

# 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 mode. 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.

WELCOME  
School of Child and Youth Care



2010 – First graduates of Diploma in CYC Indigenous Communities



2004 – First graduates of Early Childhood Development Virtual University (ECDVU)



2008 – First graduates with Bachelor in CYC degree (change from BA in CYC)

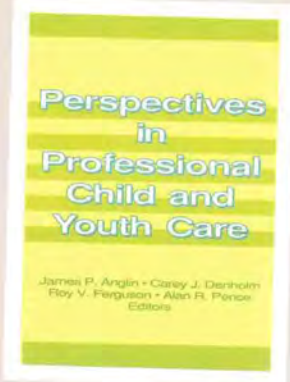
2002 – First graduates with MA in CYC

2007 – Full 4 yr degree program offered, both on and off campus

1995 – First graduates with PhD in CYC

1997 – MA for First Nations in northern Manitoba (Awasis)

1995 – Founding member of North American Consortium of CYC Education Programs



1988 – CYC faculty publish first North American textbook on CYC



1989 – First Nations Partnerships Program for community-based Diploma in CYC



1983 – First distance education B.A. program in CYC

1973 – Founding of SCYC at University of Victoria

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For a complete list of key events, visit [www.cyc.uvic.ca/](http://www.cyc.uvic.ca/)



# Research



*UVic Strategic Objective 21: To nurture our culture of excellence in research, scholarship and creative endeavours, enhancing UVic's local, national and international impact and reputation as a leading, innovative, research-intensive university.*

Violence and vulnerability are key words capturing Dr. Sibylle Artz'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 offences, 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 collaborators 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'eem 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. Sandrina de Finney and Senior Instructor Shanne McCaffrey conduct community-based research, create resources, publish articles and provide research training and consultation to Indigenous communities and agencies. The network's most recent project, funded by MCFD, CIHR and the Victoria Foundation, focuses on Indigenous custom adoptions (<http://web.uvic.ca/icwrf/>).

Dr. Doug Magnuson'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 Darcie Emerson completed a thesis on victims of intimate partner violence.

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

**Early Childhood Development Intercultural Partnerships** ([www.ecdip.org](http://www.ecdip.org)) is an ongoing program of community-university research contributing knowledge about conditions affecting the health, development and learning outcomes of Indigenous and minoritized young children in Canada and around the world. Led by Dr. Jessica Ball, 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 father involvement, and intersectoral service integration and coordination.

*"The ICWRN [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, nurturing relationships and also create change and transformation for Indigenous people."*  
*Evaluation of ICWRN research training, co-founded by Dr. Sandrina de Finney.*



*Sandrina de Finney and son Matteo.*



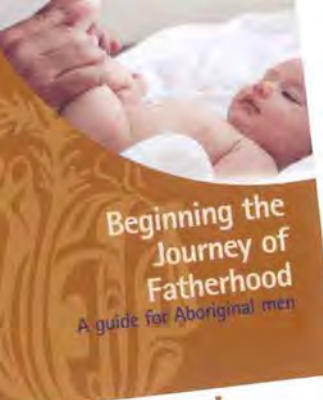
*Sibylle Artz and MA student Thais Amorim.*



*Audrey Wilson, Executive Director of Laichwiltach Family Life Society, and Jessica Ball.*

