). Moreover, by assessing children's individual and collective reasoning and the cultural propensities of their families, we have enabled investigations so research can better explore how an individual's cultural values reflect or diverge from mainstream responses. Furthermore, teachers, youth workers and parents can be supported in their efforts to acculturate children in their moral

decision-making by helping them inspect the sources of their own and peers' judgements in light of their home and community experiences.

1:45 PM – 2:30 PM

DSB C124

Name of presenter: Audrey Wolfe

Title of presentation: Challenging Radical Feminist Discourses around Gender Identity

Abstract: This workshop will examine some of the theories and ideologies involved in discourses around gender identity and policies on supporting trans and non-binary children and youth. As well, I will unpack my own position as a Child and Youth Care practitioner on the debate 'Are trans girls really girls or are they actually boys?' This debate is important to Child and Youth Care as the space that our practice exists and the children, youth, and families we support live in spaces that are structured around neoliberalism and neocolonialism, two forces that are closely connected to what is considered 'normal'. Trans and non-binary children and youth are further minoritized through the denial of their gender identities, the refusal to use their chosen names or pronouns, and the lack of accessibility to safe washrooms and change room facilities in public spaces. As Child and Youth Care practitioners, how can we take responsibility for our complicity in cissexism? What steps can we take to change the institutions and systems that discourage trans and gender non-binary children and youth from participation? How can we deconstruct the effects of the binary gender system in our workplace and in the ways we support our clients? How can we combat the neocolonial and neoliberal assimilation of trans lives so that these children and youth can thrive and shine? These are the questions that this workshop aims to unpack and explore through facilitated discussions and activities.

1:45 PM – 2:30 PM

DSB C126

Names of presenters: Sandrina de Finney, Angela Scott, Cathy Richardson, Kathleen Harris

Title of presentation: Kinship Trails: Contesting Trauma-Informed Practice in Indigenous Child Welfare

Abstract: In this sharing circle, we come together as Indigenous practitioners, educators, researchers and activists to explore neocolonial practices targeting Indigenous children and families. In the Canadian public whitestream, the era of scooping up children is locatable firmly in the past –a shameful secret from which we can now recover through ethics of truth and reconciliation. But we are in the midst of the worst systemic removal of our children, the millennial scoop (Beaucage, 2011). This is an epidemic galvanized through settler logics of absolute severance that have produced generations of dispossessed children and parents who carry the pathologizing label of having “lost” their culture while holding “inter-generational trauma”. As marked trauma-infused bodies, they become targets for further state surveillance. Under this regime, colonial violence is reduced to scales of psychosocial functioning and labels of PTSD, non-compliance, parental neglect, anxiety, self harm and substance use -labels which serve to hide the systemic fault lines of racialized poverty, while ignoring that trauma is a deliberate strategy of the colonial state.

In our circle, we explore how our practice with families involved in the child welfare system should be one of making rather than removing relatives. In contestation of limited trauma-informed practice frameworks, we consider what it really takes to heal inter-generational trauma. We situate our stories in a commitment to Indigenous sovereignty and to all our relations.

1:45 PM – 2:30 PM

DSB C128

Panelists: Martha Holden, Senior Extension Associate, Bronfenbrenner Center for Translational Research, Cornell University, USA; Anton Smith, Executive Director, Oak Hill Boys Ranch, Alberta; & James Anglin, Professor, School of Child and Youth Care, University of Victoria, BC.

Title of presentation: A Re-appreciation of Therapeutic Residential Care for Children and Youth: Exploring Current International, Programmatic and Practice Perspectives

Abstract: A recent statement by an International Work Group on Therapeutic Residential Care (TRC) involving researchers from 11 countries will serve as the starting point for a discussion on current program approaches and agency practices that seek to embody what has been learned from child and youth care literature and multi-disciplinary empirical research. An Executive Director with experience of transforming an agency's therapeutic approach in Alberta, the Senior

Project Coordinator of the Cornell University CARE Project being implemented in 5 countries, and a University of Victoria researcher who has developed a framework for understanding effective residential care and more recently has been studying the processes of implementation of TRC approaches will share their experiences and findings as a basis for dialogue about the challenges faced by residential care in today's political and professional climate.

