A research-intensive professional school
Developing the profession and creating and mobilizing knowledge.

The School of Child and Youth Care at the University of Victoria acknowledges with gratitude the Coast Salish and Straits Salish Peoples on whose traditional territory our campus is situated.

The School of Child and Youth Care in the Faculty of Human and Social Development at the University of Victoria delivers education and engages in research to advance the care and support of children, youth, families and communities in Canada and around the world. The school has been an early adopter of innovations in distance education, enabling students to complete a degree online, on campus, or through a mixed delivery model. Grounded in principles of inclusion, social justice and collaborative practice, the school is an internationally acclaimed leader in community-based education for Indigenous learners online and direct course delivery for students in Canada, Africa and the Middle East. As members of a research-intensive professional school, the interdisciplinary faculty have been recognized provincially and nationally as leaders in generating knowledge that informs government and civic society, and for excellence in knowledge mobilization, experiential learning and holistic approaches to supporting the development, well-being and welfare of children, youth and families.

1983 – First distance education B.A. program in CYC
1988 – CYC faculty publish first North American textbook on CYC
1989 – First Nations Partnership Program for community-based Diploma in CYC
1995 – First graduates with MA in CYC
1995 – Founding member of North American Consortium of CYC Education Programs
1997 – MA for First Nations in northern Manitoba (Awenis)
2002 – First graduates with MEd in CYC
2004 – First graduates of Early Childhood Development Certificate (ECDC)
2008 – First graduates with Bachelor in CYC degree (change from BA in CYC)
2010 – First graduates of Diploma in CYC Indigenous Communities
2011 – 40th anniversary

For a complete list of key events, visit www.cyc.uvic.ca/
Research

Violence and vulnerability are key words capturing Dr. Sibylle Arz’s collaborative and community-engaged program of research. The Girls in Custody Project, funded by the Law Foundation of BC, is a collaborative effort with probation officers and judges. The project explores why girls, especially Aboriginal girls, are over-represented among youth jailed for administrative offenses, and how to reduce this trend so that vulnerable young women are diverted from jail and a path to delinquency. This SSHRC-funded project, involving collaboration at Simon Fraser University, will inform policy makers and the public about the costs of family violence and provide evidence of effective prevention programs.

The Siem Smun’een Indigenous Child Welfare Research Network is an interdisciplinary network of researchers, service providers and community members. The network’s diverse initiatives work to mend the damaging legacy of child welfare systems by using research models that are congruent with Indigenous worldviews and teachings. Founding members Dr. Sandra de Finney and Senior Instructor Shaneen McCaffrey conduct community-based research, secure resources, publish articles and provide research training and consultation to Indigenous communities and agencies. The network’s most recent project, funded by MCD, CHRI and the Victoria Foundation, focuses on Indigenous custom adoptions (http://web.unic.ca/ewri/).

Dr. Doug Magnusson’s study of how teams of child protection workers in the BC Ministry of Children and Family Development engage with youth and their families created opportunities for graduate students. Nathan Patten completed a thesis on collaborative practices in child protection and Darcei Eremian completed a thesis on victims of intimate partner violence.

A new program model, Children and Residential Experiences, resulted from Dr. Jim Anglin’s ground-breaking research on youth in residential care. The model has been implemented in 40 agencies in six countries worldwide.

Early Childhood Development Intercultural Partnerships (www.ecldp.org) is an ongoing program of community-university research contributing knowledge about conditions affecting the health, development and learning outcomes of Indigenous and mainstreamed young children in Canada and around the world. Led by Dr. J. Rice Bell, collaborative projects demonstrate research ethics, methods, tools and programs that resonate with Indigenous community partners and minority language groups. Research topics include Indigenous speech and language development, mother-tongue-based multilingual early childhood programs, culturally based program design, family formation and later involvement, and intersectoral service integration and coordination.

*The ICWIR (Indigenous Child Welfare Research Network) training challenged my belief that research can only be done by experts. It gives hope that Indigenous research can create meaningful, lasting relationships and also create change and transformation for Indigenous people.*

Evaluation of ICWIR research training, co-founded by Dr. Sandra de Finney.

