

ORIGINAL Course Implementation Date (yyyy-mm): 2024-09

REVISED Course Implementation Date:

Course to be REVIEWED Date: 2030-01 (six years after GSC approval)

Senate Graduate Studies Committee approval: 2024-01

# **OFFICIAL GRADUATE COURSE OUTLINE FORM**

**Note:** The University reserves the right to amend course outlines as needed without notice.

Course Full Title: Special Topics in Child Life and Community Health Course Full Title: Special Topics in Child Life and Community Health Course Short Title (To be assigned by OReg based on university standards)  Faculty: Faculty of Education, Community, & Human Development Calendar Description:  An exploration of issues of current interest and significance in graduate child life and community health education, research and/or practice.  Note: This course will be offered under different letter designations (e.g. C-2) representing different topics. This course may be repeated for credit provided the letter designation differs.  Prerequisites (or NONE):  Admission to the Graduate certificate in Child Life and Community Health.  Corequisites (if applicable, or NONE):  Pre/corequisites (if applicable, or NONE):  Antirequisite UFV Courses (cannot be taken for additional credit)  Former course code/number:  Cross-listed with:  Dual-listed with:  Dual-listed with:  Dual-listed with:  Total Contact Hours:  Online class learning  Community learning  15  Community learning  15  Community learning  15  Grading system: Letter grades  Prior Learning Assessment and Recognition (PLAR)  PLAR cannot be awarded for this course because:  The intention for this course is to construct scholarship in a new area of knowledge, research and or coursework outside of class.  Note: For each contact thour students should expect to spend at least three hours further on coursework outside of class.			1					
Faculty: Faculty of Education, Community, & Human Development  Calendar Description:  An exploration of issues of current interest and significance in graduate child life and community health education, research and/or practice.  Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.  Prerequisites (or NONE):  Admission to the Graduate certificate in Child Life and Community Health.  Corequisites (if applicable, or NONE):  Pre/corequisites (if applicable, or NONE):  Antirequisite UFV Courses (cannot be taken for additional credit)  Former course code/number:  Cross-listed with:  Dual-listed with:  Equivalent UFV courses(s):  If offered in the previous five years, ontirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)  Total Contact Hours:  Online class learning  15  Community learning  15  Grading system: Letter grades  Prior Learning Assessment and Recognition (PLAR)  PLAR cannot be awarded for this course because:  The intention for this course because:  The intention for this course is to construct scholarship in a new area of knowledge, research and/or practice.  Expected Frequency of Course Offerings  Infrequent  Note: For each contact hour students should expect to spend at least	Course Code and Number: CYC 760							
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	· · ·			Infrequent				

## **Course Objective**

The overall purpose/rationale for this course is for students to demonstrate specific, advanced knowledge and skills associated with a current, relevant and significant issue in child life and community health.

## **Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1. Demonstrate focused, advanced knowledge and skills associated with a specific issue in the profession of child life.
- 2. Critically analyze how advanced knowledge and skills in child life are relevant for Indigenous and diverse populations.

NOTE: The following sections vary by instructor. Please see course syllabus available from the specific instructor.

#### Sample Instructional Methods

May vary according to special topic. Examples include online collaborative teaching and learning and self-directed scholarship.

Sample Text(s) and Resource Materials:							
Туре	Author or description	Title and publication/access details	Year				
1.		Dependent on special topic					
2.							
3.							
4.			_				
5.			_				
6.							

Sample Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

## **Sample Evaluation Methods and Weighting**

(e.g., term paper, essay, assignment, research paper, final exam, midterm exam, major paper, thesis, practicum, research proposal, lab work, etc.)

Assignment	50%	Other	25%	%	%
Presentation	25%		%	%	%

# Sample Course Content and Topics (approximately 50-250 words)

Course content may include, but is not limited to, Indigenous knowledge, cultural safety, inclusive practice, diverse populations, anti-ableism, disability justice, antiracism principles, culture of belonging across healthcare settings, health equity, ethics, current theories and approaches in child life, healthcare policies, evidence-based research, pediatric palliative care practices, facilitating nature and other-than-human interactions in pediatrics, child life clinical practice methods, clinical skill development, critical thinking and reflection, advocacy, and/or programming and development in a specific professional practice area.