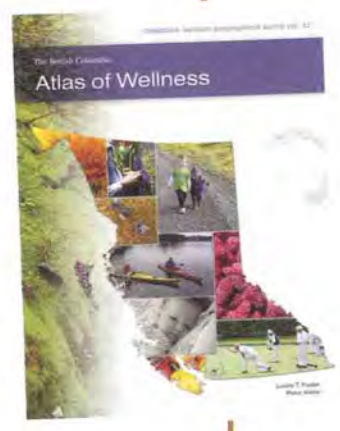
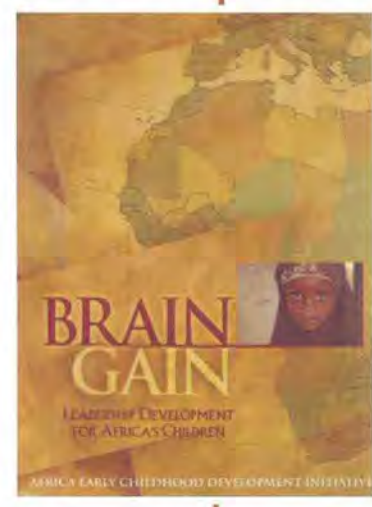
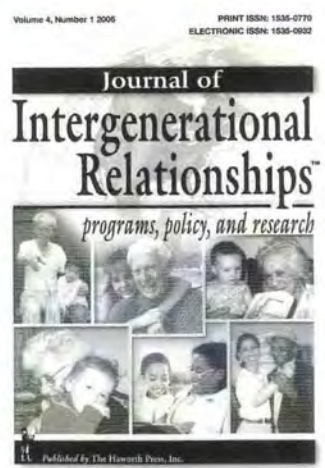
Spirituality in adolescence and the effects of children's transcendent experiences are the focus of two research projects for a group of students led by Dr. Daniel Scott. The **Girls' Diary Project** examines girls' diaries to gain insight into their inner lives, especially regarding concerns about mortality,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

*MA student Shemine Gulamhusein and Daniel Scott.*



# Knowledge mobilization

UVic Strategic Objective 23: To enhance the societal benefit derived through mobilization of research knowledge and creative endeavours...

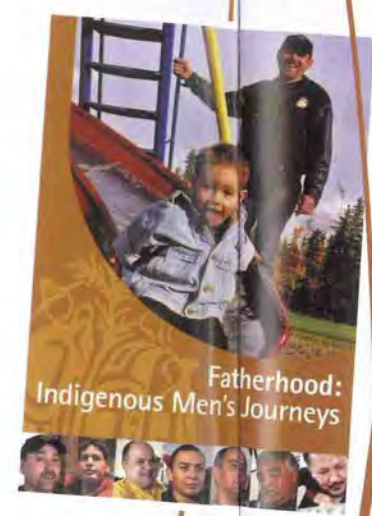
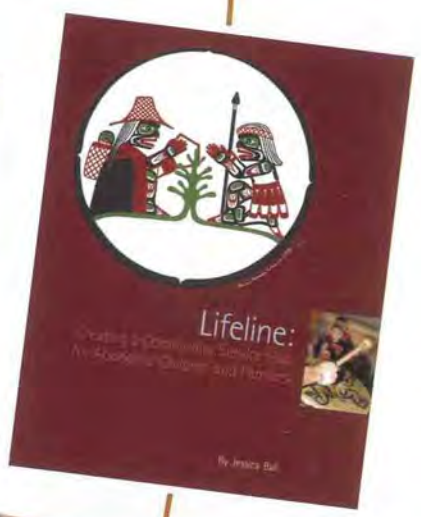
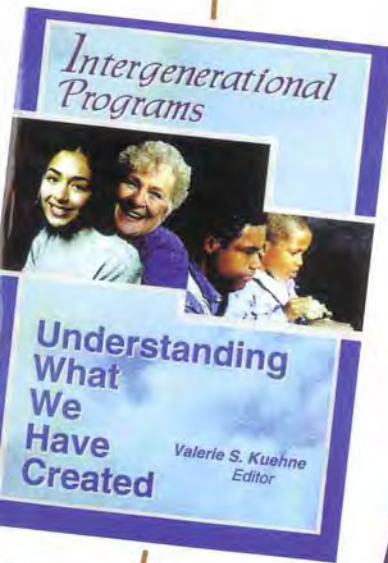


The **Unit for Early Years Research and Development** supports the development of community leadership and local engagement in support of diversity and social equity in the early years. Founded in 1992 as the Unit for Child Care Research, the unit has been a leader in mobilizing results of field-based 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.web.uvic.ca/~eyrd/](http://www.web.uvic.ca/~eyrd/)).

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 behaviour, 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 distress to their peers, but this knowledge often remains undocumented and underutilized in prevention efforts. Their team has worked with community partners and university campuses to build awareness, promote student well-being, recognize suicide risk, and ensure effective, timely intervention. They are founding members of the **Inter-Campus Suicide Prevention Action Group** and have worked closely with UVic Student Counselling Services.



Veronica Pacini-Ketchabaw and Jennifer White.