Spirituality in adolescence and the effects of childhood trauma/abuse experiences are the focus of two research projects for a group of students led by Dr. Daniel Scott. The Girls’ Diary Project examines girls’ desire to gain insight into their inner lives, especially regarding concerns about mortality, meaning and mastering. A second project, part of an international exploration, examines the nature and frequency of childhood peak experiences and their impact on sense of self, values, beliefs and life and career choices.

MA student Shemaine Gudumhusset and Daniel Scott.

Sandra de Finney and son Matteo.

Sibylle Arz and MA student Thais Amoniz.

Audrey Wilson, Executive Director of Lois Holechek Family Life Society, and Jessica Bolk.

Family Life Society.
Knowledge mobilization

The Unit for Early Years Research and Development supports the development of community leadership and local engagement in support of diversity and social equity in the early years. Founded in 1993 as the UBC for Child Care Research, the unit has been a leader in mobilizing results of field-based research to influence policy and practice changes that extend from British Columbia to international locations. The unit’s newsletters are circulated widely to students, practitioners, policy makers and investigators (www.vueuc.ca/~nycf/).

With suicide being the second leading cause of death among Canadian youth ages 15-19, and many more young people engaging in non-fatal suicidal behaviours, suicide is a focus of the school’s research and community awareness efforts, led by Dr. Jennifer White and MA graduate Jonathan Morris. Their study of school-based suicide prevention programs showed that youth most often communicate their desire to self-harm, but this knowledge often remains undocumented and understudied in prevention efforts. Their team has worked with community partners and university campuses to build awareness, promote student well-being, mitigate suicide risk, and ensure effective, timely intervention. They are founding members of the Inter-Campus Suicide Prevention Action Group and have worked closely with UBC Student Counselling Services.

The International Journal of Child, Youth and Family Studies, created by the school in 2010, is UBC’s first open access, peer-reviewed electronic journal. Many CYC students have published peer-reviewed articles with faculty members. The journal is a venue for advancing knowledge in the field, including contributions from internationally renowned scholars working across an array of disciplines and contexts to support children, youth, families and communities. (http://journal.vueuc.ca/index.php/ijcy/index).

Conferences hosted by the school since 2000 include:
- International Innovations in Early Childhood Education (2012)
- Critically Reflecting on Discourse of Prevention: Suicide, Substance Use and Mental Health (2011)
- Child and Youth Care in Action II Conference (2010)
- 4th African International Conference on Early Childhood Care and Development (2010), co-hosted with international partners, including Association for Development of Education in Africa (in Dakar, Senegal)
- International Psychology Conference (2009)
- Beyond Minimum Standards: A Vision of Early Learning and Child Care (2009)
- Child and Youth Care in Action I Conference (2008)
- 10th International Reconceptualising Early Childhood Education Conference (2008)
- 10th International Child and Youth Care Conference (2003)
- International Conference on Children’s Spirituality (2003)
- International Human Science Research Conference (2002)

“Reaching have relevant ideas about suicide and how to prevent it. We need to listen and learn from them.”

Dr. Jennifer White, School of Child and Youth Care.
Community engagement

Antidote is a community-based multicultural and Indigenous girls’ and women’s network that conducts community development and action research (www.antidotenecknet.org). Founding members and past presidents Dr. Sandrina de Frenney and Senior Instructor Jin-Sun Yoon have conducted participatory workshops, training, and research. Videos, sites, and other resources have been distributed locally, nationally and internationally to youth and community groups, organizations, policy makers and researchers. Initiatives help racialized girls and women to connect with social supports, develop leadership, enhance civic engagement and build skills in areas such as programming and community research. Several CYC students have completed practice with antidote.

A team of youth co-researchers led by sessional instructor Dr. Gerd Miller has been working with the BC Ministry of Children and Family Development on a Youth Engagement Measurement Toolkit. The partnership involves youth in efforts to improve programs and service policies. Dr. Miller has also teamed up with researchers and youth serving organizations across Canada in a SSHRC-funded project on Understanding Contexts of Youth-Adult Partnerships.

Dr. Daniel Scott and Dr. Doug Magnuson are participating with other degree-granting CYC programs in Canada to create the Child and Youth Care Accreditation Board of Canada. The goal of this non-profit organization is to assist post-secondary programs to sustain and improve the quality of CYC professional education.