1:45 PM – 2:30 PM**DSB C130**

Names of presenters: Grant Charles, Ben Anderson-Nathe

Title of presentation: Challenging our practice and ethical assumptions: Promoting innovation by finding new ways to look at what we are doing so we can do what we are doing differently.

Abstract: There are a number of reasons for why we can struggle being as effective as we want in our work. For example, many of our practice assumptions simply don't hold up under serious scrutiny. We work in a practice world where many of the core beliefs that drive our practice lack critical challenge. This is partly due to a human tendency to stop trying to understand something as soon as we find a plausible explanation. When we apply some idea or theory that seems to explain an issue or situation we are likely to accept it at face value. We also tend to make decisions within our scope of practice in a limited and "here and now" perspective without imagining and reflecting on the potential long-term consequences of our work. This can trap us in courses of action that make sense to us but do not produce the results we desire.

This is not a new phenomenon. Preceding generations of practitioners have been caught in their own blind spots often with dire consequences. Like these previous generations we may be unintentionally causing harm. At the very least we may not be as effective as we want to be. This workshop will look at how we can challenge our assumptions and move to a different understanding of the consequences of our actions so that we are ethical and effective in our practice as well as our intentions.

1:45 PM – 2:30 PM**DSB C116**

Name of presenter: Jin-Sun Yoon

Title of presentation: Cultivating cultural acumen: A way towards reconciliation

Abstract: It is 2017, Canada's 150th anniversary since confederation; the timing is propitious for all Canadians to reflect on reconciliation efforts since the TRC Calls to Action in 2015. As educators and practitioners, we have too much influence on the next generation to not pay attention. The changing demographics of Canada and the world places critical demands on educators and practitioners to be culturally and pedagogically prepared in addressing issues of Indigeneity, globalization, racism, diversity, and social justice. Cultural acumen is a critical framework that aims to cultivate equitable and inclusive praxis. In this session, the constructs of cultural acumen will be introduced with experiential activities and pragmatic strategies.

1:45 PM – 2:30 PM**DSB C122**

Names of presenters: Tara Rose-Farrell, Shay Erlich

Title of presentation: Flipping the Switch

Abstract: Child and Youth Care (CYC) practice has been heavily influenced by the 1990 ratification and adoption of the *United Nations Convention on the Rights of the Child* (UNCRC), as it directly applies to young people's rights, health, and wellbeing. As the internet has gained popularity amongst young people, it is now recognized as an integral part of their life-space (Martin & Stuart, 2011). The UNCRC was adopted in 1990, long before the advent of digital communication technologies (DCT) as we know them today. It is therefore integral that CYC practitioners examine the various ways the articles of the UNCRC have a direct impact on the lives of young people in their online life-space. This presentation will explore the implications of DCT on young people's use and experiences with technology and explores the implications for CYC-related policy and practice, particularly as they relate to access to DCT in residential care, and sexting. Since the internet and DCT are inextricable from the life-spaces of many young people today, it is imperative for this conversation be

opened up to all relevant stakeholders, especially the young people themselves, for it is their voice and agency that will truly give direction to navigating this tumultuous pathway towards a fully realized, inclusive, and safe online life-space.

1:45 PM – 2:30 PM

DSB C112

Name of presenter: Joan Astren, M.Ed, BA CYC

Title of presentation: Keeping relational in supporting children with complex behaviors

Abstract: We strive to be relational in our role supporting children. That can be hindered by our response to children with complex and demanding behaviours. This workshop will focus on understanding a child's multiple perspectives of how they may experience their environment and how that influences their perception of self, place and power.

1:45 PM – 2:30 PM

DSB C113

Names of presenters: Susana Guardado and Kaz MacKenzie

Title of presentation: Professional Boundaries in CYC: Where I end and You begin

Abstract: Our interactive workshop engages participants in an exploration of their own professional boundaries. As uninvited settlers to Coast Salish territories, we strive to work in community with respect, collaboration and humility. Susana came as a child with her family from El Salvador to live on settled lands, while Kaz's ancestors arrived as occupiers on Turtle Island generations prior. Both of us acknowledge the unceded territories on which we live our lives, and the people we are privileged to work and learn amongst.

