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gradstudies@sfu.ca
www.sfu.ca/grad

MEMORANDUM

ATTENTION Senate **DATE** June 20, 2024
FROM Mary O'Brien,
Chair of Senate Graduate Studies
Committee (SGSC)
RE: New Courses



For information:

Acting under delegated authority at its meeting of June 4, 2024, SGSC approved the following new courses, effective **Spring 2025**:

Faculty of Environment
Department of Geography

- 1) New Course: GEOG 608 Fundamentals of Undergraduate Teaching and Learning in Geography

Faculty of Health Science

- 1) New Course: HSCI 818 Child Health Policy

GRAD courses

- 1) New Course: GRAD 720 Methods in Dialogue, Facilitation and Conflict Engagement

April 23, 2024

To: Senate Graduate Studies Committee (SGSC)

The following new course proposed by Geography has been approved by the Faculty of Environment Graduate Studies Committee and been checked for overlap by the FGSC list.

1. GEOG 608: Fundamentals of Undergraduate Teaching and Learning in Geography.

Details of the proposed changes are included the accompanying package from the Department of Geography.

Please include these items on the agenda for consideration at the next SGSC meeting. Thank you.

Sincerely,



Christina Giovas
Associate Dean, Research and Graduate Studies
Faculty of Environment

Associate Professor
Department of Archaeology
P: 778 782 906 | E: fenv_adr@sfu.ca



Faculty of Environment
Department of Geography

Name Kirsten Zickfeld
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EMAIL kzickfel@sfu.ca
WEB www.sfu.ca/geography

MEMORANDUM

ATTENTION Christina Giovas, Associate Dean, Research and
Graduate Studies, Faculty of Environment
DATE April 23 2024
FROM Kirsten Zickfeld, Graduate Program Chair,
Department of Geography
PAGES 1
RE: New course proposal: GEOG 608

Dear Christina,

Geography would like to create a new graduate course: GEOG 608 - Fundamentals of Undergraduate Teaching and Learning in Geography. This course introduces graduate students to research into how people learn and to diverse pedagogical approaches. While pedagogical examples are largely drawn from Geography, this course is likely of interest to graduate students in other FENV units as well. The course is designed for Master's and Doctoral students at all stages of their teaching journey, from being a TA to teaching a full course. Responses to an informal survey suggest high interest among Geography graduate students in this course.

The course proposal has been ratified by the Faculty in the Department of Geography.

Please don't hesitate to contact me if you require further information.

Best regards,

Kirsten Zickfeld,
Graduate Program Chair and Professor
Department of Geography



GRADUATE STUDIES

NEW GRADUATE COURSE PROPOSAL

Course Subject (eg. PSYC) GEOG	Number (eg. 810) 608	Units (eg. 4) 4
Course title Fundamentals of Undergraduate Teaching and Learning in Geography (max. 100 characters)		
Short title (for enrollment/transcript - max 30 characters) Teaching and Learning in Geog		
Course description for SFU Calendar *(course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description. Max. 50 words) Foundational knowledge of research into how people learn and diverse Geography pedagogical approaches to promote learning. Students will develop skills to be an inclusive, engaging, reflective, and effective teacher, and the ability to apply course concepts to undergraduate teaching. The course is applicable to Masters and Doctoral students at all stages of their teaching journey, from being a TA to teaching a full course.		
Rationale for introduction of this course Graduate student teaching is a vital part of the undergraduate experience in the Geography department. Currently there is no department-level training in teaching approaches and practical skills. This course will help students in TA positions as well as in current & future instructor positions.		
Term of initial offering (eg. Fall 2019) Spring 2025	Course delivery (eg 3 hrs/week for 13 weeks) 3 hrs/week for 13 weeks	
Frequency of offerings/year 1	Estimated enrollment per offering 15	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) n/a		
Prerequisite and/or Corequisite n/a		
Criminal record check required? <input type="checkbox"/> Yes (if yes is selected, add this as prerequisite)		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components* <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> Other: _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

* See important definitions on the curriculum website.

