A Qualitative Course-Based Inquiry into Child and Youth Care Students’ Insights Concerning the Theoretical Frameworks that Guide their Efforts to Form Meaningful Connections with Children, Youth, and
by Jadyn Adams
A Qualitative Course-Based Inquiry into Child and Youth Care Students' Insights Concerning the Theoretical Frameworks that Guide their Efforts to Form Meaningful Connections with Children, Youth, and Families

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ABSTRACT
The purpose of this course-based inquiry was to gain insight into how child and youth care (CYC) students apply theoretical frameworks in their connection-building efforts with children and youth. A qualitative research design was chosen for the purpose of capturing the lived experiences of the CYC student participants. The findings presented in this study revealed three overarching themes: a) provides pathways of understanding, b) all about building trust, and c) feeling understood and accepted.

KEYWORDS
Child and Youth Care; Connection: Course-Based; Theory; Qualitative

INTRODUCTION
Learning how to form purposeful and compassionate relationships with children and youth is at the core of a child and youth care (CYC) education (Bellefeuille & Jamieson, 2012; Fewster, 1990; Garfat, 2008; Gharabaghi, 2014; Krueger, 2004; Ricks, 2003; Smith, 2001). Like seafarers navigating the seas, we as CYC students engage in a four-year educational voyage, during which we absorb various human development theories and conceptual frameworks so that we can acquire the skills and knowledge required to form positive and helpful connections with children and youth. Setting sail from course to course, we find ourselves immersed in the riptides of taking in new information concerning the nature of the "self" as a relational being and letting go of old ways of thinking of human beings as autonomous, ego-based individuals. Considering that CYC practice is, first and foremost, about building meaningful connections with children and youth as a means by which to achieve meaningful therapeutic gains can be attained, we became curious as to how CYC students apply theory develop into their relational practice. More specifically, the focus of our course-based study was on identifying which of the theoretical frameworks to which CYC students are introduced influence their ability to connect with children, youth, and families.

UNDERGRADUATE COURSE-BASED RESEARCH
The Bachelor of CYC program at MacEwan University is always seeking additional pedagogic methods to promote basic considering, reflection, and praxis as crucial components of the overall understudy instructive involvement. As such, a course-based inquire about approach to investigate strategies instruction offers understudies the opportunity to ended up talented in fundamental investigate abilities by conceptualizing,
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