Healthy professional boundaries can be difficult, and are essential to working effectively in community. Navigating delicate boundaries, when limited other supports are available or dual relationships exist, is a reality both of us know intimately, and we have delivered professional boundaries workshops to multidisciplinary audiences including those working in peer support models, military services, immigrant and refugee services. Our workshop is inspired by our past and current front-line CYC work with vulnerable and marginalized youth, families and communities on Coast Salish and Nuu-chah-nulth territories, in Victoria, BC, and globally in Vietnam, Ghana and Sierra Leone.

With the realities of decreased funding and increased demands on practice, professional boundaries are focal to our individual and collective praxis. As the complexities of our work continue to expand, exploring our own professional boundaries within a social justice and decolonization lens is essential, both for ourselves and the communities we seek to serve.

2:45 PM – 3:30 PM

DSB C108

Names of presenters: Sherri-Lynn Yazbeck, Julia Wilson, Ildikó Danis, Anne Pickup, Deanna Elliott, Johanna Payjack, Narda Nelson

Title of presentation: With(in) the Forest: Reconceptualising Pedagogies of Care

Abstract: Drawing on the University of Victoria Child Care Services' ongoing inquiry work within 'Haro Woods' - a landscape alive with massive trees, garbage, rocks, invasive plants, mushrooms, bike jumps, slugs, decay, run-off-fed streams and countless other forms – this workshop invites participants to (re)imagine what it means to: pay attention, care with, and take young children's world relations seriously in practice. The facilitators bring their innovative explorations into young children's relations with materials, place and other species to this workshop to engage with the entangled politics of 'care' that emerge when childhood and colonized forest ecologies meet. What might new modes of attention teach us about living well together? And, well for whom?

This interactive workshop shares documented practice moments, including soundscapes and photo-art pieces from our inquiry, as provocations to explore the politics of care through three emergent concepts from our work: movement, encountering, and storying. How might unexpected encounters create opportunities to rethink the challenges that such moments produce? And can we begin to shift understandings of what it means to care, and be care(full) in our practices, by continuing to look for interdependent, messy moments that bind us together with forest ecologies and the histories that

have brought us to this particular time and place? Collectively we will confront questions of urban childhood forest relations in this lively and experimental session in order to explore new possibilities for responding to the times we live in through care(full) connections with others.

2:45 PM – 3:30 PM

DSB C114

Name of presenter: Olivia Kaehn

Title of presentation: Contributors to successful supported employment for youth with disabilities: An evaluation

Abstract: TeenWork supports youth with disabilities who seek meaningful, part-time paid employment, providing comprehensive support and guidance from the moment of first interest and continuing if needed to adulthood. TeenWork is an example of a class of employment support programs; the practices and definitions of success with youth with disabilities vary widely. The objective of this project is to help TeenWork situate its practices and outcomes within the employment support field.

This is a report on the results of an evaluation of TeenWork, using an instrument developed by participants with disabilities. The aim of the study was a) to understand the elements that lead to successful employment and successful relationships, and b) to pilot a strategy for collecting evaluation data with youth participants who have disabilities, including physical, developmental, and autism.

Name of presenter: Dr. Sarah Reddington

Title of presentation: Trajectories of Smooth: An affective visual mapping of youth with autism spectrum spatial experiences when navigating the Nova Scotia educational terrain.

Abstract: This paper presents a visual mapping of the spatial experiences youth with autism spectrum (AS) affectively embody when navigating the Nova Scotia educational terrain. Smooth and striated space is mobilized as the main conceptual framework to account for the youth's affectivities when experiencing different school spaces. Striated is understood as the normative meanings of spaces intended to keep students travelling along the grid; the institutional constant. In contrast, smooth attends to a body's emergent spatial relations; movement in continuous variation.

