

STUDENT RESEARCH WEEK

POSTERS · TALKS CREATIVE WORK

A Course-Based Qualitative Investigation into First Year Child and Youth Care Student's Lived Experience with Self-Awareness Through the Learning Process of Self-Disclosure

Poster

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Abstract

Embarking on a journey into post-secondary education can often be a disorienting and overwhelming experience for first year students for a variety of reasons including forming new relationships, adapting to differing teaching styles and methods of instruction, adjusting to a self-directed learning format along with managing the academic demands of higher education, all the while learning to function as an independent adult. While studies have shown that the transition from high school to university can be a big leap for any student, our experience as fourth year Child and Youth Care (CYC) students suggest that students in helping-related academic programs of study like CYC may experience even greater levels of stress due to the instructional demands for self-disclosure placed on them in their first semester. Hence, this course-based research study explored the “lived experience” of first year Child and Youth Care students with respect to the self-disclosure requirements associated with their day to day learning experience.