Course Description
Students will explore atypical child and youth health and development by focusing on one mental and one physical disorder. Through this investigation, students will gain an understanding of the disorder and its impact on the life of a child/youth and their family and community. This knowledge will be used to produce a creative integration piece by which students will attempt to ameliorate the physical, cognitive, socio-emotional, and/or behavioural state of children/youth affected by the disorder. Students will also be introduced to various perspectives within child health research and practice in the field of governance. The multi-disciplinary streams of child rights, law, policy and advocacy will be examined.

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Skills
1. Students will continue their development of the 6 Ps introduced in the first year inquiry course (1E06) maintaining the principles of student-centered learning (see Appendix 1). This will be completed within the context of 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.

2. Students will develop advocacy skills that can be generalized to a variety of contexts involving children and families.

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

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

2. Develop a profound understanding of the atypical development of children and youth living with a specific mental and physical disorder by incorporating previously acquired knowledge of typical child development.

3. Understand the way in which children and youth develop over time throughout the trajectory of a disorder’s progression.

4. Appreciate the multifaceted nature of diseases and disorders in order to build a transferrable framework by which other diseases and disorders may be studied.
5. Develop the skill of perspective-taking through analyzing several determinants of child/youth health and development, such as socioeconomic status, race, gender, age, family dynamic and religion.

6. Gain a holistic perspective on the governance of Child and Youth Health and an appreciation for its complexity.

7. Recognition of the role of advocacy in the field of Child and Youth Health.

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 frameworks to their experiential learning opportunities.

Students will continue to build on the various child and youth health domains that were introduced in 2CH3 (Learning Modules) and 2CH6 (Inquiry Fundamentals). These include, but are not limited to: Physical Development, Social Development, Emotional Development, Cognitive Development, and Behaviour/Moral Development.

To provide students with a knowledge base, a variety of learning resources will be used including: guest speakers, research articles, literature reviews, role playing activities, debates and class discussions.

1. Learning Contract:
Students will be asked to formulate a plan to identify and address their learning objectives; this will be a focus throughout the Inquiry Intermediate course. The components of the learning contract should include: 2 or 3 specific learning objectives, a plan of how those objectives will be met and identify what obstacles may impede the students’ ability to achieve their goals. Plans need to be supported by evidence from the literature. A preliminary draft of the learning contract will be reviewed by a facilitator before the first formal interview (January 2018) and the student will be given feedback. The student will then revise the learning contract based on feedback and discussion with the facilitator.

In Term 2, students will continue to work on the goals delineated in the learning contract and select a peer to review and provide feedback. Facilitators will then review the peers’ feedback and give additional input regarding the peer comments and the students’ progress with their goals. Students will be asked to demonstrate evidence of the implementation of their plan to address their learning objectives. A final review of the learning contract along with all relevant
evidence will be submitted in preparation for the final interview along with plans for continued skill development.

**Learning Contract Mark: 20%**

**LEARNING PORTFOLIO AND INQUIRY REFLECTIONS**

Building upon the Learning Log that was introduced in 2CH3, students will keep a journal of their learning activities and approaches that characterize each student’s individual learning style. Reflections enhance the student’s perspective and understanding of their continued path to lifelong learning.

2. Group Research Projects:

Each project group will select one of the predetermined mental disorder (Term 1) and one physical disorder (Term 2) to be researched over the duration of this course. Evaluation of the group research projects is based on the following criteria:

- Content
- Organization and Format
- Clarity and delivery
- Post-sharing Q&A and ability to engage the class

There will be two components to each research project:

2.1 Mental Disorders (Term 1) Project

2.11 INDIVIDUAL COMPONENT

**WRITTEN SUMMARY**

Students will provide a written scientific summary of their mental disorder that includes, but is not limited to:

- The etiology, risk factors, epidemiology/statistics, symptoms, diagnosis, pathophysiology, and treatment.
- Community and family supports, complications, and/or co-morbidities.

Students will exchange drafts of their written summary with another member of their group for feedback. Students will then consider and possibly implement the feedback and submit all three versions (original, feedback, revised).

2.12 GROUP COMPONENT

Students will be asked to evaluate their group members according to specific criteria. Self-evaluation within the context of the group will also be a component. The group evaluation form will be available on Learnlink.
Group evaluations will be submitted at two time-points in order to highlight changes in the groups’ interactions over each term.

2.2 Physical Disorders (Term 2) Project

2.21 INDIVIDUAL COMPONENT

(See Section 2.11 for more details.)

2.22 GROUP COMPONENT

(See Section 2.12 for more details.)

2.3 The KID (Knowledge, Integration and Dissemination)

After investigating the science of mental/physical disorders and examining child health and development in the context of governance and advocacy, students will create a written proposal for a new advocacy initiative tailored specifically for the needs of children and families affected by the disorder they have explored. They will then “pitch” their particular proposal idea to a selection committee of the Child Health Funding Agency. Specific criteria for the proposal and the format of the presentation to the funding committee will be shared at the beginning of Term 2.

*This is the culminating activity for this course.