The central aim when applying smooth and striated space is thinking through variation and to give increased attentiveness to the instantaneous states of being operating between bodies (human and nonhuman). A discourse focusing on the youth's affective spatial relations in school can prioritize their mediated corporeal dimensions and counter over-coded special education frameworks that produce a reductive discourse associated with autism. The concern when only knowing youth with AS through normative functional discourses is that it produces a homogenous line of thinking with limited attendance to their everyday situated worlds. This paper argues that youth with AS experiences in school spaces are not static; rather, they are continually changing and filled with affect. Here, by attuning to the youth's affective spatial experiences we can begin to think in more open ways rather than AS subjects preconfigured to given positions.

2:45 PM – 3:30 PM

DSB C124

Names of presenters: Beth Clark, Devon Greyson

Title of presentation: Connecting parents of gender creative children and trans youth with information resources

Abstract: What are the information needs of parents of gender creative children and trans youth? How can child and youth care professionals help connect these parents with appropriate and supportive information resources? This workshop will: 1) Present the results of the 2016 Parent Information Resource Survey, an anonymous online survey of parents and caregivers of gender creative children and trans youth under the age of 25, 2) Provide an overview of information resources for parents and caregivers of gender creative children and trans youth, with an emphasis on British Columbian and other Canadian resources, and 3) Allow attendees to develop and practice skills useful in supporting families seeking information related to gender-affirming health and social care.

The Parent Information Resources Study provides insight from parents and caregivers of gender creative children and trans youth in Canada and the United States regarding what kinds of information they are seeking and which specific resources they find useful. In this workshop, we will discuss responses according to child age and other demographic

factors, including the information seeking and use of study respondents—for example the ways in which parents prefer to access information and recommendations. This workshop will benefit those new to the topic by providing a basic familiarity with recommended resources for parents and caregivers, and will benefit more advanced clinicians by providing insight into how to tailor their own resources for the families with whom they work.

2:45 PM – 3:30 PM

DSB C126

Names of presenters: Sandrina de Finney and students from CYC 360: All my Relations Family Practice

Title of presentation: All my Relations: A Kinship Approach to Indigenous Family Practice

Abstract: The School of Child and Youth Care recently launched a new family practice course entitled “All my Relations: Family Practice”. In this roundtable, we gather as course students and instructor to describe an “all my relations” kinship-based model for working with Indigenous families. The focus of our sharing circle will be on our diverse stories as practitioners working to center dignity and decolonization in our family practice. We will begin by acknowledging the Indigenous territories on which we work, as well as the impact of hundreds of years of colonial practices targeting Indigenous families. As Indigenous speakers, we will share our own sacred teachings regarding family and community wellbeing and connectedness. Because we have lived through many of the same histories as the Indigenous families we work with, we will also foreground issues of retraumatization, lateral violence, urbanization and mixed identities. As non-Indigenous speakers, we will share our reflections on being respectful, mindful collaborators in the context of colonial child and family services. In doing so we will question concepts such as the nuclear family, attachment, neglect, psychometrics, duty to protect, and family assessments. Finally, we will center “All my Relations” teachings that uphold Indigenous sovereignty and kinship relations.

2:45 PM – 3:30 PM

DSB C130

Names of presenters: Mattie Walker, Angela Scott

Title of presentation: Collaborative Approaches to Building Communities of Care – Child and Youth Advocacy Centres in Action

Abstract: It is increasingly recognized across Canada that Child and Youth Advocacy Centres are an effective model for providing a trauma-informed approach to supporting children and youth through the justice system in cases of violent crimes, abuse, and assault, including domestic violence. The Victoria Child and Youth Advocacy Centre (VCYAC) opened in February 2016, and was developed to enhance a multi-disciplinary coordinated approach to working with children, youth, and non-offending caregivers in child abuse cases. The Child and Youth Advocacy Centre model promotes cross-sector communication between Victim Service support, law enforcement, Child Protection workers, and other support resources in complex child abuse cases emphasizing the importance of connecting children, youth, and their families to Victim Service supports as soon as possible.

Two Victim Service workers from the VCYAC will present an overview of the Child and Youth Advocacy Centre model and trauma-informed Victim Service support for child and youth victims and their families. Support strategies focus on empowerment and advocacy for rights and needs of children and youth while helping children, youth, and their non-offending caregivers navigate the justice and child protection systems.

