YEAR	STUDENT	TITLE
2012	FISHER, LIANNE	CHILDREN'S INFLUENCE ON MOTHERS' BELIEFS, VALUES, AND SOCIAL/CULTURAL PRACTICES
2012	HYDE, CAROLYN	AN EXAMINATION OF YOUTH PERCEPTIONS AND UNDERSTANDINGS OF THEIR EXPERIENCES WITH EXTRAJUDICIAL SANCTIONS IN RELATION TO KEY PRINCIPLES OF THE YCJA
2012	MCEACHEN, ALLYSON	EXAMINING MENTORING WITHIN A PARTICULAR SERVICE LEARNING CONTEXT
2012	MILLS, JESSICA	PROVOCATIVE INNOCENCE: DECONSTRUCTING YOUTH SEXUALITY THROUGH A PATRIARCHAL & IMMANENT FRAMEWORK
2012	OLEIRO, MARLENE	BACK TO SCHOOL, BACK TO NORMAL? EXPLORING THE LIVED EXPERIENCES OF CHILDHOOD CANCER SURVIVORS AND THEIR FAMILIES THROUGHOUT THE SCHOOL RE-ENTRY PROCESS
2011	DECKERS, CHRISSY	LOCATING HOME: THE DIVERSE EXPERIENCE OF RECENT NEWCOMER YOUTH AND FIRST GENERATION YOUTH WITHIN ONTARIO'S EDUCATION SYSTEM
2011	DILKS, MALLORY	EXPLORING THE FAMILY CONTEXT AMONG CHILDREN ADOPTED FROM CHINA: PRECEPTIONS OF PRE-ADOPTION FACTORS, POST-ADOPTIONS EXPERIENCES AND THE QUALITY OF PRE-ADOPTION RELATIONSHIPS
2011	DOVOH,SELASIE	THE RELATIONSHIP BETWEEN WORKING ALLIANCE AND TREATMENT OUTCOMES IN REMEDIAL INSTRUCTION FOR OLDER DYSLEXIC CHILDREN
2011	FRY, DANIELLE	EXPLORING THE ETHICAL DECISION-MAKING PROCESSES OF COMMUNITY CARE PROVIDERS
2011	RATHWELL, JESSICA	MEDICATED ACTION, NARRATIVES OF RISK-TAKING AND IDENTITY FORMATION IN ADOLESCENTS WITH A VISUAL IMPAIRMENT
2011	STARKMAN, REBECCA	REVISITING THE JEWISH AMERICAN PRINCESS: JEWISH GIRLS, THE J.A.P. DISCURSIVE STEREOTYPE, AND NEGOTIATED IDENTITY
2011	TAVERNIER, ROYETTE	TURNING POINTS: MEANING-MAKING AND ITS ASSOCIATION WITH PSYCHOLOGICAL WELL-BEING, ACADEMIC ACHIEVEMENT AND PARENTAL RELATIONSHIP QUALITY AMONG ADOLESCENTS
2011	TWIGGER, KATE	AN EXAMINATION OF THE ROLE OF PERSONALITY AND SELF REGULATION IN THE GAMBING BEHAVIOURS OF LATE ADOLESCENTS AND EMERGING ADULTS
2011	WASIAK, JOANNA	BRINGING ZOMBIES BACK TO LIFE: AN AUTOETHNOGRAPHIC EXPLORATION OF ALIENTATION AND POLITICAL DIS/ENGAGEMENT IN EMERGING ADULTHOOD WITHIN LATE-STAGE CAPITALISM
2011	WOODHAM, MEGHAN	CLOSING THE SUMMER LEARNING GAP FOR VULNERABLE CHILDREN: AN EXAMINATION OF A SUMMER FAMILY LITERARY PROGRAM FOR JUNIOR KINDERGARTEN CHILDREN AT RISK FOR READING DISABILITIES