<table>
<thead>
<tr>
<th>Mental Disorder Project Mark: 20%</th>
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<tbody>
<tr>
<td>Physical Disorder Project Mark: 20%</td>
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<tr>
<td><strong>KID Mark: 15%</strong></td>
</tr>
<tr>
<td><strong>Total: 55%</strong></td>
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3. Class Participation:

Attendance and participation in case studies and class discussions as well as asking questions to stimulate discussion and further one’s learning will form the basis of the student’s mark.

| Class Participation Mark: 10% |

4. Simulation Inquiry Based Study (SIBS):

In an effort to foster inter-cohort collaboration within the Child Health Specialization, students will be placed into a group that consists of 2-3 peers from Levels III and IV. The theme for the project is “Rethinking Child and Youth Health Sciences.” Students will choose a topic from a predetermined list, and will be asked to consider the possible future of their selected topic in the context of Child and Youth Health. Consultation meetings and group process meetings with facilitators will be scheduled on three and six occasions, respectively, over the course of both
terms (see Appendix 2 for the SIBS schedule). As a cumulative wrap-up, students will present their findings to their peers and a panel of experts. More information will be given in class.

SIBS Mark: 15%

5. Additional Course Components:

5.1 Reflections
Students will reflect on how they integrated the new knowledge into their previous knowledge, and how it has altered their perception of the topic and child health as a whole. Students are expected to provide evidence of their learning and integration during Facilitator meetings/interviews.

Students will submit these reflections to Facilitators. Reflections will be randomly selected by Facilitators for students to share at particular time points throughout the term.

5.2 Guest Speakers
During the course of the year, students will have the opportunity to hear from several experts in the field of child health. Students will be notified of the guest speakers a week prior to their talk along with any relevant readings. The proposed dates for the guest speakers are:

*September 29, 2017
October 24, 2017
*November 10, 2017
*January 12, 2018
January 16, 2018
*February 9, 2018
February 13, 2018
*March 9, 2018

(*Joint classes with the Inquiry Advanced class (4CH6))

Please note that these dates are based on guest speaker availability and may change.

5.3 Interviews
Two interviews will take place during this course - one interim interview to have students’ share their learning goals and monitor their progress and one final interview at the completion of the course. The final interview provides the forum for students’ to demonstrate their knowledge acquisition and skill development as well as integration of knowledge. All relevant evidence including learning portfolio submissions will be necessary.
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.
Appendix 1: The 6 P’s

The 6 P’s are as follows:

PERSONAL AWARENESS
The ability to understand yourself and how your behaviour impacts others.

- Self-organization (achieving personal effectiveness, being emotionally present, achieving balance, determining a sense of self, setting priorities, staying on track and managing time).

PROBLEM IDENTIFICATION
The ability to ask and refine questions.

PROBLEM SOLVING
The ability to determine what needs to be learned in order to answer questions, identify appropriate resources for learning and use them effectively.

- Information literacy skills (being conscious of the research process as it takes place)
- Identifying sources of information (in the library collection, on the web, from experts, etc.)
- Evaluating information content and context
- Using information appropriately to answer a question
- Reflecting on and evaluating the research process
- Constructing and deconstructing knowledge

PROFESSIONAL COMMUNICATION
The ability to communicate effectively and appropriately with others.

- Verbal, nonverbal and written
- Peers, faculty, staff, parents, community members, etc.

PEER COLLABORATION
The ability to work effectively with others.

- Working with another person and a group.
- Identifying individual and group strengths and weaknesses
- Dividing responsibility
- Following through
- Teaching each other and learning from each other
- Giving and receiving constructive feedback
- Dealing with conflict

PERSONAL/PEER EVALUATION
The ability to evaluate strengths and weaknesses of self and others (formally, informally and often).
### Appendix 2: SIBS Schedule

#### Project Schedule

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
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<tbody>
<tr>
<td>Sept. 8 SIBS Orientation &amp; IFTF Tool 1.2</td>
<td>Jan. 5 IFTF Tool (TBD)*</td>
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<td>Sept. 15 MacART Symposium (9am to 3pm)</td>
<td>Jan. 12 Guest Speaker*</td>
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<tr>
<td>Sept. 22 IFTF Tool 2.1*</td>
<td>Jan. 19 Group Process 4*</td>
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<tr>
<td>Sept. 29 Guest Speaker (9:30am to 12:20pm)*</td>
<td>Jan. 26 IFTF Tool (TBD)*</td>
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<td>Oct. 6 Group Process 1*</td>
<td>Feb. 2 Consultation 3*</td>
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<tr>
<td>Oct. 13 Reading Week</td>
<td>Feb. 9 Guest Speaker &amp; IFTF Tool (TBD)</td>
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<tr>
<td>Oct. 20 Consultation 1*</td>
<td>Feb. 16 Group Process 5*</td>
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<tr>
<td>Oct. 27 IFTF Tool 2.2/2.3</td>
<td>Feb. 23 Reading Week</td>
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<tr>
<td>Nov. 3 Group Process 2*</td>
<td>Mar. 2 IFTF Tool (TBD)*</td>
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<tr>
<td>Nov. 10 Guest Speaker &amp; IFTF Tool 2.5/2.6/2.7</td>
<td>Mar. 9 SIBS Showcase</td>
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<td>Nov. 17 *</td>
<td>Mar. 16 Group Process</td>
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<tr>
<td>Nov. 24 Consultation 2*</td>
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<tr>
<td>Dec. 1 Group Process 3*</td>
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*Working period provided at the end of the session, or when your group is not attending the consultation or group process meetings*