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Tara Holland
Additional faculty members, space, and/or specialized equipment required in order to offer this course n/a

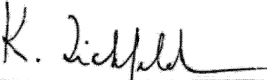

CONTACT PERSON

Academic Unit / Program Department of Geography	Name (typically, Graduate Program Chair) Kirsten Zickfeld	Email kzickfel@sfu.ca
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ACADEMIC UNIT APPROVAL

A course outline / syllabus is included

Non-departmentalized faculties need not sign

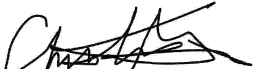
Department Graduate Program Committee Kirsten Zickfeld	Signature 	Date April 10 2024
Department Chair Tracy Brennand	Signature 	Date 13 April 2024

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content


overlap check done? YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee (FGSC) Christina Giovas	Signature 	Date April 23, 2024
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A library review will be conducted. If additional funds are necessary, Graduate Studies will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Mary O'Brien	Signature 	Date ne
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ADMINISTRATIVE SECTION (for Graduate Studies office only)

Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:
Academic Progress Units: _____
Financial Aid Progress Units: _____

GEOG 608: Fundamentals of Undergraduate Teaching and Learning in Geography

Tara Holland

Course Description:

Teaching and learning is the cornerstone of a university education, and yet very often graduate students (and new faculty) are asked to teach without being taught how to teach. Equally, undergraduate students are very often asked to learn without being taught how to learn. This course will provide graduate students with a foundational knowledge of research into how people learn and diverse Geography pedagogical approaches; skills for how to be an inclusive, engaging, reflective, and effective teacher; and the ability to apply course concepts to learning and teaching. The course will involve readings, interactive seminars, discussion, and application of ideas and strategies through creation and presentation of learning activity lesson plans and mini-lessons. Students will practice their teaching and presentation skills, reflect on teaching experiences, learn strategies for their present and future classrooms, and develop their knowledge and appreciation of learner-centred, evidence-based pedagogy. The course is applicable to Masters and Doctoral students at all stages of their teaching journey, from being a TA to teaching a full course.

Although the example pedagogies focus on Geography, any graduate student from outside the Geography department with an interest in teaching may take this course.

Course structure: 1 x 3-hour session per week for 13 weeks

Required Textbook:

Bridges, M. W., et al. (2023). *How learning works: Eight research-based principles for smart teaching* (Second edition). Jossey-Bass.

Course Educational Goals

1. Reflect and iterate on your personal teaching philosophy, practice, and development goals
2. Develop and align learning goals, activities, and assessment for effective, learner-centred teaching
3. Develop and practice strategies for promoting student inquiry, motivation, engagement, and knowledge retention
4. Create and foster an equitable and inclusive classroom environment that is conducive to learning
5. Apply a decolonial lens to undergraduate teaching
6. Observe, critically examine, and reflect on pedagogical approaches in Geography
7. Design and teach effective undergraduate lessons using evidence-based teaching practices
8. Create or expand your teaching portfolio
9. Practice critical reading of literature and integration of ideas
10. Develop and practice skills in effective discussion facilitation
11. Provide constructive feedback on your peers' teaching

Assessments: (see last page for alignment with Educational Goals map)

Learning activity lesson plan creation & revision (x 3)
Mini-lesson delivery (x 3)
Classroom observation & reflection (in pairs; x 1)
Facilitating reading discussions (in groups; x 2)
Peer feedback & collaboration (throughout course)
Positionality statement (not submitted)
Teaching philosophy statement (draft and revision)
Teaching portfolio

Evaluation:

This course will use a form of (un)grading called collaborative grading. Criteria for achieving course educational goals will be co-constructed with students. Students will then monitor their own progress through self-assessment, peer assessment, and reflection. Each student will determine and justify their final letter grade, in coordination with the instructor, based on evidence in their teaching portfolio.