A culture of collaborative community engagement among students, alumni, faculty and staff is promoted through university and community projects, conferences and workshops planned and implemented by the Community Life Portfolio’s Chair, Senior Instructor Jin-Sun Yoon. Taking a lead role in establishing the Positive Space Network, the school aims to make the university a safe and inclusive space for people of all genders and sexualities. The school holds an annual alumni gathering which includes a ceremony to honour practicum supervisors, co-sponsors an annual university-wide Multicultural Family Day event, contributes speakers for an annual university-wide equity and diversity conference and collaborates on an anti-racism workshops on and off campus.

The NDG SILA ("Many Grandparents, Many Grandchildren") urban Indigenous adoptions project led by Dr. Sandrina de Frenney and Supported by Cedar Child and Family Services engages youth, community members, service providers and Elders in developing a culturally grounded urban adoptions framework.

"This project is so important because there’s way too many Native kids in care that get adopted out. We’re working out what we need to change. We hope to put our Native cultures back into the foster care system."

Trevor, youth in care, participant in NDG SILA Urban Indigenous Adoptions Project.

Through the Investigating Quality Project led by Dr. Veronica Paskie-Keetch and Dr. Alan Pence, university and college instructors, policy makers, government officials and early childhood educators have all played a part in creating a ‘made in BC’ approach to excellence in early childhood education.

Veronica Paskie-Keetch-Aboriginal.

Gerd Miller with the Parksville youth engagement project team members.

Doug Magnuson.

S. to R: BC Representative for Children and Youth Mary-Elain Turpel-Lafond, Jin-Sun Yoon and anti-racism Executive Director Margaret Ersk.
Experiential learning

Educators at University of Victoria Child Care Services have been beneficiaries of the pedagogical leadership of Dr. Verónica Padín-Ketchabaw and doctoral student Denise Hodgins. The group has engaged in practitioner-action research in order to implement and share knowledge about the province of B.C.'s Early Learning Framework.

Experiential learning starts in the undergraduate program with 300 hours of practical laboratory coursework where students develop their skills in interpersonal communication and family and group work. Using digital recordings, critical reflection and role-playing, students apply theory to practice, building practical skills that are enhanced in community practicum settings.

Students in the undergraduate honours course often work in teams to study services for children and youth. Projects include a youth transition conferencing program focused on youth moving out of foster care, youth service workers’ experiences with immigrant families, and the development of an early childhood and day care strategy for the city of Surrey, BC.

The school has partnered with government services, non-profit organizations, and community programs to enable undergraduate and graduate students to learn through community-engaged practice. Placements are diverse in focus, including child welfare, therapeutic recreation, child care, school counseling, youth programs, and working with children with disabilities, chronic disease, life threatening illness, mental health challenge or addiction. Placement settings vary and include hospitals, clinics, schools, children development centres, municipal community centres, First Nations communities, camps and government ministries. Graduate students who wish to complete clinically relevant coursework and a practicum in counselling may become eligible for certification as registered clinical counsellors (RCC) with the BC Association of Clinical Counsellors.

A multidisciplinary graduate internship course, Research and Evaluation in Children, Youth and Family Services Policies, pairs graduate students with policy makers and practitioners in the BC Ministry of Children and Family Development, where research projects are immediately applicable to the ministry’s work. Projects have ranged from a comparative look at early childhood services in Nordic countries to surveying parents in BC regarding their child care needs to jurisdictional issues associated with international adoption services.

"One of the most attractive features of the Research and Evaluation course is that it’s multidisciplinary, meaning that it connects the Ministry of Children and Family Development with a real array of study areas. I’m really pleased with the papers that came out. They’re all very useful and that’s what we’ve after.”

Chris Welsh, Manager of Research and Knowledge Translation, Ministry of Children and Family Development.
Indigenous collaborations

UVic Strategic Objective 6: To continue to increase the number of Indigenous students graduating from all faculties at UVic, building on our commitment to and our unique relationship with the First Peoples of Canada.

UVic’s School of Child and Youth Care has a long history of collaborative relationships with Indigenous communities that have led to productive research partnerships and helped to recruit First Nations and Métis students, place students in Indigenous practicum sites, and sustain connections with Indigenous alumni. Currently over 50 Indigenous students are pursuing a diploma or bachelor degree in CVC. Many Indigenous graduates are working in their communities in child welfare, family support, early childhood education and other community service and development roles. Several Indigenous students who have completed CYC MA and PhD programs have become faculty members in universities and colleges. Others are working in provincial government or Aboriginal organizations.

