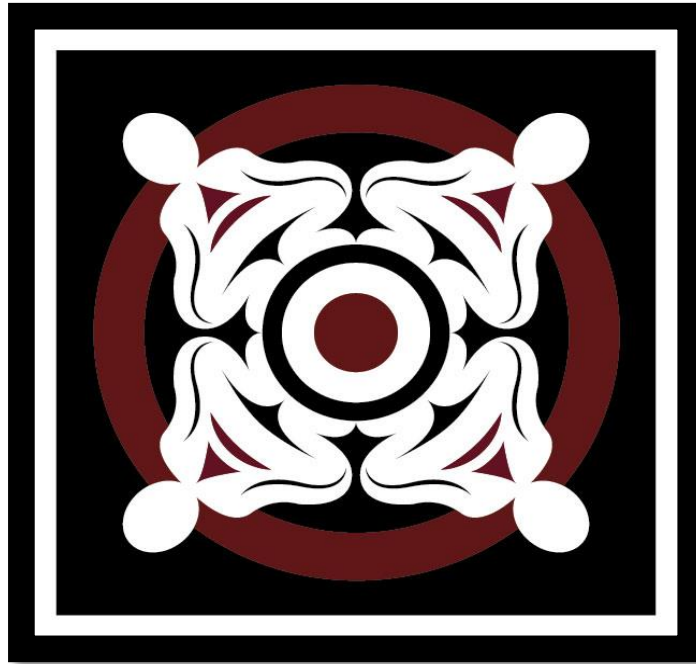


School of Child and Youth Care Graduate Student Handbook



“Community Wellness”

Artwork by Dylan Thomas

Community Wellness is dedicated to the power of harmony in First Nations communities. The design depicts four human figures who come together to form a perfect circle around the centre point. The middle circle represents First Nations youth and culture, and the four humans represent our families, relationships, and communities. If one of the figures was removed or misplaced, the circle would not be complete and the middle circle would be exposed, but when the four figures are placed correctly, they form a protective border around the centre, which symbolizes the security created when our communities work in a supportive and harmonious fashion.

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WELCOME TO THE SCHOOL OF CHILD AND YOUTH CARE GRADUATE PROGRAM!

The School of Child and Youth Care is dedicated to practice and research that support the well-being of children, youth, families, and communities. Our community and strength-based social justice approach embraces diverse perspectives and life experiences.

Our MA and PhD graduates assume leadership roles at provincial, national and international levels in the broad field of child and youth care. Our graduate programs also prepare students for advanced practice, supervision, policy analyst and research positions. Most of our graduates find employment in their chosen area.

Graduate program objectives

Our graduate programs give our students opportunities to:

- Work within a child and youth care perspective that integrates theory, research, and practice and expands on their experience in the field
- Develop approaches for promoting the health and well-being of children, youth, families and communities
- Achieve the knowledge, skills, and self-development in order to respond to pressing challenges experienced by children, youth, families and communities

Acknowledgments

The School of Child and Youth Care respectfully acknowledges the traditional territory and land of the Coast Salish people on whose traditional lands our university resides. We have worked and partnered with various Indigenous communities on Vancouver Island and are grateful to the Coast Salish, Kwakwaka'wakw and Nuu'chah'nulth people who are such generous hosts and stewards of this traditional island territory.

MA PROGRAM

The Master of Arts program is designed for students interested in child and youth studies and practice. This academic program draws from a variety of disciplines and approaches, including, but not limited to, child and youth care, social pedagogy, education, psychology, health, criminology, Indigenous studies, anthropology, women's studies, political theory and sociology.

Working within both quantitative and qualitative research paradigms, faculty members draw from a range of conceptual perspectives, including, but not limited to, developmental, humanist, pragmatist, feminist, poststructural, and postcolonial theories.

Students in the MA program develop theoretically informed, practice-based understandings of issues related to children and youth in relation to their social, cultural, and political contexts.

Although many incoming students have an undergraduate degree in Child and Youth Care, the program also welcomes students with allied degrees combined with relevant child and youth care practice experience.

Students are admitted on an annual basis for September entry for either full- or part-time studies.

PHD PROGRAM

The PhD program prepares graduates for positions in higher education and for leadership at the provincial, national, and international levels. Through research and, in particular, the scholarship of practice, graduates will influence teaching, research, policy, practice, program development, and evaluation.