Course Schedule:

Week/Topics	Learning Goals	Assessments
1. Introduction to Undergraduate Teaching in Geography How people learn; Teaching philosophies	<ul style="list-style-type: none"> Formulate your individual teaching development goals Explain key pieces of learning theory Begin to construct your own understanding of the 8 principles of adult education from “How Learning Works”, and how those might apply in your teaching Draw upon your own thoughts and experiences to begin to articulate your own philosophy of teaching 	Teaching philosophy draft
2. Motivation; Social learning and group work; Facilitating discussions	<ul style="list-style-type: none"> Explain the factors that influence student motivation to learn Describe strategies to improve student motivation Describe the concepts of social learning theory as they apply to teaching and learning Develop skills to facilitate effective discussions 	
3. Bloom’s Taxonomy and Learning goals	<ul style="list-style-type: none"> Outline how learning goals focus learning Describe the framework of Bloom's Taxonomy, and use the framework to connect learning goals with appropriate levels of challenge Design realistic, achievable, measurable and learner-centered learning goals Construct arguments both for and against using learning goals 	Learning goals debate
4. Active Learning; Designing a lesson plan	<ul style="list-style-type: none"> Recognize the role of active learning in promoting learning goals Describe several common active learning strategies 	Groups A/B facilitating reading discussions

	<ul style="list-style-type: none"> ● Apply active learning principles to design a learning activity lesson plan 	Learning Activity Lesson Plan 1
5. Assessment & Feedback	<ul style="list-style-type: none"> ● Contrast formative and summative assessment ● Describe several assessment techniques and recognize their alignment with particular types of learning goals ● Evaluate assessment techniques as learning/feedback opportunities ● Develop and apply strategies for giving constructive feedback 	Groups C/D facilitating reading discussions Lesson Plan feedback circle
6. Equity, Diversity, and Inclusion	<ul style="list-style-type: none"> ● Appreciate how an instructor's beliefs and biases can influence student learning ● Describe the impact of diversity on student learning, and how inequities can negatively impact learning if not addressed ● Identify dimensions of diversity and systemic injustices that may require consideration in the classroom ● Describe concrete strategies for creating equitable classrooms 	Mini lesson 1
7. Decolonizing and Indigenizing pedagogy Guest speaker TBA	<ul style="list-style-type: none"> ● Appreciate the First Peoples Principles of Learning ● Apply a critical and decolonial lens to undergraduate geography teaching ● Contrast the Medicine Wheel with Bloom's Taxonomy for creating learning goals ● Develop your positionality statement 	Groups A/B facilitating reading discussions Learning Activity Lesson Plan 2
8. Metacognition/self-directed learning; Developing a teaching portfolio	<ul style="list-style-type: none"> ● Reflect on your own experiences with metacognition ● Identify strategies that get students to be more self-directed and metacognitive in their learning. ● Understand the structure, purpose, and value of a teaching portfolio ● Identify at least one idea for each component of your teaching portfolio, and define at least 1 next step to preparing your teaching portfolio 	Groups C/D facilitating reading discussions Lesson Plan feedback circle
9. Prior knowledge, knowledge retention, and cognitive load	<ul style="list-style-type: none"> ● Develop questions to probe prior knowledge of learners, and evaluate how that prior knowledge will impact learning of relevant topics ● Identify teaching practices that hinder long-term knowledge retention, and apply practices that enhance long-term retention by learners ● Identify practices that increase cognitive load in presentation of material, and apply practices to reduce cognitive load in presentations. 	Mini lesson 2