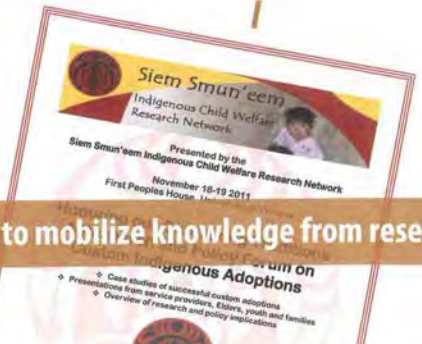
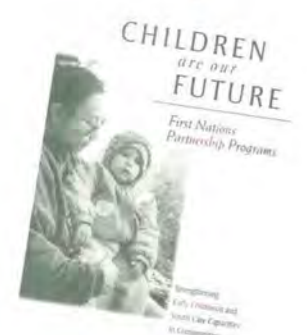


The **International Journal of Child, Youth and Family Studies**, created by the school in 2010, is UVic's first open access, peer-reviewed electronic journal. Many CYC students have published or co-published articles with faculty members. The journal is a venue for advancing knowledge in the field,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

- Conferences hosted by the school since 2000 include:
- International Innovations in Early Childhood Education (2012)
  - Critically Reflecting on Discourses of Prevention: Suicide, Substance Use and Mental Health (2011)
  - Child and Youth Care in Action III 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)
  - Constructivist Psychology Conference (2009)
  - Beyond Minimum Standards: A Vision of Early Learning and Child Care (2009)
  - Child and Youth Care in Action II Conference (2008)
  - 16th International Reconceptualizing Early Childhood Education Conference (2008)
  - 2nd Biennial Conference of the International Consortium for Intergenerational Programmes (2004)
  - 10th International Child and Youth Care Conference (2003)
  - International Conference on Children's Spirituality (2003)
  - International Human Science Research Conference (2002)



Ron Tsaskiy George, Wet'suwet'en Nation Hereditary Chief, and Jessica Ball.



PhD student Fikile Nxumalo with UVic child care participant.

"Youth 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.

Non-formal print and DVD media produced by faculty to mobilize knowledge from research and practice.



# Community engagement

*UVic Strategic Objective 29: To engage the community through programs and activities that meet the mandate of the university and the needs of the community.*

**Antidote** is a community-based multiracial and Indigenous girls' and women's network that conducts community development and action research ([www.antidotenetwork.org](http://www.antidotenetwork.org)). Founding members and past presidents Dr. Sandrina de Finney and Senior Instructor Jin-Sun Yoon have conducted participatory workshops, training and research. Videos, zines 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 practica with antidote.

A team of youth co-researchers led by sessional instructor Dr. Gord 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** chaired 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 Multiracial Family Day event, contributes speakers for an annual university-wide equity and diversity conference and collaborates on anti-racism workshops on and off campus.

The **NONG SILA ("Many Grandparents, Many Grandchildren") urban Indigenous adoptions project** led by Dr. Sandrina de Finney and Surrounded 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 have to put our Native cultures back into the foster care system."  
Trevor, youth in care, participant in NONG SILA Urban Indigenous Adoptions Project.*