We are committed to addressing issues related to communities or populations that have been historically oppressed or marginalized. Our graduate courses address theoretical and practical foundations for working within and across cultures.

Students are admitted on a biannual basis for September entry for either full- or part-time studies.

CONTACT INFORMATION

The identities, contact information and roles of the primary resource personnel in the academic unit:

	Name	Office	Telephone	e-mail
Acting Director	Helga Hallgrímsdóttir	HSD B102b	250-721-7986	scycdir@uvic.ca
Acting Graduate Advisor	Helga Hallgrímsdóttir	HSD B102b	250-721-7986	scycdir@uvic.ca
Graduate Program Assistant	Caroline Green	HSD B144	250-472-4857	scycgrad@uvic.ca greenc@uvic.ca

ROLES

Graduate Advisor

The Graduate Advisor manages the School's MA and PhD programs, including course and program planning and coordination of graduate faculty. As well, they can provide students with program guidance and assistance in applying for grants/scholarships. The SCYC graduate adviser should be consulted if any issues arise in the supervisory relationship between students, supervisors and/or supervisory committee members.

Graduate Program Assistant

The Graduate Program Assistant manages the day-to-day operations of the School's graduate program, and provides administrative support to all graduate students throughout their program of study. They can refer students to policies, forms and departmental contacts in Graduate Studies, Graduate Admissions and Records and the Scholarships Office. The Graduate Program Assistant also manages the administration of all the School's graduate courses and provides support to graduate faculty and instructors.

COMMUNICATION

The School and all other departments at UVic will send correspondence to the primary email address students have provided in the UVic system. Students need to ensure that they check this email frequently for important message from Graduate Admissions & Records, Graduate Studies and the School.

At admission, all our students are added to the CYC graduate student listserv. Information about scholarships and funding, employment opportunities and details of upcoming courses and events that may be of interest to our graduate students are sent out on this listserv frequently.

The University also requires that students keep their mailing address up-to-date via their MyPage.

PROGRAM REQUIREMENTS

All students in the School of Child and Youth Care must adhere to the Faculty of Human and Social Development's Guidelines for Professional Conduct, and will be expected to function within the terms of

the code of conduct of an appropriate professional association. All travel, accommodation, meal, textbook, course reading and other expenses related to attending course sessions are in addition to the program tuition costs, and are the responsibility of the student.

Students are required to have access to a computer (PC or Macintosh) with Internet capabilities.

MASTER’S PROGRAM

The School of Child and Youth Care offers a Master of Arts in the field of Child and Youth Care in a flexible delivery format to ensure accessibility to individuals working in the field. The program has an applied focus, preparing professional practitioners in the child and youth care field for leadership in advanced practice, training, research and service support roles.

Child and Youth Care practice experience is essential to the Master’s program; students are required to complete at least one field-work placement approved in writing by their faculty coordinator. A wide range of child and youth care settings and programs are suitable, and selection should be made in consultation with the faculty coordinator. Individual students are responsible for all related field work costs, including travel, criminal record checks, telephone, accommodation and other costs.

MASTER’S – THESIS OPTION

The program of study consists of a total of 18 units:

- 13.5 units of core courses and electives
- 4.5 units of thesis

Required Courses	
CYC 541 (1.5)	Historical and Contemporary Theoretical Perspectives in Child and Youth Care
CYC 543 (1.5)	Qualitative Research Methods in Child and Youth Care
CYC 545 (1.5)	Quantitative Research Methods in Child and Youth Care
CYC 546 (1.5)	Human Change Processes: From Theory to Practice
CYC 553 (1.5 or 3.0)	Practicum in Child and Youth Care
CYC 558 (1.5)	Applied Research Seminar
CYC 565 (1.5)	Child and Adolescent Development in Context
CYC 599 (4.5)	Thesis
Program Electives	
CYC 552 (1.5)	Ethics in Practice
CYC 562 (1.5)	Special Topics in Child and Youth Care Intervention: Advanced CYC Practice with Families
CYC 562 (1.5)	Special Topics in Child and Youth Care Intervention: Advanced CYC Practice with Groups
CYC 563 (1.5)	Specialized Practicum in Child and Youth Care

CYC 590 (1.5 or 3.0)	Directed Studies in Child and Youth Care
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Other Requirements

As outlined in the course requirements, MA students must complete a practicum. The minimum number of practicum hours for [CYC 553](#) is 165 for a 1.5 unit course or 300 hours for a 3.0 unit course. It is expected that a minimum of 15 hours will be spent in direct (individual or group) supervision with the field site supervisor to set goals, evaluate progress, and discuss issues.

