Course Description
Over the course of the first term, students will be exposed to learning opportunities designed to prepare the students for participation in community placements. Knowledge and skill development includes (but is not limited to): completion of an on-line ethics course; development of professional communication skills; professional behaviour; behavioural observation methods; development and refinement of research questions; understanding ethical and professional issues in applied research.

Placements will be assigned to each student based on their declaration of particular interests in child health. Placements will commence approximately late October to early November; will consist of **three hours per week** and will be completed at the end of Term 2. The specific termination date will be negotiated by the student and the practicum supervisor and communicated to 3CH6 facilitators.

The course will take a holistic approach and provide students with an opportunity to integrate and apply the fundamental knowledge acquired during 2CH3 (Learning Modules) to their experiential learning opportunities. Students will continue to build on the various child health themes which were introduced in 2CH6 - Inquiry Fundamentals. These include, but are not limited to: Physical Health and Development, Social-Emotional Development, Cognitive Development, Moral Development and Child Behaviour.

To provide students with an appreciation and experience of the scientific and ethical issues involved in child/youth health research in community settings. Knowledge and skill development will be based on a variety of learning resources which will include: team-based learning, current literature, role-playing activities, debates and class discussions.

During term 2, students will be asked to work on a project (negotiated with the student, 3CH6 supervisors and placement supervisors) which will be of benefit to the community organization.

Instructors
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Skills
Students will continue their development of the 6 P’s introduced in the first year inquiry course (1E06) maintaining the principles of student-centered learning. This will be completed within the context of:

a. The research process i.e. problem identification, investigation through empirical research; critical appraisal of the literature; communicating with peers and experts; refining the
research question; synthesis of information obtained; knowledge translation and finally
information exchange.

b. Professional behaviour and communication skills in the context of their placements. This
involves professional communication with practicum supervisors, facilitators and parents.

c. Ethical awareness and behaviours in both the classroom and practicum settings.

d. Direct Observation with the intent of observing children’s behaviour in their natural
environments while utilizing different methods of data collection.

Learning Outcomes
At the completion of this course students in Child Health will:

1. Consolidate their previous knowledge of the typical development of children/youth
through examining the physical, cognitive, socio-emotional and behavioural/moral
components of development.

2. Develop an appreciation for potential obstacles when involved in applied research in
community settings.

3. Develop a further understanding of the research process. (IREC)

4. Develop an awareness of the professional behaviours needed when interacting with
professionals and families in community settings.

5. Develop an understanding of the atypical development of children/youth living with a
specific mental and/or physical disorder by incorporating new knowledge obtained
through community placements and previously acquired knowledge of typical child
development.

6. Develop the skill of perspective-taking through analyzing several determinants of child
health and development, such as socioeconomic status, race, gender, age, family dynamic
and religion.

7. Gain a holistic perspective on the governance of child health and the potential impact of
health/education policies on children/youth and families.

8. Explore the vast diversity of professions related to child/youth health and the unique roles
each profession plays within the national and provincial contexts.
Materials
All course correspondence will be posted on LearnLink in the main conference folder. It is your responsibility to check this folder regularly. LearnLink is a tool for sharing information, receiving feedback and providing evidence of growth and development.


Course Overview and Evaluation

Term 1 and 2 will take a holistic approach and provide students with an opportunity to integrate and apply the fundamental knowledge acquired during 2CH3 (Learning Modules) to their experiential learning opportunities. Students will continue to build on the various child health themes which were introduced in 2CH6 - Inquiry Fundamentals. These include, but are not limited to: Physical Health and Development, Social-Emotional Development, Cognitive Development, Moral Development and Child Behaviour.

To provide students with an appreciation and experience of the scientific and ethical issues involved in child/youth health research in community settings. Knowledge and skill development will be based on a variety of learning resources which will include: team-based learning, current literature, role-playing activities, debates and class discussions.

Discussions/projects/assignments include but are not limited to:

1. In-Class:

   1.1 Participation
   Consistent with the Inquiry model, students will be expected to actively participate in tutorials. A combination of facilitator/peer tutor directed and student directed learning activities will form the basis of the class. Self-directed learning and group collaboration skills will be a focus as students work together to identify specific child health topics to be explored and the modalities to be used to facilitate learning. (i.e. debate, soapbox).