Students completing CVC courses on campus or through distance learning are supported by a school initiative led by Senior Instructor Shane McCaffrey called Supporting Indigenous Learners’ Knowledge and Skills (SILKS). This service offers academic mentoring, practical assistance and social support in ways that promote cultural safety and educational success.

The Awasis Project involved Professor Ernetta Farnes-Ricks working with Gerard Bellegarde, Director of the Awasis Agency in northern Manitoba and CYC PhD. They delivered a unique MA program, and the 17 graduates taught a new diploma program to 85 First Nations undergraduates in rural and remote communities. Awasis Project alumni have opened and operated day care centres, become directors of local agencies and government offices, completed advanced degrees, published articles and books from their research and taught in local community colleges.

Recognized by UNESCO as demonstrating one of the world’s best programs that incorporates Indigenous knowledge, the School’s First Nations Partnerships Program (www.hpg.org) is another of the school’s leading-edge initiatives delivered in partnership with First Nations in Canada. Initiated in 1989 in response to an invitation to partner with the Meadow Lake Tribal Council, this community-based program, founded by Dr. Alan Pentecost and subsequently led by Dr. Jessica Bailey, created a generative curriculum model that involved Elders as key contributors to curriculum and teaching. Through 15 partnerships in western Canada, 151 First Nations students completed early childhood certificate and diploma coursework. Most of these graduates are now social service, health and education leaders in their rural communities.

“The Indigenousphasis for communities in the First Nations Partnerships Program while I was working on my MA in CVC gave me the opportunity to see how a university can meaningfully respond to community-identified education goals, which in turn contributes immensely to community capacity building.”

Dr. Donna McIvor, Director of Indigenous Education, Faculty of Education, University of Victoria.
Distance learning

UWC School of Child and Youth Care has been a national leader in distance education since the early 1980s. The distance education program was recognized nationally through a 1992 Award of Excellence from the Canadian Association for University Continuing Education and internationally through a 2004 Exemplary Course award from WebCT. The quality of this program is also reflected in the high success rates of undergraduate students when they transition to graduate studies or employment.

CYC instructors have been among the first to explore the use of new technologies to make the undergraduate program accessible throughout BC, across Canada, and beyond. Professor Emeritus Ray Ferguson began experimenting with the virtual classroom in 1995 with funding from the Ministry of Education. Currently, virtual labs are used to develop professional skills from assessment to therapeutic intervention. The school’s academic advisors, Kathy Harrison and Vicki Ziegler, provide guidance to facilitate students’ registrations, transfer credits, and program completion. Practicum placement supervisors Miriam Cortis and Michelle Kroll work with students on campus and at a distance to arrange suitable experiential learning opportunities in the field.

Distance education design and teaching strategies, supervision of CYC practice experience and lively interactions with students are reflected in the distance classroom. Distance course design has informed course delivery on campus, while enhancements within the on-campus classroom are often captured for students at a distance to view or participate virtually.

“The flexibility of distance learning afforded me the opportunity to study and work in my own community while accessing academic resources and support to make it a successful experience.”

Alisa Berkoff, PhD student and faculty member, Giant Mountains.

The Early Childhood Development Virtual University (www.ecdu.org) is an international success story. Using a blend of classroom-based seminars and online learning, students learn in place. 99 per cent of graduates remain in their home countries in Sub-Saharan Africa and the Middle East. Graduates fill leadership roles in their countries and regions, developing policies, programs, training, and related activities. The program enhances the social and economic development of countries in the majority world by addressing the needs of their youngest citizens and the families and communities that nurture them. Director Dr. Alan Pence is supporting enhanced scholarly and educational capacity amongst various universities in Sub-Saharan Africa, including collaborating with the University of Ibadan, Nigeria, in its goal to implement an ECDU-related online program.

“The country has begun to reap the rewards of the Early Childhood Development Virtual University program. Many graduates are now regularly used in resource persons on diverse ECD programme activities in the country. Congratulations to you and your team.”

Valentino Salam, Education Specialist, UNICEF Nigeria.

The school’s Distance Learning Director, Chris Shelton, facilitates online course design, supports instructors in online course delivery and manages distance program operations. A skilled administrative team attends to the technical and logistical backstop, enabling instructors to focus on course content and engagement with students.

