Course Description
Within a multidisciplinary framework that integrates research and practice, students will have the opportunity to acquire and exchange knowledge on historical and contemporary issues related to a contextual model of typical and atypical child and youth health and development. Emphasis will be given to enhancing students’ understanding of advocacy; knowledge translation and exchange; and the research and publication process. Health research methods related to longitudinal (follow-up) studies of children and youth will be introduced and used during the course. In addition, concepts involving systems theory in relation to family and education, and inter-professional collaboration will be discussed.

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Skills
1. 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 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 further develop advocacy skills, which can be generalized to a variety of contexts involving children, youth, families, and the community.

Learning Outcomes
At the completion of this course students will:

1. Consolidate their previous knowledge of the physical, cognitive, social, emotional, and behavioural/moral domains of child and youth health and development.

2. Develop an understanding of atypical health and development of children and youth living with a mental and/or physical disorder.

3. Appreciate the multifaceted nature of childhood disorders in order to build a transferrable framework by which other disorders may be studied.

4. Develop the skill of perspective-taking through analyzing several determinants of child health and development, such as socioeconomic status, ethnicity, gender, age, family dynamic, religion, and health policies.
5. Gain a holistic perspective on the governance of child and youth health, an appreciation for its complexity and the impact on children and families affected by various disorders.

6. Further develop the capacity to evaluate the scientific literature and understand the process through which knowledge is generated.

7. Develop knowledge in longitudinal research methods as it relates to child and youth health and development.

8. Develop the ability to write a grant proposal for submission to a funding agency.

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

1. Group Research Project:

1.1 Child and Youth Trajectory Profiles
Student groups will be given a profile describing contextual factors that could potentially impact a child and youth’s developmental trajectory. Students will be given updates on their child/youth’s progress at different time points throughout term 1 and term 2. These child and youth profiles will provide the framework for various learning activities including, but not limited to: class discussions, guest speakers, and the creation of a grant proposal. The grant proposal will include: the development of research questions and hypotheses; a proposed methods section, and a proposed knowledge translation and exchange plan. More detailed information will be shared with students in class.

1.2 Group Evaluation
As a continuation of the group evaluation process introduced in Level I Inquiry, students will be asked to evaluate their peers formally and informally within the context of their research group. In-class group process meetings will also be a requirement to monitor group interactions and assist the students in the development of their understanding of group process and formulation of group dynamics.

Group Research Project Mark: 50%
2. Current Issues in Child and Youth Health:

Students will organize themselves into groups and will be responsible for facilitating discussion with their peers during class on a current issue in child and youth health. In addition to facilitating discussion in class, the facilitating group will select and share readings with their peers at least one week in advance. Students will be asked to examine the child and youth health issue from various multidisciplinary perspectives and demonstrate their learning to peers. Classes will be primarily student-directed discussions/activities with further emphasis on self-directed learning and peer collaboration. More detailed information will be shared with students in class.

**Current Issues in Child and Youth Health Mark: 10%**

3. Learning Portfolio:

3.1 Learning Contract

Students will be asked to include a literature-based learning contract in their portfolio, which will identify learning objectives for the academic year. For example, students may wish to explore the literature for professional collaboration skills on which they would like to work and provide literature-based rationale for their learning goals and plan of action. It will be necessary to repeat these steps until a mutually satisfactory learning contract between facilitator and student is developed. Criteria for evaluation will include: organization, content and integration of information.

3.2 Interviews

Interviews will occur at various points over the two terms with a final interview at the completion of the course.

3.3 Reflections

Students will be expected to continue with ongoing reflections to assist in integrating information and experiences derived from multiple contexts and sources (e.g., experts; research; community programs; other courses). These will be submitted to LearnLink and shared with facilitators to monitor the students’ growth and skill development.

**Learning Portfolio Mark: 25%**

4. Sibling 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 peers from the two senior cohorts. Students will choose a topic from a predetermined list, explore the selected topic in a holistic context and develop a narrative of alternative futures. Progress summaries and check-ins with facilitators will
be scheduled throughout the course. As a cumulative wrap-up, students will present their final narratives to their peers and panel. More details will be provided in a handout.

**Sibling Inquiry Based Study Mark: 15%**

**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](http://mcmaster.ca/academicintegrity)