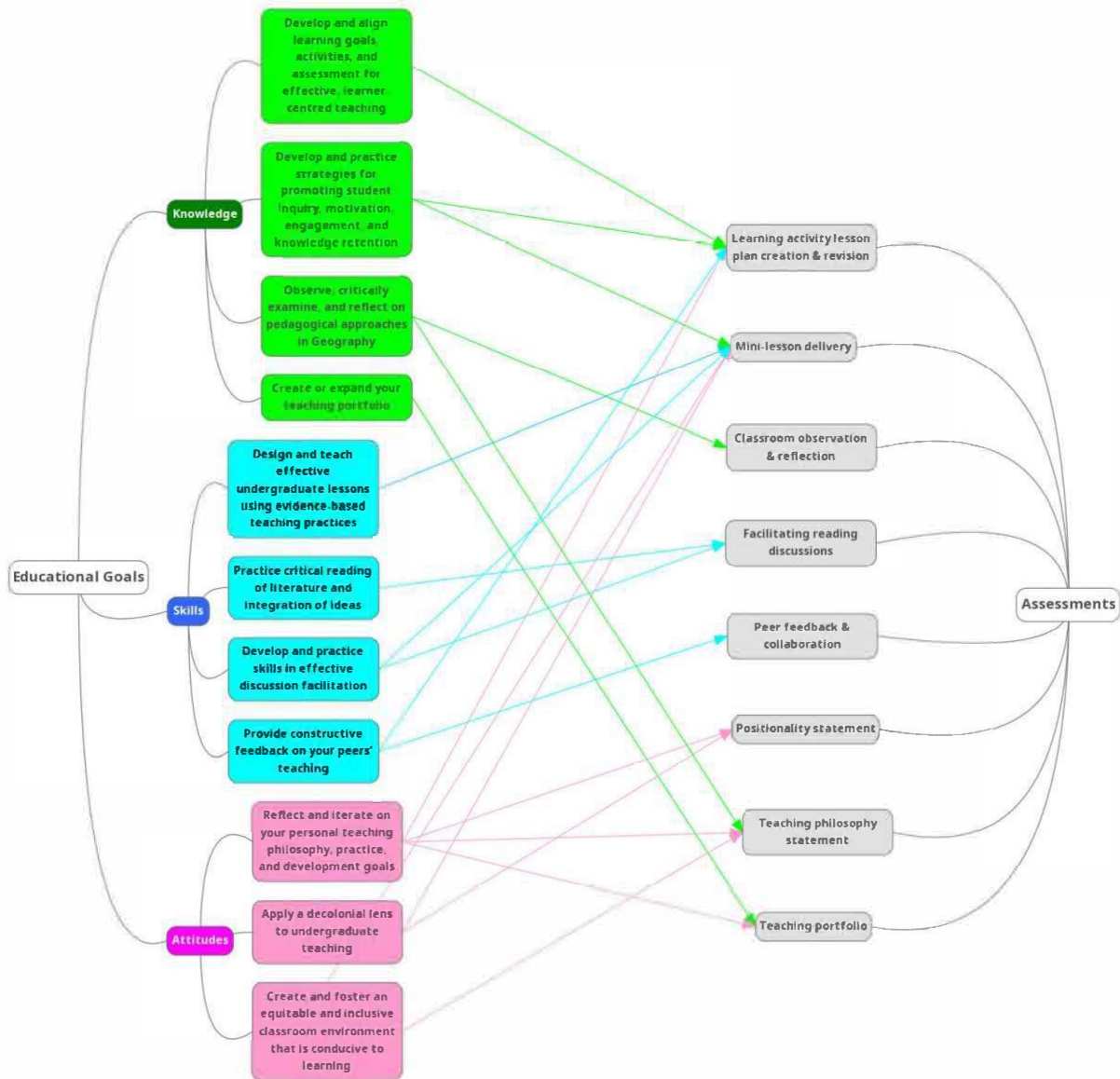
10. Geography pedagogical approaches I: Experiential & field/place-based learning & teaching Guest speaker TBA	<ul style="list-style-type: none"> Critically examine the goals, development, and application of experiential and field/place-based teaching approaches in geography 	Learning Activity Lesson Plan 3 <i>Classroom observations</i>
11. Geography pedagogical approaches II: Community-based learning & teaching Guest speaker TBA	<ul style="list-style-type: none"> Critically examine the goals, development, and application of community-based teaching approaches in geography 	Lesson Plan feedback circle <i>Classroom observations</i>
12. Geography pedagogical approaches III: Online learning & teaching	<ul style="list-style-type: none"> Critically examine the goals, development, and application of online teaching approaches in geography 	Mini Lesson 3 <i>Classroom observations</i>
13. Summary & wrap-up; teaching portfolios	<ul style="list-style-type: none"> Reflect on and evaluate your learning in the course and your achievement of your teaching development goals Revise your teaching philosophy statement 	Teaching portfolio