*Gord Miller with the Parksville youth engagement project team members.*



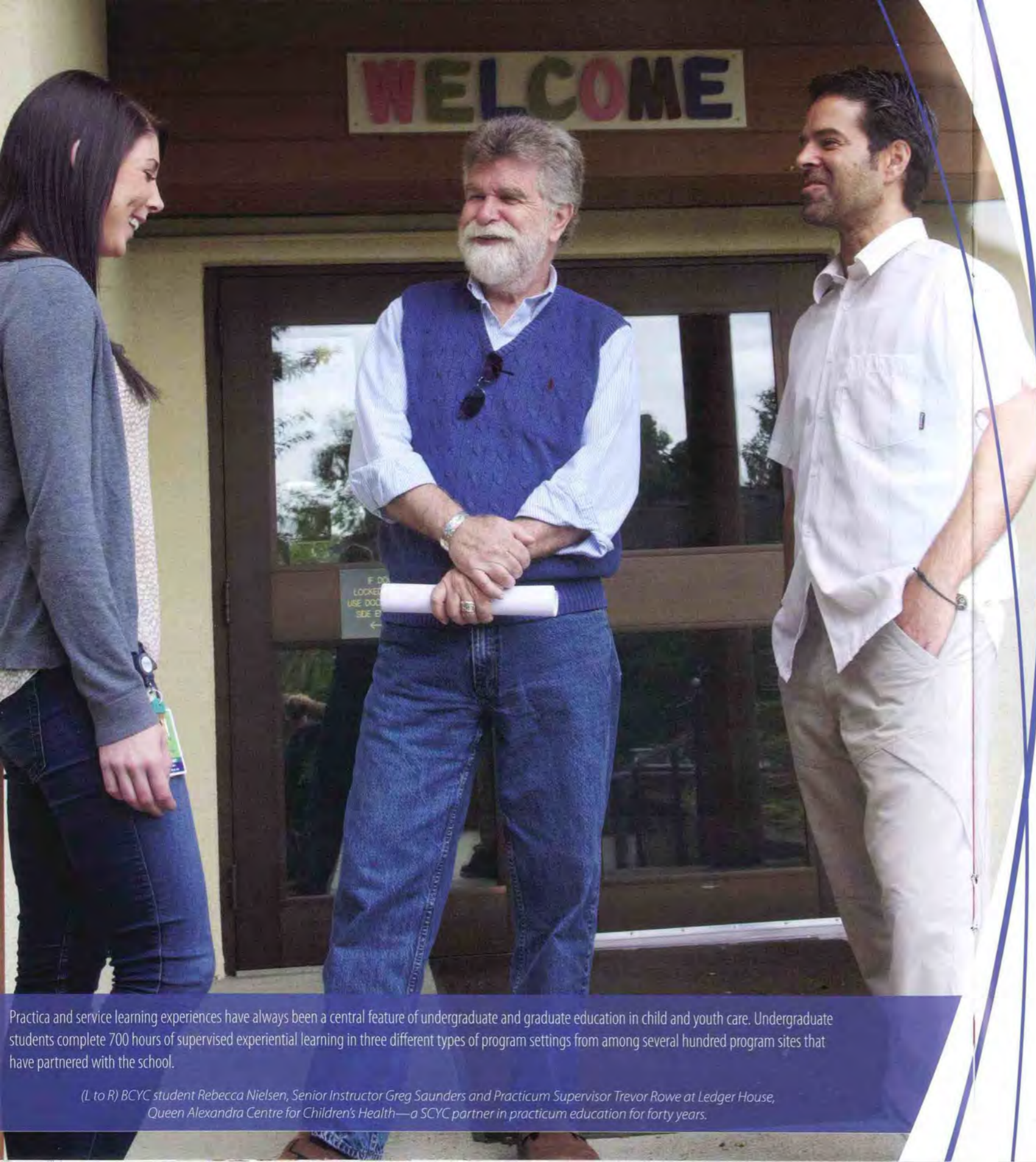
*Doug Magnuson.*



*(L to R) BC Representative for Children and Youth Mary Ellen Turpel-Lafond, Jin-Sun Yoon and antidote Executive Director Manjeet Birk.*

Through the **Investigating Quality Project** led by Dr. Veronica Pacini-Ketchabaw 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 Pacini-Ketchabaw.*



# Experiential learning

*UVic Strategic Objective: To increase...experiential learning opportunities for UVic students..*

Educators at **University of Victoria Child Care Services** have been beneficiaries of the pedagogical leadership of Dr. Veronica Pacini-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 BC'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, schooling counselling, 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 opt 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're after."*

*Chris Welch, Manager of Research and Knowledge Translation, Ministry of Children and Family Development.*



*BCYC graduate Nashira Birch at a practicum in Malawi.*



*Continuing sessional instructor Janet White (C) and BCYC students in the SCYC communication lab.*



*Miriam Curtis with Long Term Practicum Service Award recipients Lee Curtis and Bev Kissinger.*

Practica and service learning experiences have always been a central feature of undergraduate and graduate education in child and youth care. Undergraduate students complete 700 hours of supervised experiential learning in three different types of program settings from among several hundred program sites that have partnered with the school.