An interactive case-study analysis will allow workshop participants to engage in a multi-disciplinary team meeting process that emphasizes the unique information and perspectives of each discipline, as well as the challenges and benefits of sharing information to allow for trauma-informed planning for the child/youth and their non-offending caregivers.

2:45 PM – 3:30 PM**DSB C116****Names of presenters:** Ruggero Racca, Denise Baxter**Title of presentation:** Decolonization through Inquiry: A Path to the Re-Valuing and Adoption of Indigenous Ways of Knowing

Abstract: We propose inquiry applied across the curriculum as a tool to decolonize indigenous ways of knowing. Rooted in an inclusive theoretical framework that protects the well being of the young learner, our protocol empowers students to pose their own inquiry questions. The protocol activates four habits of mind, represented as four friends working together, allowing young learners to explore facts, ways and reasons, values, and alternatives about topics across the curriculum. The protocol nurtures empathy, promotes questioning of historical norms, and catalyzes student-led innovation, measurably contributing to the re-valuing and adoption of indigenous ways of knowing. The protocol has been tested in Ontario classrooms for three years: students reported using the inquiry protocol in and outside of class to independently engage in the meaningful and active resistance to the forces of colonialism that perpetuate the subjugation and/or exploitation of our minds, bodies, and lands defined in literature as decolonization. In the workshop we provide participants with a path to implementing the protocol, and to empowering their students to independently gain awareness, develop empathy, and create innovations leading to the decolonization of indigenous ways of knowing. Participants will also share in examples of student engagement in decolonization, as documented through informal conversations, oral and written projects, and reflective answer to quantitative and qualitative surveys; and as presented at the Tenth Decolonization Conference at OISE/University of Toronto in 2016. Networks for the lasting support of teachers in the broader implementation of the protocol will be woven.

2:45 PM – 3:30 PM**DSB C122****Names of presenters:** Shemine Gulamhusein, Dr. Daniel Scott**Title of presentation:** Religion, spirituality and CYC practice: Considering the complexities

Abstract: Through literature exploration, experiential sharing, dialogue and small group activities participants will engage in a lively discussion to dismantle current assumptions that have led to the exclusion of spirituality and religion from child and youth care practice. Questions asked will include: how does the conflation of spirituality and religion impact practice? What factors influence the inclusion and/or exclusion of spirituality in practice? What is the significance for children and youth? How does context influence spiritual inclusion and/or exclusion? How does the inclusion or exclusion of religion and/or spirituality impact the relationship between client and practitioner in therapeutic and programmatic settings? What, if any, might be the implications for CYC education? Participants will leave with few answers but plenty of questions to provoke transformation in practices within various culturally sensitive and relevant child and youth care settings.

2:45 PM – 3:30 PM**DSB C112****Name of presenter:** Penny Fenske, Deborah Morris**Title of presentation:** Respect, Equity, and Consent

Abstract: Young men and women, boys and girls, in our community are increasingly vulnerable to sexual harassment and assaults, either as victims or as perpetrators. Sexual harassment and assaults have become so common and normalized that that they may not even be questioned, and what was considered sexual activity in the past is now equated to kissing (personal communications, 2016). The family and social culture, media, and pornography play a part in this complex issue. How are exploitation and sex trade related to the issue? What is the sex-industrial complex and how does this relate to the Canadian citizen? Why does language matter? This is an exploration of case studies and research and a discussion about therapeutic response and how we can shift the culture to embrace the concepts of respect, equity, and consent.

2:45 PM – 3:30 PM**DSB C113**

Names of presenters: Alan Pence, Sandra Griffin, Lynette Jackson, Theresa Hunter, Sarah Fleury, Debbie Blakely

Title of presentation: The Challenge of Sustaining CYC Research and Development Capacity Over Time—the Case of the Unit for Child Care Research, circa ~1990-present

Abstract: The Unit for Child Care Research (UCCR, name changed to Unit for Early Years Research and Development (EYRD) in 2000s) is one of the oldest research units/centres at UVic. It was established in approximately 1990 in order to address the challenge of maintaining CYC research and professional development capacity and readiness in the face of non-overlapping, stop-start dates for specific projects. The Unit, now over a quarter-century old, has proven successful in addressing that challenge with dozens of large and small projects, undertaken across a wide-range of topics, methodologies and geographies. This panel will feature six key individuals who have worked to sustain the Unit through the thick and thin of research and development funding.