Thesis

The focus of a thesis is on a theoretical issue and methodology. This includes the application of a research question, a thorough literature review, an analysis of data, a presentation of findings, and the implications of findings for further research and practice. Students must follow the Guidelines for the Preparation of Master's Theses and Doctoral Dissertations (available online from Graduate Admissions and Records).

The thesis process has two components: 1) the required [CYC 558](#) Applied Research Seminar, that is the first stage of proposal writing and ethics review (1.5 units) and 2) the research process, thesis writing and oral defense (4.5 units).

Oral Examination

Students are required to pass an oral examination at the end of their thesis.

Program Length

The maximum time limit for the MA Program is 5 years. It is expected that full-time students will complete their programs in less than 3 years.

MASTER'S – RESEARCH PROJECT OPTION

The program of study consists of a total of 18 units:

- 13.5 units of core courses and electives
- 4.5 units of research project

Required Courses	
CYC 541 (1.5)	Historical and Contemporary Theoretical Perspectives in Child and Youth Care
CYC 543 (1.5)	Qualitative Research Methods in Child and Youth Care
CYC 545 (1.5)	Quantitative Research Methods in Child and Youth Care
CYC 546 (1.5)	Human Change Processes: From Theory to Practice
CYC 553 (1.5 or 3.0)	Practicum in Child and Youth Care
CYC 558 (1.5)	Applied Research Seminar
CYC 565 (1.5)	Child and Adolescent Development in Context
CYC 598 (4.5)	Applied Research Project
Program Electives	

CYC 552 (1.5)	Ethics in Practice
CYC 562 (1.5)	Special Topics in Child and Youth Care Intervention: Advanced CYC Practice with Families
CYC 562 (1.5)	Special Topics in Child and Youth Care Intervention: Advanced CYC Practice with Groups
CYC 563 (1.5)	Specialized Practicum in Child and Youth Care
CYC 590 (1.5 or 3.0)	Directed Studies in Child and Youth Care

Other Requirements

As outlined in the course requirements, MA students must complete a practicum. The minimum number of practicum hours for [CYC 553](#) is 165 for a 1.5 unit course or 300 hours for a 3.0 unit course. It is expected that a minimum of 15 hours will be spent in direct (individual or group) supervision with the field site supervisor to set goals, evaluate progress, and discuss issues.

Final Project

The focus of a project is on practice. It has a service-oriented intent. The project may involve one or more of the following: needs assessment, program design, curriculum development, documented practice intervention, program evaluation, or publishable review/synthesis of an aspect of the CYC literature for the benefit of a particular service group requesting this as a service. Students can discuss other possible projects with their supervisors.

The final project has two components: 1) the required [CYC 558](#) Applied Research Seminar, that is the first stage of proposal writing and ethics review (1.5 units) and 2) the project development, final text and oral defense (4.5 units).

Oral Examination

Students are required to pass an oral examination at the end of their project.

Program Length

The maximum time limit for the MA Program is 5 years. It is expected that full-time students will complete their programs in less than 3 years.

PRACTICUM – MASTER’S PROGRAM

The MA program contains one mandatory 1.5 unit, 165-hour practicum course (CYC 553). If practice-based learning is of particular interest, it is also possible to take CYC 553 as a 3-unit course (330 hours). The additional 1.5 units will be counted as equivalent to one of the required elective courses.

Further to this, you may also choose to take a second practicum with additional advanced learning goals (CYC 563 Specialized Practicum, 165 hours) as an elective.

The optimal time to take the required practicum is in the fourth term of the program but arrangements can be made to begin as early as the third term.

Normally, practicum takes place after completion of the core courses and any non-practicum electives.

Please see the School’s website < <https://www.uvic.ca/hsd/cyc/current-students/graduate/practicum/index.php>> for current detailed information regarding the practicum requirement in the MA program.

