

MOUNT SAINT VINCENT UNIVERSITY
COURSE OUTLINE - CHYS 4421
Seminar in Child and Youth Research
Winter 2011

Instructor: Mr. Robert S. Wright, MSW, RSW
Phone: (902) 443-0192 (answering service)
Email: wrightrs@ns.sympatico.ca
Time: W 6pm – 8pm AST
Location: Elluminate Virtual Classroom

Course Description

A senior seminar directed to the critical examination of research related to the field of child and youth study. Students will be encouraged to develop the ability to critically evaluate and apply research.

Course Objectives

Students will extend their abilities to locate, understand, evaluate and discuss research and to consider the implications of research for policy and practice in the field of child and youth study. Students will examine seminal research related to a number of important issues in the field.

Course Content

Areas to be covered include:

- An examination of relevant research in topics of contemporary and enduring relevance to the field.
- Bibliographic and electronic research.
- A review of concepts in research design and statistical analysis.
- Analysis and evaluation of research.
- Assessment of implications of research for practice and policy.

Course Presentation

Class time will be spent on a variety of tasks: reviewing research design and statistical concepts as they arise in the research examined; in-class discussion of research; in-class assignments on research articles; library research assignments and student presentations on individual research articles and selected research topics.

Course Materials

Required research articles will be made available on Moodle. (**CHYS 4421 Child & Youth Research – R. Wright**).

Course Requirements and Marking Scheme

Assignment 1 20 marks January 19, 2011

Assignment 2	20 marks	February 16, 2011
Assignment 3	20 marks	March 16, 2011
Assignment 4	20 marks	April 6, 2011
Participation & Activities	20 marks	

100 marks

Participation:

Students are expected to attend class regularly, actively engage in classroom discussions and activities, and be prepared for class in terms of assigned readings. Please make every effort to be present and to be on time.

N.B. Students must complete each component of the course and attend class regularly in order to receive a passing grade. Assignments must be sent as attachment **via moodle messaging** before class time on the given date. Any deviations must be approved in advance except in an emergency. Assignments that arrive late without previous consultation will not receive full marks.

PLEASE NOTE

In accordance with the regulations of the Committee for Academic Affairs, students are requested to note the following:

"Correct use of language is one of the criteria included in the evaluation of all written assignments."

Your instructor will also draw upon the normative criteria of academic success that circulate widely throughout academia and that are broadly (if oftentimes unquestioningly) used as a basis for credentialing students in the academic milieu. They will apply the standards typical for assessing work at an undergraduate level. Please understand that these standards include good writing, thorough research and accurate and complete referencing, with no plagiarizing (plagiarizing is an academic offence). Please note that all deadlines in this course are firm. Late papers will not be evaluated until the next assignment deadline and will lose a full letter grade of their value.

University regulations regarding plagiarism and cheating (p. 38, MSVU Calendar and the Department of Child & Youth Study Board), will also be strictly enforced.

These regulations are posted on boards and are found in the University Calendar and on the website at www.msvu.ca on the Current Student page under Academic Offences. Plagiarism is presenting someone else's words or ideas obtained from any source, including the Internet, as though they were one's own. Specific offences include, but are not limited to, the following: Using copied material without enclosing that material in quotation marks and/or without appropriately acknowledging its source; paraphrasing or summarizing the original wording too closely; omitting acknowledgment of the source of paraphrases and summaries; submitting work that has been written in full or in part by someone else; submitting work you have submitted for credit in another course without acknowledging its source. When working in the context of new and emerging theories, often references are drawn from non-published and non-written sources such as public lectures and personal communications. Students must be diligent

to appropriately credit these sources as well. If students have questions about the correct citation format for any aspect of their academic assessments (written or oral), they should consult the library's resource collection on academic integrity.

*The librarians can help you with APA formatting and referencing and there are several helpful resources available in the library and on line to help you if you are unfamiliar with APA. For example: APA. (2001). *Publication Manual of the American Psychological Association* and Hacker, D. (2004). *A Canadian Writers' Reference*. Boston, MA: Bedford/St. Martin's.

Communicating with me:

My preferred method of communicating with students during the semester is via Moodle email. If necessary we can schedule a time to meet at the university before or after class or at some other mutually convenient time and location.

Course Content & Schedule

January 5, 2011: Introduction and Course Overview & Ethical Considerations in Child, Youth and Family Research

- Introduction to instructor and participants.
- Introduction to Moodle and Elluminate: Guest contributor instructional technologist – TBD
- Overview of the course, evaluation and schedule
- Lecture: Theory, research and practice, the three legged stool of all professions.
- Discussion of Assignment #1

Allmark, Peter (2002). The ethics of research with children. *Nurse Practitioner* 10 (2), 7-19.

World Medical Association (2008). *World Medical Association Declaration of Helsinki: Ethical Principles for Medical Research Involving Human Subjects*. World Medical Association.