Selected Readings (chapters from books will be provided to students, or made available through Library Course Reserves):

- Aguillon, S. M., Siegmund, G.-F., Petipas, R. H., Drake, A. G., Cotner, S., & Ballen, C. J. (2020). Gender Differences in Student Participation in an Active-Learning Classroom. *CBE—Life Sciences Education*, 19(2). <https://doi.org/10.1187/cbe.19-03-0048>
- Artze-Vega, I., Darby, F., Dewsbury, B., & Imad, M. (2023). *The Norton guide to equity-minded teaching*. W.W. Norton and Company.
- Boettcher, J. V., Conrad, R.-M., & McQuesten, P. (2021). *The online teaching survival guide: simple and practical pedagogical tips* (Third edition). Jossey-Bass.
- Bransford, J., & National Research Council (U.S.). (2000). *How people learn: brain, mind, experience, and school*. National Academy Press.
- Czerkawski, B. C., & Lyman, E. W. (2016). An Instructional Design Framework for Fostering Student Engagement in Online Learning Environments. *TechTrends*, 60(6), 532–539. <https://doi.org/10.1007/s11528-016-0110-z>
- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415. <https://doi.org/10.1073/pnas.1319030111>

- Handelsman, J., Miller, S. M., & Pfund, C. (2007). *Scientific teaching*. Wisconsin Program for Scientific Teaching.
- Hatcher, A., Bartlett, C., Marshall, A., & Marshall, M. (2009). Two-Eyed Seeing in the Classroom Environment: Concepts, Approaches, and Challenges. *Canadian Journal of Science, Mathematics and Technology Education*, 9(3), 141–153. <https://doi.org/10.1080/14926150903118342>
- Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory Into Practice*, 41(4), 212–218. https://doi.org/10.1207/s15430421tip4104_2
- LaFever, M. (2016). Switching from Bloom to the Medicine Wheel: Creating learning outcomes that support Indigenous ways of knowing in post-secondary education. *Intercultural Education*, 27(5), 409–424. <https://doi.org/10.1080/14675986.2016.1240496>
- Lang, J. M. (2021). *Small teaching: everyday lessons from the science of learning* (Second edition). Jossey-Bass.
- Oakley, B. A., Rogowsky, B., & Sejnowski, T. J. (2021). *Uncommon sense teaching: practical insights in brain science to help students learn*. TarcherPerigee, Penguin Random House LLC.
- Pintrich, P. R. (2003). A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts. *Journal of Educational Psychology*, 95(4), 667–686. <https://doi.org/10.1037/0022-0663.95.4.667>
- Reimer, C., Ruder, S.-L., Koppes, M., & Sundberg, J. (2023). A Pedagogy of Unbecoming for Geoscience Otherwise. *Annals of the American Association of Geographers*, 113(7), 1711–1727. <https://doi.org/10.1080/24694452.2022.2151406>
- Schwartz, D. L., Tsang, J. M., & Blair, K. P. (2016). *The ABCs of how we learn: 26 scientifically proven approaches, how they work, and when to use them* (First edition). W.W. Norton & Company, Inc.
- Walkington, H., Hill, J., & Dyer, S. (Eds.). (2021). *Handbook for teaching and learning in geography*. Edward Elgar Publishing.
- Younging, G. (2018). *Elements of Indigenous style: a guide for writing by and about Indigenous Peoples*. Brush Education.