FULFILLING ELECTIVE REQUIREMENTS

In addition to taking elective courses through the School, there are several options for fulfilling elective requirements:

- Take courses from other departments on campus (requires a [Graduate Course Change form](#), approval from the instructor and our Graduate Advisor)
- Take courses through the [Western Deans Agreement](#), which allows you to take courses at other universities without paying tuition (requires approximately 2 months for the approval process)
- Directed Studies – Individual studies (CYC 590) under the direct supervision of one or more faculty members. The content, credit value and method of evaluation must be approved by the Instructor and Graduate Advisor prior to registering for the course. Registration is done using a [Pro Forma form](#).
- Learning & Teaching in Higher Education (LATHE) Graduate Certificate – LATHE courses can be taken as electives and you can earn this Graduate Certificate concurrently with your UVic Graduate Degree. [See here for more information](#).

PHD PROGRAM

The focus of the PhD program is the preparation of graduates who will play key leadership roles at provincial, national, and international levels in the broad field of Child and Youth Care. Through research and knowledge development, and with a particular emphasis on the scholarship of practice, graduates will influence teaching, research, policy, practice, program development, and evaluation.

The School of Child and Youth Care is also committed to addressing issues related to communities or populations that have been historically oppressed or marginalized. The courses address theoretical and practical foundations for working within and across cultures.

The program of study consists of a total of 30 units. PhD program students will be expected to take a minimum of 7.5 units of core courses, with additional course work if necessary as determined by their committees. The remaining units will consist of at least 3 units of elective courses, 3 units of Candidacy Examinations, and a dissertation normally worth 16.5 units.

Required Courses	
CYC 641 (3.0)	Generating Knowledge in Child and Youth Care
CYC 643 (1.5)	Qualitative Research in Child and Youth Care
CYC 645 (1.5)	Quantitative Research in Child and Youth Care
CYC 671 (1.5)	Social and Cultural Contexts of Child and Youth Care Policy, Practice, Research and Pedagogy
CYC 693 (3.0)	Candidacy Examinations
CYC 699 (16.5)	Dissertation
Program Electives	
CYC 680 (1.5 or 3.0)	Doctoral Seminar in Child and Youth Care
CYC 682A (1.5)	Internship in Child and Youth Care Research
CYC 682B (1.5)	Practice Internship in Child and Youth Care

CYC 690 (1.5 or 3.0)	Directed Studies in Child and Youth Care
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Other Requirements

Students will normally be in residence while taking core courses.

Candidacy

Students will be expected to complete two candidacy papers (one focused on the substantive area of interest including related theories, and the other on methodology related to their area and topic of interest) and an oral examination before qualifying to undertake PhD research and a dissertation. Within thirty-six months of registration as a provisional doctoral student and at least six months before the final oral examination, a student must pass a candidacy examination.

PhD Proposal

Following the successful completion of candidacies, the doctoral student will produce a research proposal. The student will be expected to outline his/her research proposal and answer questions from his/her supervisory committee as part of the approval process. The committee members will then indicate by signature their support and approval of the proposed research on the proposal and the student will proceed to the ethics review process (as appropriate) and subsequent research.

Dissertation

The doctoral dissertation must be original work and constitute a significant contribution to knowledge in the candidate's field of study. It should contain evidence of broad knowledge of the relevant literature, and should demonstrate a critical understanding of the works of scholars closely related to the subject of the dissertation. Material in the dissertation should, in the opinion of scholars in the field, merit publication.

Oral Examination

Students are required to pass an oral examination at the end of their dissertation.

Program Length

The maximum time limit for the PhD Program is 7 years. It is expected that full-time students will complete in less than 5 years.

FULFILLING ELECTIVE REQUIREMENTS

In addition to taking elective courses through the School, there are several options for fulfilling elective requirements:

- Take courses from other departments on campus (requires a [Graduate Course Change form](#), approval from the instructor and our Graduate Advisor)
- Take courses through the [Western Deans Agreement](#), which allows you to take courses at other universities without paying tuition (requires approximately 2 months for the approval process)
- Directed Studies – Individual studies (CYC 690) under the direct supervision of one or more faculty members. The content, credit value and method of evaluation must be approved by the Instructor and Graduate Advisor prior to registering for the course. Registration is done using a [Pro Forma form](#).

- Learning & Teaching in Higher Education (LATHE) Graduate Certificate – LATHE courses can be taken as electives and you can earn this Graduate Certificate concurrently with your Uvic Graduate Degree. [See here for more information.](#)

RESPONSIBILITIES IN THE SUPERVISORY RELATIONSHIP

Faculty and students are bound by policies set by the University, Faculty of Graduate Studies, and this School.