L to R: Administrative staff Alassa Kelt, Shenley Vermeet and Caroline Green.
International engagement

As UNESCO Chair in Early Childhood Education, Care and Development and as a board member of the Consultative Group on Early Childhood Care and Development, Dr. Alan Pence works with international organizations including UNICEF, UNESCO, The World Bank, Save the Children and others to address early childhood development issues internationally.

Dr. Jessica Ball’s international reputation in the areas of mother-tongue-based multilingual education earned her a place on a Global Compact on Learning Research Task Force convened by the Brookings Institute. Driven by the Global Education for All movement and the Millennium Development Goals, the task force is identifying priorities so that international donors can invest in research to improve educational opportunities for disadvantaged children in low-income countries.

The Kofi Annan International Peacekeeping Training Centre for Peace in Ghana was the setting for the launch of a three-year project aimed at ending the use of children in combat in Africa. Dr. Marie Hinokio, Dr. Stibylle Artz and colleague Dr. Philip Lancaster worked on the Child Soldiers Initiative with other scholars, humanitarians and military personnel. The goal was to develop a multi-layered strategy to end the use of children in combat. The initiative resulted in a major public awareness campaign and strategies to better equip military personnel and humanitarians to assist in the release and reintegration of children back into civil society.

Dr. Stibylle Artz is collaborating with Dr. Wasif’s Kasim of the University of Osnabrück, Germany, to study youth aggression in Austria, Germany, Slovenia, Spain and western Canada. Preliminary findings suggest that factors contributing to youth aggression are remarkably similar across cultures and countries, and point to reducing family violence as a key to preventing youth aggression and depression.

International practica have been a long-standing option for upper-level undergraduate and graduate students. Placements have included work with recovering child soldiers in community-based integration programs in Sierra Leone, marginalized children in economically challenged communities in Brazil, vulnerable youth in adventure-based therapeutic programs in Ireland, England and Australia, and orphans in institutions in Romania and Sri Lanka.

“Ill to III” Romero Delfosse, Stibylle Artz, Marie Hinokio and Romey Cockburn at “Child Soldiers No More” event.

In addition to 110 students in Africa and 30 students in the Middle East enrolled in the ECDEV since 2003, the school benefits from the participation of a growing number of international students and scholars. Following the 2011 earthquake in Japan, visiting scholar Dr. Haruki Miyakawa, a child clinical psychologist professor at Tottoriyama University, hosted a Japanese language conversation lounge for students and faculty to provide peer support and plan responses to the crisis. He was joined in this outreach by graduate student Naomi Kido and undergraduate students Keichi Otake and Hiroko Oba.

PhD graduate Jefra Kyoko in Uganda.

“Both UNESCO and the school emphasize building on strengths in context-sensitive ways that support family and community self-direction and capacity development.”
Dr. Alan Pence, UNESCO Chair in Early Childhood Education, Care and Development.

PhD graduate Vanier Scholarship recipient Janet Newbury at practicum in Vietnam.
Health and wellness

BC Children’s Hospital in Vancouver was the site of a SSHRC-funded research project on disordered eating led by Marie Holkins along with graduate students Jo-Anne Stott, Cole Little and undergraduate student Lindsay Mathersen. The study focused on gendered identities and popular culture. The researchers engaged girls in conversations about the meanings and impacts of media images as cultural resources shaping their lives. After completing her doctorate in CWC with support from SSHRC, team member Cole Little assumed a position with the Vancouver Island Health Authority eating disorders program.

Photographs taken by girls recovering from using crystal methamphetamine were the focus of analysis for a SSHRC-funded study undertaken by Dr. Marie Holkins and graduate students Janet Newbury and Dave Segal. The study explored how image, metaphor and identity converged around the use of crystal meth. By engaging in a series of conversations with girls, the study illuminated the various ways that positions could be better prepared for prevention and intervention work in this area.

Dr. Valerie Kuehne studies intergenerational relationships. Her CHRS-funded research on the Meadows School Project featured elementary school classes being delivered within the same facility as a home for older adults, creating an “immersion” experience for both residents and youth. The social connections and sense of purpose resulted in improved health, social, educational and developmental outcomes for both youth and the older adults.