Educational Goals – Assessments alignment map:



Library Report: GEOG 604

Megan Crouch

Thu 2024-04-04 5:50 PM

To:Tara Holland <tara_holland@sfu.ca>;

Cc:Lorraine Kwan <lkwan@sfu.ca>; Sarah Zhang <s_zhang@sfu.ca>;

 2 attachments (405 KB)

Holland_GEOG604_NewCourseForm.pdf; GEOG 604-Course outline.pdf;

Dear Tara,

I've reviewed the proposal for GEOG 604: Fundamentals of Undergraduate Teaching and Learning in Geography

No additional library resources will be required to support it.

Regarding making chapters of your personal books available for students, know that we have the majority of your reading list available via the library as well, and utilizing [Library Reserves](#) may be a more straightforward way to provide access. Titles not currently owned by the SFU Library can be purchased as part of the Reserves System as well. Additionally, some of links provided to journal articles in your list will need to be revised in order to allow for access via the library for when students are off campus. More information on how to do that is available here: <https://www.lib.sfu.ca/find/journals-articles/create-stable-link-online-journal-article-or-electronic-book>

Further information about Reserves can be found here: <https://www.lib.sfu.ca/borrow/request-materials/placing-reserves>

This email will serve as your record that the Library has conducted the assessment of the proposal as it moves through the approval process. Once the course has been approved by Senate, it will appear on this list: <https://www.lib.sfu.ca/about/overview/collections/course-assessments/environment>

Please let me know if you have any questions.

Best,
Megan

Megan Crouch (she/her)
Collections Librarian
W.A.C. Bennett Library | Simon Fraser University
Occupied Squamish, Tsleil-Waututh, and Musqueam Territories.

On Mar 25, 2024, at 9:59 AM, Tara Holland <tara_holland@sfu.ca> wrote:

Hi Megan,

I'm proposing a new grad course in the Geography department, and am attaching the proposal form and syllabus here for the library resources check. The reading list is on the syllabus. I own all the books, and would make select chapters available for students to read.

The deadline for me to submit everything to my UCC is April 10, but I'd like to get it in as soon as possible.

Many thanks, and please let me know if you have any questions.

Tara

Tara Holland, Ph.D.

Senior Lecturer, Geography | Environmental Science

Faculty of Environment Teaching Fellow

Simon Fraser University

Unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), Səlilwətaʔ (Tsleil-Waututh), and kwikwəʔəm (Kwikwetlem) Nations.

To: Senate Graduate Studies Committee
From: Faculty of Health Sciences
Re: Course Proposal: HSCI 818 Child Health Policy

Date: April 22, 2024

Dear Senate Graduate Studies Committee,

Enclosed, please find the approved course proposal for HSCI 818 Child Health Policy, previously offered as a Special Topics Course. We seek its formal integration into the graduate curriculum. Attached are the course syllabus and outline for your review.

We propose its implementation for Spring 2025. Kindly consider adding it to the next SGSC agenda for approval.