*(L to R) BCYC student Rebecca Nielsen, Senior Instructor Greg Saunders and Practicum Supervisor Trevor Rowe at Ledger House, Queen Alexandra Centre for Children's Health—a SCYC partner in practicum education for forty years.*



The **Diploma in Child and Youth Care in Indigenous Communities** combines community-based course delivery and a gradual introduction to web-based courses so that students become adept at completing their studies online without interrupting their employment or their family and community roles. The program is piloting a web space called the Virtual Learning Lodge Model to help Indigenous learners connect with needed supports within their communities and at the university.

(L to R) Anthony Dawson Justice Award recipient April Hunt, Margaret LaBree and Chief Coreen Child.

# Indigenous collaborations

*UVic Strategic Objective 3: 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 CYC. 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 CYC courses on campus or through distance learning are supported by a school initiative led by Senior Instructor Shanne 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 Emerita Frances Ricks working with Gerard Bellefeuille, 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 88 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.fnpp.org](http://www.fnpp.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 Pence and subsequently led by Dr. Jessica Ball, created a generative curriculum model that involved Elders as key contributors to curriculum and teaching. Through 10 partnerships in western Canada, 151 First Nations students completed early childhood certificate or diploma coursework. Most of these graduates are now social service, health and education leaders in their rural communities.

*"Being the Indigenous liaison for communities in the First Nations Partnerships Program while I was working on my MA in CYC 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. Onowa McIvor, Director of Indigenous Education, Faculty of Education, University of Victoria.**



BCYC student Madeline Slade.



MA graduate and Research Assistant Lara di Tomasso with Métis Elder.



(L & R) MA graduates Onowa McIvor, Danielle Smith and PhD graduate Cathy Richardson (C).



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 backdrop, enabling instructors to focus on course content and engagement with students.

(L to R) Administrative staff Natalie Kelt, Shelley Henuset and Caroline Green.

# Distance learning



*UVic Strategic Objective 15: To support a broad range of flexible course delivery options, including face-to-face, blended and distributed learning as part of the UVic tradition and as a mechanism for increasing access to higher education.*

UVic's 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 Roy 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 Curtis and Michelle Koroll 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"*  
*Ahna Berikoff, PhD student and faculty member, Grant MacEwan.*

The **Early Childhood Development Virtual University** ([www.ecdву.org](http://www.ecdву.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 ECDVU-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 as resource persons on diverse ECD programme activities in the country. Congratulations to you and your team."*  
*Valentina Solarin, Education Specialist, UNICEF Nigeria.*



*Continuing sessional instructor Brenda Copeland and Distance Learning Director Chris Shelton.*



*Undergraduate Advisors Vicki Ziegler and Kathy Harrison.*



*ECDVU students in Abuja, Nigeria.*



# International engagement

*UVic Strategic Objective 20: To further enhance internationalization of the university through student and faculty recruitment and mobility, research partnerships, internationalization of the curriculum and experiential learning.*

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 Hoskins, Dr. Sibylle 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 multilayered 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. Sibylle Artz is collaborating with Dr. Wassilis Kassis of the University of Osnabrueck, 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.



*MA graduate Ana-Elisa Almeida de Armstrong (deceased) and associate at practicum in Brazil.*



*(L to R) Romeo Dallaire, Sibylle Artz, Marie Hoskins and Bruce Cockburn at "Child Soldiers No More" event.*



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

*"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.*

In addition to 110 students in Africa and 30 students in the Middle East enrolled in the ECDVU since 2000, 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 psychology professor at Tezukayama 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 Nozomi Kido and undergraduate students Keiichi Otani and Hiroko Ota.

*PhD graduate Jolly Nyeko in Uganda.*





# Health and wellness



*UVic Strategic Objective 21: To nurture our culture of excellence in research, scholarship and creative endeavours, enhancing UVic's local, national and international impact and reputation as a leading, innovative, research-intensive university.*

BC Children's Hospital in Vancouver was the site of a SSHRC-funded research project on **disordered eating** led by Marie Hoskins along with graduate students Jo-Anne Stoltz, Cole Little and undergraduate student Lindsay Mathieson. 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 CYC 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 methamphetamines** were the focus of analysis for a SSHRC-funded study undertaken by Dr. Marie Hoskins and graduate students Janet Newbury and Dave Segal. The study explored how image, metaphor and identity converge around the use of crystal meth. By engaging in a series of conversations with girls, the study illuminated the various ways that practitioners could be better prepared for prevention and intervention work in this area.