Many graduate students pursue research that examines health and wellness within social, cultural and political contexts. For example, the experience of gestational surrogate mothers in Canada remained in the shadows until CWC graduate Aer Fifer brought it into the light for her master’s thesis and doctoral research. PhD graduate Dr. Janet Newbury, a Vanier scholar, wrote two books during her doctoral program, including Contextualizing Care: Alternatives to the Individualization of Struggles and Support.

“By contributing to the well-being of children and families, is the goal, then addressing inequitable social conditions is a good place to start!”

Dr. Janet Newbury, PhD graduate, awarded the Vanier Canada Graduate Scholarship for doctoral students.
Multi-disciplinary network

Adjunct professors and continuing sessional instructors offer UVic students access to a network of experts with degrees as diverse as philosophy, behavioural science and medicine and whose careers range from policy work with the World Bank and Brookings Institute to refugee resettlement programs and forest preschools on Vancouver Island. They co-investigate, co-author and co-present with faculty and students. They serve on graduate student research committees and as peer reviewers for the school’s International Journal of Child, Youth and Family Studies. With their connections to other universities and organizations, they often help graduates transition to further study, research and work.

Nevin Harper (PhD: U. Minnesota) Initially joining the SCYC community as a SSHRC-funded Postdoctoral Fellow, Nevin is the National Research Coordinator for Oustward Bound Canada and the Chair of Camosun College’s Bachelor of Sport and Fitness Leadership program. He has been involved in outdoor education, youth work and the emerging field of wilderness and adventure therapy for over 20 years. Dr. Harper offers students his expertise in supporting youth development through educational and therapeutic interventions that involve outdoor physical activity and contact with nature.

Judith Evans (EdD: U Massachusetts) Judith is a renowned expert in international early childhood care and development. Her roles have included Director of Programme Documentation and Communication at Bernard van Leer Foundation, Director of the Consultative Group on ECD, Programme Officer with Aga Khan Foundation, and Vice-President of High Scope Educational Research Foundation. Currently working as a consultant with United Nations agencies, the World Bank, and international NGOs, she has been an instructor and research committee member for graduate students in SCYC.

Maria del Carmen Rodriguez de France (PhD: UVic) Carmen is an Assistant Professor in the Faculty of Education and an Indigenous faculty member of the Indigenous Education Program at UVic. Her scholarship focuses on Indigenous education and culture, diversity, multilingualism and bilingualism and includes a current study comparing Indigenous language revitalization initiatives in Mexico and Canada. Dr. Rodriguez is a team member in Dr. Jessica Bell’s Early Childhood Development Intercultural Partnerships research and she co-ordinated, with Dr. Alan Pence, the 2006 International Perspectives on Indigenous Early Childhood Care and Development conference.

Natasha Blanchet-Cohen (PhD: UVic) A SCYC alumna, Natasha is an Assistant Professor in Applied Human Sciences at Concordia University. Working from a child rights perspective, she uses research to support young people’s empowerment and authority as stakeholders. She investigates how opportunities for youth to participate in decision making can be embedded into communities and how child/youth-friendly spaces, places and systems can proliferate. She is guest editor of a special issue of the SCYC’s International Journal of Child, Youth and Family Studies focusing on emancipatory approaches to youth engagement.

Kofi Marfo (PhD: U Alberta) Since the inception of SCYC’s Early Childhood Development Virtual University in Africa, Dr. Marfo has been an integral member of the SCYC teaching and research supervision team. He is also a co-leader, with Dr. Alan Pence, of a project to strengthen Africa’s contributions to a global science of child development. A Professor of Educational Psychology at the University of South Florida, he has published on early intervention, parent-child interactions, childhood disability, cognitive education, and behavioural development in internationally adopted children.

“I appreciate the opportunity to be involved with UVic students in Africa and Canada who are drawing on multiple disciplines to develop and apply pragmatic understandings of children within their specific geographic, cultural, economic and political contexts. It’s an unusual school and an example of how multidisciplinary can support excellence in research and innovation in practice.”