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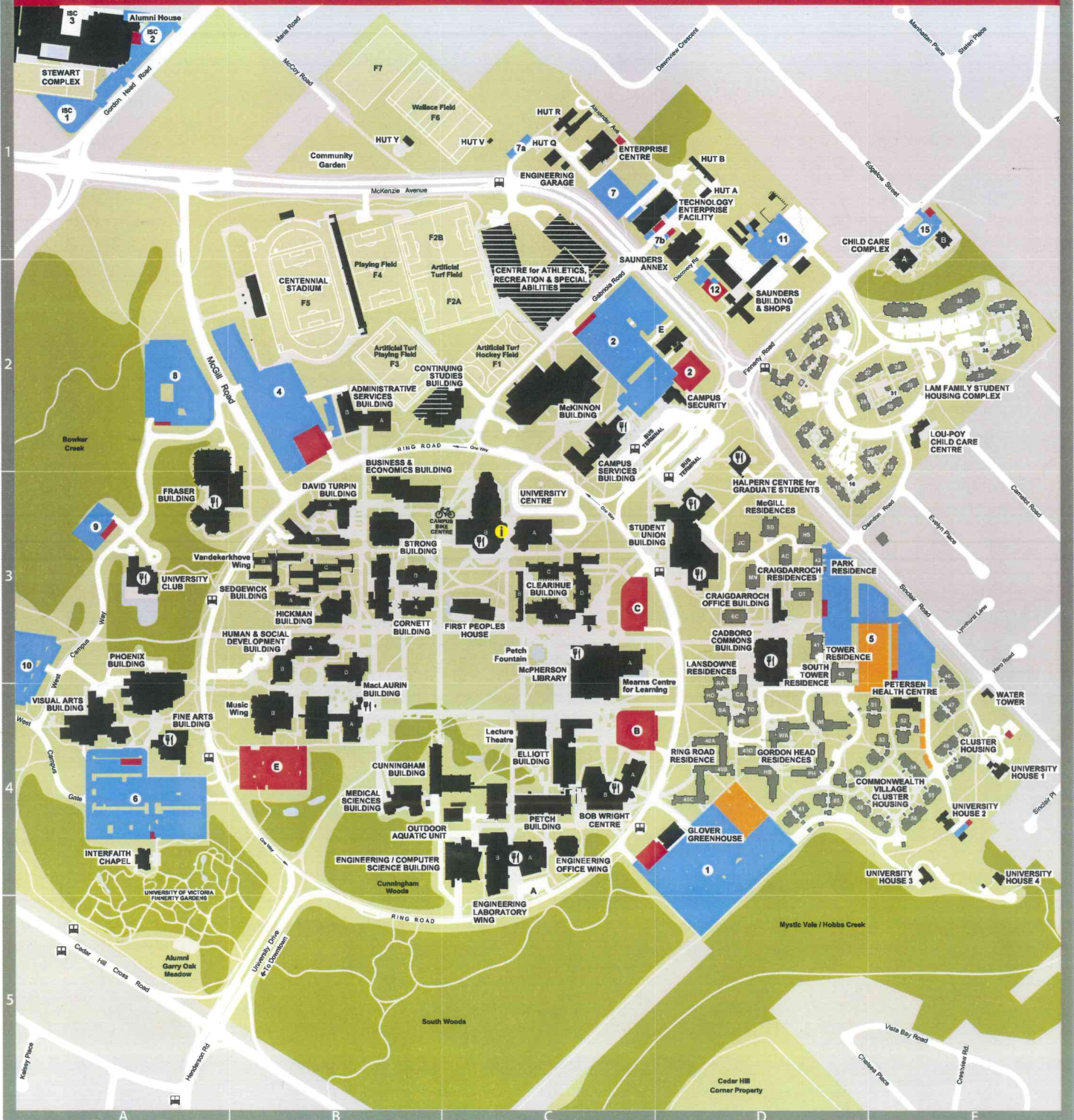
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