Dr. Valerie Kuehne studies intergenerational relationships. Her CIHR-funded research on the **Meadows School Project** featured elementary school classes being delivered within the same facility as a care 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 CYC graduate Ann Fisher 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*.



*BA, MA and PhD graduate JN (Cole) Little.*



*Valerie Kuehne.*

Youth health risk behaviours have been the focus of Dr. Gordon Barnes' federally funded program of research. The **Vancouver Family Survey** examines the relationships between family environment and substance use and abuse in biologically related and adoptive families in Vancouver. Involving graduate students as research assistants, the **Health and Drinking Survey** led to the development of a tool to identify people who are more vulnerable to developing addictive behaviours. Meanwhile a groundbreaking CIHR-funded study undertaken through the Centre for Addiction and Health Research has shown links among molecular genetic loci, personality and substance abuse. The **Victoria Healthy Youth Survey** is following youth to examine linkages between risk and protective factors and the development of health risk behaviours, including concurrent multisubstance abuse.

*Gordon Barnes and PhD student and Research Assistant Nozomi Franco Cea.*

*"If 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.*



**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 Artz and Dr. Marie Hoskins on an initiative concerning child soldiers.

MA CYC student Scott Kouri, faculty members Sibylle Artz, Marie Hoskins and adjunct professor Phil Lancaster discuss recent reports by Save the Children and other organizations on efforts to demobilize and reintegrate child soldiers in central Africa.

# Multi-disciplinary network



*UVic Strategic Objective 7: To recruit outstanding sessional instructors and adjuncts and recognize the integral role they play in supporting a high-quality learning environment.*

Adjunct professors and continuing sessional instructors offer CYC 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 Outward 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 ECCD, 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, multiculturalism 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 Ball's Early Childhood Development Intercultural Partnerships research and she co-coordinated, 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 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 CYC students in Africa and Canada who are drawing on multiple disciplines to develop and apply holistic 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.*

## 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(CYC) 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 (51% 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 Cassels Undergraduate Research Award: **Jordan Czop** (2010), **Nicole McMorran** (2010), **Julia-Anne Cameron** (2011), **Danielle Jimeno** (2011)
- Human and Social Development (UVic) Teaching Excellence Award: **Dr. Daniel Scott** (2004), **Dr. Jessica Ball** (2008), **Dr. Marie Hoskins** (2010), Senior Instructor **Jin-Sun Yoon** (2011)
- Vanier Graduate Scholarship for doctoral students: **Dr. Janet Newbury** (2010)
- Andy Farquharson (UVic) Teaching Assistant Award: **Jonathan Morris** (2010), **Dr. JN (Cole) Little** (2003)
- Anthony Dawson Justice Award for Aboriginal students: **April Hunt** (2010)
- Canadian Federation for Sexual Health John and Lois Lamont Graduate Scholarship: **Elicia Loiselle** (2010)
- Staff Excellence Award in the Faculty of Human and Social Development: **Sandra Curran** (2010)
- CUFA/BC Academic of the Year Award for Research in the Service of Communities: **Dr. Jessica Ball** (2009)  
Also received by **Dr. Sibylle Artz** 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: antidote network (**Dr. Sandrina de Finney**, Senior Instructor **Jin-Sun Yoon** and network colleagues, 2009)
- University of Victoria Craigdarroch Award for Knowledge Mobilization: **Dr. Jessica Ball** (2009)
- Victoria Leadership Award: **Dr. Sibylle Artz** (2008)
- 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 Koroll & Carol Orom** (2004)
- Canadian Association for Suicide Prevention National Service Award: **Dr. Jennifer White** (2004)
- McCreary Foundation Award of Distinction for Research: **Dr. Sibylle Artz** (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)



(L to R) Award recipient BCYC student Dawn Johnson with Maureen Young.  
 Exemplary Practicum Supervisor Award recipient Sue McTavish with Michelle Koroll.  
 HSD Award recipients Claire Albanto, Sandra Curran, Marie Hoskins and Lori Klear.  
 Award recipients MA CYC graduate Jonathan Morris, Daniel Scott, Sibylle Artz and Jennifer White.