Faculty of Graduate Studies policies are given in the Graduate Calendar and in policy documents found on the Faculty of Graduate Studies website: uvic.ca/graduatestudies. In particular, students and faculty members should read the [Graduate Supervision Policy](#), which outlines the rights and responsibilities in the supervisory relationship.

Supervisor

Students are assigned a supervisor at the time of admission. A supervisor is a mentor and advisor who develops a professional relationship with the student that is conducive to scholarly activities, intellectual enhancement, and professional development. Supervisors provide students with a consistent point of contact in the early stages of their academic programs. They assist students in thinking about potential directions for their thesis, dissertation or project.

The role of the supervisor is to help the student articulate a research proposal for the thesis, dissertation or project, assemble a committee, and supervise the student's research. The Graduate Supervision Policy gives a more detailed description of the roles of the supervisor and the supervisory committee: [https://www.uvic.ca/graduatestudies/assets/docs/docs/policies/Graduate Supervision Policy.pdf](https://www.uvic.ca/graduatestudies/assets/docs/docs/policies/Graduate%20Supervision%20Policy.pdf)

Supervisors and students should use the Graduate Supervision Policy as a point of discussion and negotiation at the beginning of the supervisory relationship. Being familiar with the Graduate Supervision Policy will provide a basis for negotiating differences and such differences should be handled as early as possible. It is anticipated that given the School's diverse graduate student population, with their specific needs due to work outside of school, parenting, and studying at a distance, that there will be widespread differences that will need to be addressed.

Supervisory Committee

All graduate students must have a supervisory committee composed according to Graduate Studies' policy for their program (see below). The duties of the supervisory committee include supervision of the thesis, project, or dissertation and participation in the final oral examination. The committee, together with the external examiner (if required) and chair, determines if the final oral examination is successful.

When committee members are selected and/or any changes are made to supervisory committees, the graduate program assistant must be advised so that Graduate Studies and the student record can be updated.

Doctoral committees

- Supervisor
- Departmental member
- Outside member
- Chair – appointed by the Faculty of Graduate Studies
- External examiner - appointed by the Dean of Graduate Studies in consultation with the School, and must be arm's-length authorities in the field of research being examined

Master's committees – Thesis

- Supervisor
- Departmental member
- Chair – appointed by the Faculty of Graduate Studies
- External examiner - appointed by the Dean of Graduate Studies in consultation with the School, and who has had no previous involvement with graduate supervision of the student

Master's committees – Research Project

- Supervisor
- Departmental member
- Community member – selected by the supervisor and nominated as an affiliate member of the Faculty of Graduate Studies
- Chair – appointed by the School

EXPECTED FREQUENCY OF CONTACT/MEETING

With Supervisor

The expected minimum frequency with which students and supervisors would normally meet, either by direct meeting, by virtual meeting, or through detailed correspondence, to discuss the student's research is twice per term, unless a delay is required by field work, remote study, supervisor or student vacation, sick/personal/compassionate leave, etc.

Students also have a responsibility to keep in contact with their supervisors. It is not up to the supervisors to try to locate students. How and when the contact will occur needs to be negotiated at the beginning of the supervisory relationship. If a faculty member is going to be away for an extended period of time (more than 2 weeks), they should advise the graduate students they supervise.

With Supervisory Committee

The expected frequency with which students would normally meet with their supervisory committee, either by direct meeting or virtual meeting, to discuss the student's research is once per term. At a minimum, this interval normally must not exceed one year per the Graduate Supervision Policy.

EXPECTED TURNAROUND TIME OF ANNOTATED THESIS, DISSERTATION OR RESEARCH PROJECT

Timely feedback for students is critical to their progress. The supervisor will normally review the student's work prior to distribution to the other committee members. This review process can take from 2-4 weeks. We strongly recommend that students let faculty know in advance when their work will be ready so that faculty can schedule time accordingly.

Committee members may also need from 2-4 weeks to provide a thorough review of a full draft. Students may need to be reminded that there may be multiple revisions needed before the document is ready to go to defense.

Students and supervisors should keep an ongoing timeline for completion in mind and allow for a reasonable amount of flexibility.

EXPECTED TIMELINES FOR COMPLETION

The maximum time limit for the MA Program is 5 years. It is expected that full-time students will complete their programs in less than 3 years.