   1.2 Team-Based Learning Activities
   A Team-Based Learning approach will be utilized to ensure students are acquiring fundamental knowledge required to participate in class discussions and maximize learning opportunities in field placements. Topics will include:

   1. Professionalism
   2. Communication
HTH SCI 3CH6 Course Outline
Child Health Specialization Practicum
McMaster University 2017 – 2018

3. Behaviour Observation and Behaviour Principles
4. Ethics
5. Research

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<th>Participation Mark: 20%</th>
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<tr>
<td>Team-Based Learning Mark: 5%</td>
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<td>Total: 25%</td>
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2. Placement:

2.1 Collaboration Connections
There will be a minimum of three meetings (introductory, interim, wrap-up) with students, practicum supervisor(s), and 3CH6 facilitator(s). Upon completion of the introductory meeting, a written summary of that meeting will be completed and submitted to facilitators.

2.2 Placement Sharing Part I: Placement Preview Summary
Once students have been assigned their placement, they will be asked to conduct some research in order to provide a summary of the community organization they will be working with. This may include information regarding services/interventions provided to children and families; the nature of any research being conducted; child/youth population targeted; funding of organization; biography of clinicians/researchers involved in the organization. This summary will be shared with peers in order to expand students’ collective awareness of community research and services available in the Hamilton and McMaster community. In addition, it will provide exposure to various child health professions.

2.3 Placement Sharing Part II: Poster Session
The final two classes will involve each student sharing information about the organization sponsoring their placement and the nature of the research their community partner engaged in (if applicable). The format will be a poster presentation. Specific criteria for the poster will be shared with students in Term 2.

2.4 Practicum Plan
The specific requirements and timelines of the draft for the practicum plan will be shared in term one or early in term two. Students will be asked to work on a project which is derived from their placement experience. The outcome of the project is to “give back” to the organization. The child/youth health topic, project format and timeline will vary with each student since it will depend on their particular practicum and will be negotiated with Child Health facilitators and practicum supervisor.

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<th>Placement Sharing Parts I &amp; II Mark: 10%</th>
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<td>Practicum Plan Mark: 25%</td>
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3. Professional Development:

3.1 Ethics Training Certificate
The TCPS-2 ethics course will be completed by the students outside of class time by the end of Term 1. Their on-line certificate of completion will be sent to the TCPS-2 ethics course folder on Learnlink. The TCPS-2 modules needed to complete the training will be used in class to guide discussions and for team-based learning activities.

3.2 Reflective Ethical Practice Journal
Continuous critical reflections into one’s own attitudes, beliefs and behaviours is crucial in developing as an ethical professional in the field of child health. In professional practice, emphasis is placed more and more on the ability for the individual to identify their own attitudes, values and needs in order to develop ones self-awareness. This provides the foundation to be an effective professional working in the area of child health.

Students will maintain a journal throughout the course in order to develop, analyze, monitor and share their skills and growth with respect to the different dimensions of ethical practice. The journal will serve as a tool for students to analyze their reactions to the practicum experience, uncover new meanings, and consider implications of their own values in practice. The journal will consist of 3 unique, but related components.

3.21 ETHICS PORTFOLIO
Students will select 4 readings that are related to their practicum experience in the area of child/youth health ethics. Students will provide a summary of the reading, as well as a reflection on the relevance of the reading for their learning and practice. These summaries will provide the basis for some learning activities in class.

3.22 REFLECTIVE PRACTICE RECORD
Students will be asked to complete weekly reflections about their practicum experience. Once a month students will be asked to select one of their reflections for feedback from facilitators.

3.23 SELF-CARE PLAN
In professional practice emphasis is placed on the ability for the individual to identify their own attitudes, values and needs in order to develop one’s self-awareness. This provides the foundation to be an effective professional working in the area of child health. Drawing from the behaviour principles module in class, students will be asked to formulate a self-care plan to identify attitudes and behaviours they wish to address as well as a behaviour plan to implement.

Ethics Portfolio Mark: 5%
4. Practicum Supervisor Evaluation:
Practicum supervisors will be asked to complete an evaluation on each student. The final evaluation will be completed in April 2017.

5. Child Health Specialization Archive/Resource Library:
The Child Health Specialization is launching a new initiative to archive the projects that students have completed throughout their studies in the specialization, and to manage key resources pertaining to child health that could be used by other students and facilitators. Only the facilitators will have access to manage the past projects. Accordingly, students’ projects throughout this course will be archived at the end of the year to be managed within the library. This may include students’ practicum posters, and any other pieces of work that students wish to add into the archives. In addition, students are encouraged to submit any resources they think are useful within the context of child health. Please note that Learning Contracts, and personal reflections will not be stored within the archives.

Academic Integrity
You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This can result in serious consequences, e.g. the grade of zero on course work, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at http://mcmaster.ca/academicintegrity.