January 12 & 19, 2011: Quantitative Research – Descriptive Statistics Part 1 and Part 2

Killoran, I., Tymon, D. & Frempong, G. (2007). Disabilities and inclusive practices within Toronto preschools. *International Journal of Inclusive Education*, 11(1), 81-95.

Rettig, M.A. & McCarthy-Rettig, K. (2006). A survey of the health, sleep, and development of children adopted from China. *Health and Social Work*, 31(3), 201-207.

Jan. 26 & Feb. 2, 2011: Qualitative Research

Sandberg, A. & Pramling-Samuelsson, I. (2005). An interview study of gender differences in preschool teacher's attitudes toward children's play. *Early Childhood Education Journal*, 32(5), 297-305

Nordbo, H.S., Gulliksen, K., Espeset, E.M.S., Skarderud, F., Geller, J. & Holte, A. (2008). Expanding the concept of motivation to Change: The content of patients' wish to recover from anorexia nervosa. *International Journal of Eating Disorders*, 41(7), 635-642.

Feb. 9 & 16, March 2, 2011: Quantitative Research - Inferential Statistics

Gupta, V.B. (2007). Comparison of parenting stress in different developmental disabilities. *Journal of Developmental Physical Disabilities*, 19, 417-425.

Lopata, C., Toomey, J., Fox, J., Volker, M.A., Chow, S., Thomer, M., Lee, G., Rodgers, J., MacDonald, C., & Smerbeck, A.M. (2010). Anxiety and depression in children with HFASDs; Symptom levels and source differences. *Journal of Abnormal Child Psychology*, 38, 765-776.

Renaud, J., Berlim, M.J., Begolli, M., McGerr, A., & Tirecki, G. (2010). Sexual orientation and gender identity in youth suicide victims: An exploratory study. *Canadian Journal of Psychiatry*, 52(1), 29-34.

March 9 & 16, 2011: Database Research

Roizen, N.J. (2005). Complementary and alternative therapies for Down syndrome. *Mental Retardation and Developmental Disabilities Research Reviews*, 11, 149-155.

Stevens, C. (2010). Obesity prevention for middle school-age children of ethnic minority: A Review of the literature. *Journal for Specialist in Pediatric Nursing*, 15(3), 233-243.

March 23, 2011: Meta-Analysis & Participatory Action Research

Himpens, E., Van den Broeck, C., Oostra, A. & Vanhaesebrouck, P. (2008). Prevalence, type, distribution, and severity of cerebral palsy in relation to gestational age: A meta-analytic review. *Developmental Medicine and Child Neurology*, 50, 334-340.

Bridge, H. (2001). Increasing parental involvement in preschool curriculum: What an action research case study revealed. *International Journal of Early Years Education*, 9(1), 5-21.

March 30, 2011: Longitudinal Research

Tyler, K.A., Johnson, K.A., & Brownridge, D.A. (2008). A longitudinal study of the effects of child maltreatment and later outcomes among high-risk adolescents. *Journal of Youth and Adolescence*, 37, 506-521.

ASSIGNMENTS

Each assignment will be 6-9 pages in length (including cover and reference pages) and will conform to APA format in all aspects except that no running head is required on the first page. If you have any question about APA formatting please refer to resource materials on the MSVU Library website. Papers must be sent electronically as indicated above as a Microsoft Word, RTF or PDF document. They will be corrected in MS Word and returned in that format. Students that have difficulty reading MS Word documents should inform the instructor in advance of completing the first assignment.

Assignment 1

For the Killoran, Tymon, & Frempong article (2007), and answer the following questions.

- Note the purpose of the study.
- Describe the participants. Briefly explain the measure used. Summarize the data collection procedure.
- Describe the ethical challenges presented by this study and how they were addressed.
- Summarize the findings under the identified themes, noting information in tables/graphs.
- What do you think are the major implications of this study.

Assignment 2: Locating Oneself in Research

- Describe your current or anticipated field of practice and identify your particular interest or expertise therein.
- Articulate what theoretical framework supports or directs your practice.
- Identify and describe a piece of research (current or classical) that has been most influential in your field or in your practice and . . .
- Describe the research question that is most pressing (or most interesting to you) in your field and describe a research design that could be used to explore it.

Assignment 3

For the Arseneault, Walsh, Trzesniewski, Newcombe, Caspi & Moffitt (2008) article, Bullying victimization uniquely contributes to adjustment problems in young children: A nationally representative cohort study, answer the following questions:

- Identify the purposes of this study.
- Describe the participants and measures.
- Describe the ethical challenges presented by this study and how they were addressed.
- For each of the three research question, summarize the information presented in the relevant table, noting the statistics used.
- Discuss the relevance of the findings for professionals working with young children.

Assignment 4

For the Tyler, Johnson, & Brownridge (2008) article and answer the following questions:

- Identify the purpose of the current study.

- Describe the participants and measures.
- Describe the ethical challenges presented by this study and how they were addressed.
- Summarize the results of this study, noting the statistics used.
- Note the conclusions of the study and discuss their implications for professionals working with children and youth.