Dr. Kofi Marfo, Adjunct Professor

Philip Lancaster (PhD: U Ottawa) served for over 30 years in Canada’s military, retiring in 1998 to begin humanitarian work with UNICEF. He has held UN and World Bank positions in Afghanistan, Sudan, Uganda, Rwanda, Burundi, Democratic Republic of Congo and Republic of Congo. He provides consulting services to governments and international agencies on child soldiers, political affairs, development and political economy, and he recently led a World Bank-funded analysis of the Lord’s Resistance Army in central Africa. He is a frequent guest lecturer in SCYC and has worked and co-presented with Dr. Sibylle Arentz and Dr. Marie Haskins on an initiative concerning child soldiers.

MA SCYC Student Scott Grant, faculty members Sibylle Arentz, Marie Haskins and adjunct professor Philip Lancaster discuss recent reports by Save the Children and other organizations on efforts to demobilize and reintegrate child soldiers in central Africa.
Shaping child and youth research, policy and practice over 40 years.

Early years  Child welfare  Mental health and addictions
Child life  Leadership and supervision  Youth engagement  Residential care  Therapeutic recreation

Achievement highlights:

- Over $20 million in federal research grants (SSHRC, CIHR, MSF, provincial government)
- Over $5 million in curriculum development and program grants
- Over 1600 graduates have earned a BA(YC) or BCYC
- Over 30 CYC graduate alumni are full-time faculty at degree-granting institutions in Canada

A recent survey* of MA and PhD graduates found that:

- 88% rated the quality of faculty mentoring they received as either extremely high or very high
- 84% said they would definitely recommend the graduate program to prospective students and an additional 8% said they would recommend it depending on the person's specific interests
- 71% said they had no challenges whatsoever finding paid employment in their chosen field after graduation, while 15% said they had “some” challenges

*Based on an anonymous online survey of all CYC graduates (57% response rate).

Awards & recognitions highlights since 2000

- BC Children's Representative's Award of Excellence (CYC undergraduate student): Dawn Johnson (2011)
- BC Representative for Children and Families Award of Excellence in Youth Leadership (CYC undergraduate student): Lilia Zaharieva (2011)
- Jamie Carasso Undergraduate Research Award: Jordan Coop (2010), Nicole McCormack (2010), Danielle Jimeno (2011)
- Human and Social Development (UVic) Teaching Excellence Award: Dr. Daniel Scott (2004), Dr. Jessica Ball (2008), Dr. Marie Hopkins (2010), Senior Instructor Jin-Sun Yoon (2011)
- Vanier Graduate Scholarship for doctoral students: Dr. Janet Newbury (2010)
- Andy Feganbnson (UVic) Teaching Assistant Award: Jonathan Morris (2010), Dr. JN (Cole) Little (2003)
- Anthony Davison Justice Award for Aboriginal students: April Hunt (2010)
- Canadian Federation for Sexual Health John and Lois Lamont Graduate Scholarship: Eliza Louselle (2010)
- Staff Excellence Award in the Faculty of Human and Social Development: Sandra Currin (2010)
- UVFA/BC Academic of the Year Award for Research in the Service of Communities: Dr. Jessica Ball (2009)
- Also received by Dr. Sibylle Arzt in 1998 (CYC is the only UVic department to receive this award more than once)
- Cultural Heritage and Diversity Award of Excellence from the BC Representative for Children and Families: anxiety network (Dr. Sandrina de Finney, Senior Instructor Jin-Sun Yoon and network colleagues, 2005)
- University of Victoria Craigdarroch Award for Knowledge Mobilization: Dr. Jessica Ball (2009)
- Victoria Leadership Award: Dr. Sibylle Arzt (2009)
- Lawson Foundation Achievement Award: Dr. Jessica Ball & Dr. Alan Pence (2006)
- Intercultural Association of Greater Victoria Community Partner Award: Dr. Veronica Pacini-Ketchabaw (2006)
- WebCT Exemplary Course Award: Michelle Korol & Carol Orom (2004)
- Canadian Association for Suicide Prevention National Service Award: Dr. Jennifer White (2004)
- McCreary Foundation Award of Distinction for Research: Dr. Sibylle Arzt (2004)
- University of Victoria Craigdarroch Award for Societal Contribution: Dr. Alan Pence (2003)
- International Education Leadership Award, Canadian Bureau for International Education: Dr. Alan Pence (2003)
- BC Ministry of Multiculturalism and Immigration End Racism Award: Dr. Sandrina de Finney and Voices Heard Youth Group of the Intercultural Association of Greater Victoria (2001)