The maximum time limit for the PhD Program is 7 years. It is expected that full-time students will complete in less than 5 years.

CANDIDACY EXAMINATION PROTOCOLS

The candidacy examination is a requirement of the Faculty of Graduate Studies and cannot be waived.

You will normally need to pass a candidacy examination within 36 months of registration as a provisional doctoral student and at least six months before your final oral examination.

Please see [program requirements, doctoral degrees](#) in the academic calendar.

Per the academic calendar, "the purpose of the candidacy examination is to test the student's understanding of material considered essential to completion of a PhD and/or the student's competence to do research that will culminate in the PhD dissertation."

Doctoral students will prepare and submit two substantive papers: one focused on the content and theory of their area of study and the other on research methodologies. Each paper will be related to the student's area and topic of interest. Students will be expected to complete the papers according to Faculty of Graduate Studies regulations.

Each candidacy paper will be examined at an oral defence attended by the student's supervisory committee. Students will give a short (maximum 20 minutes) presentation followed by questions from the committee. These questions can be about the candidacy papers and substantive content in the field of child and youth care.

The supervisor will chair the process, which normally includes two rounds of questions and discussion. The committee will adjudicate the results as complete/incomplete.

FINANCIAL SUPPORT

Graduate students receive funding from many different sources, including: fellowships, scholarships, teaching assistantships, and research assistantships. UVIC has policies and guidelines for each of these funding sources, and academic units may also have distinct policies for graduate funding. Graduate students should ensure they are aware of the policies governing their funding.

Graduate students who have questions or concerns about their funding can seek advice and guidance from the Faculty of Graduate Studies.

As well, the School provides funding to a limited number of students in the form of fellowships, awards, research assistantships, and teaching assistantships. University of Victoria Fellowships (currently up to \$15,000 for MA degree candidates, up to \$18,000 for PhD candidates) may be awarded annually to registered full-time students of high academic standing (7.0 on the UVic grading scale/A- or above, with applications completed before February 15). Teaching assistantships or research assistantships may be obtained from the University through employment in the School.

Students in Child and Youth Care may be nominated for a limited number of additional scholarships. Detailed information on awards and application procedures and deadlines is available on the Faculty of Graduate Studies website: <www.uvic.ca/graduatestudies>. The provincial and federal governments each offer student loans to full-time candidates who meet the requirements. In addition, the University of Victoria Tuition Bursary Fund offers assistance to qualified students in serious financial difficulty.

Students should also apply for external sources of funding through agencies such as the Social Sciences and Humanities Research Council and the Canadian Institute for Health Research <www.cihr-

irsc.gc.ca/funding>, the Michael Smith Foundation <www.msfnr.org> and from other provincial and federal funding agencies.

Teaching and Research Assistantships

Graduate students are eligible to apply for a limited number of Teaching Assistant and Research Assistant positions each year. Sessional teaching opportunities are also available for PhD students.

FORMAL REVIEW OF STUDENT PROGRESS

Formal assessment of progress for students in both the Master's and doctoral program will be carried out per section 5.11 of the Graduate Supervision Policy. When the Faculty of Graduate Studies implements a campus-wide electronic system for assembling and recording central aspects of the formal review, the School will utilize this system and the metrics provided. The Graduate Advisor may initiate additional assessments upon the advice of the supervisor or supervisory committee.

GUIDELINES FOR PROFESSIONAL CONDUCT

The School of Child and Youth Care expects graduate students to develop and adhere to a professional code of conduct. The school supports models for professional conduct based on the following guidelines:

- submission of oneself to a professional code of ethics
- exercise of personal discipline, accountability and judgement
- acceptance of personal responsibility for continued competency and learning
- willingness to serve the public, client or patient and place them before oneself
- ability to recognize the dignity and worth of all persons in any level of society
- willingness to assist others in learning
- ability to recognize one's own limitations
- maintenance of confidentiality of information appropriate to the purposes and trust given when that information was acquired
- acceptance that one's professional abilities, personal integrity and the attitudes one demonstrates in relationships with other persons are the measure of professional conduct

Unprofessional Conduct

Graduate students in the School of Child and Youth Care are subject to the provisions of the code of ethics of their respective profession, and may be required to withdraw from the school for violating these provisions. Graduate students may also be required to withdraw from their school when ethical, medical or other reasons interfere with satisfactory practice in their respective discipline.