

If Revision, Section(s)  
 Revised:  
 Date of Previous Revision:  
 Date of Current Revision:

**C: CYCC 4423**

**D: Research Methods in CYC**

**E: 3**

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Subject & Course No.	Descriptive Title	Semester Credits
<b>F: Calendar Description:</b>		

This course introduces students to research methods in the child and youth care field. Within an applied research context, students will investigate the knowledge and skills necessary to locate, understand and utilize research relating to the field of CYC. Students will examine and apply basic issues, designs and methodologies within qualitative

**M:** Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. recognize the ethical considerations involved in clinical and research practice
2. recognize the purposes and procedures involved in clinical and research practice
3. examine the strengths and limitations of qualitative and quantitative research models
4. demonstrate understanding of what constitutes knowledge and its evaluation
5. assess the applicability of various research models to particular types of research questions
6. demonstrate the elements of the research process, via design of a research proposal
7. access, use and critically evaluate published research literature
8. generate, shape, and refine research problems
9. evaluate practices in terms of measurement, validity, and reliability
10. explain the rationale behind sampling
11. conduct and statistically analyze a simple research problem.

**N:** Course Content:

The following global ideas guide the design and delivery of this course:

1. Child and youth care practitioners use research to develop quality programs for individuals, groups, families and communities. Recognition of the purposes, procedures and ethical considerations in clinical and research practice of research provides a base to begin reading and designing research.
2. Child and youth care uses both qualitative and quantitative research models in the development of new knowledge and the evaluation of programs.
3. Child and youth care theory and practice is based on research from a wide variety of disciplines. When practitioners understand how knowledge is constructed based on specific research, they are more able to critically assess that knowledge and consider other models from a research perspective.
4. Particular types of research questions are more effectively explored by particular research models.
5. Child and youth care counsellors often encounter situations which require research. In order to design research proposals, child and youth care students need to understand the elements in the research process, including:
  - o Research purpose and question formation
  - o Literature review
  - o Design alternatives and selection