Sincerely,



Faculty Graduate Chair

NEW GRADUATE COURSE PROPOSAL

Course Subject (eg. PSYC) HSCI	Number (eg. 810) 818	Units (eg. 4) 3
Course title Child Health Policy (max. 100 characters)		
Short title (for enrollment/transcript - max 30 characters) Child Health Policy		
Course description for SFU Calendar *(course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description. Max. 50 words) An examination of public policy viewed through the lens of child health. Covers the fundamentals of healthy child development, policy processes, and policy-relevant research methods, as well as contemporary child health policy challenges.		
Rationale for introduction of this course Students have expressed a demand for more courses on health policy and typically rate this course very highly. This course examines timely life course health policy issues including colonialism, racism, gender discrimination, and impacts of global crises. No equivalent courses exist.		
Term of initial offering (eg. Fall 2019) Spring 2025	Course delivery (eg 3 hrs/week for 13 weeks) 3 hrs/week for 13 weeks	
Frequency of offerings/year 2	Estimated enrollment per offering 25	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) Students with credit for HSCI 891 under the title “Child Health Policy“ may not take this course for further credit.		
Prerequisite and/or Corequisite Graduate students enrolled in Health Sciences or equivalent, or instructor’s permission.		
Criminal record check required? <input type="checkbox"/> Yes (if yes is selected, add this as prerequisite)		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components* <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> Other: _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Total repeats allowed? 0	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Dr. Kimberly Thomson and Dr. Nicole Catherine
Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

Academic Unit / Program Faculty of Health Sciences	Name (typically, Graduate Program Chair) Lawrence McCandless	Email lmccandl@sfu.ca
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ACADEMIC UNIT APPROVAL

A course outline / syllabus is included

Non-departmentalized faculties need not sign


Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content


overlap check done? YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee (FGSC) Lawrence McCandless	Signature 	Date April 24, 2024
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A library review will be conducted. If additional funds are necessary, Graduate Studies will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Mary O'Brien	Signature 	Date ne
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ADMINISTRATIVE SECTION (for Graduate Studies office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

Child Health Policy Syllabus, Health Sciences 818

Kimberly Thomson, Faculty of Health Sciences, Simon Fraser University

Welcome!

Please join me in celebrating the First Peoples whose traditional territories we are all privileged to be on. I look forward to meeting you and learning from you. I also look forward to sharing what I know about child health and policy – crucial underpinnings of wellbeing for individuals and for populations. For this seminar, we will gather in-person once a week; the rest of the time is self-directed. I will be available by email in addition to our weekly classes. I will also provide feedback and encouragement throughout the term to support your success.

– Kimberly Thomson

Logistics

When	Fridays 9:30am–12:20pm, from Jan 12 - Apr 12, 2024 (No class Feb 23 or Mar 29)
Where	Blusson Hall BLU 11401, Burnaby Campus My office hours on Fridays will be from 1:30pm to 3:00pm in BLU 11012
Instructor	Kimberly Thomson kimberly_thomson@sfu.ca childhealthpolicy.ca
Materials	Lecture slides and case studies will be posted on Canvas on Thursdays ahead of each class; the syllabus and readings will be posted on Canvas before the first class
Communicating	Email is the best way to reach me, including for arranging meetings and submitting assignments *Please kindly start the subject line with “HSCI 818” so I can best respond to your query
Deadlines	Written assignments are due by email by 9:00pm on the day of the deadline

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I. Content Overview

This seminar will give you an approach to understanding the policy process, viewed through the lens of child health. The aim is to equip you to engage – whether as practitioners, advocates, policymakers, academics or citizens – while appreciating how child health underpins the health of populations. Defining policymaking as “collective ethical decision-making” for “the one and the many” we will first cover fundamentals: healthy child development; understanding the policy process; and policy-relevant research methods. Then we will work through selected child health policy problems such as: the impacts of COVID-19 and climate change on children; service inequities for neurodiverse children and children with disabilities; childhood nutrition and food insecurity; challenges implementing mental health research in practice for children; and violations of children's rights historically and currently, including racism, sexism, homophobia, transphobia, and colonialism. For each topic we will review the child health and policy implications and will examine opportunities for progress.

2. Process Overview

We will meet in person each Friday 9:30–12:20 pm starting January 12, 2024. The last two classes involve your debates. Your work will include:

1. Doing the readings ahead of class each week;
2. Attending lectures and participating in class discussions including case studies;
3. Presenting and leading a class discussion of one reading over the term;
4. Presenting and leading a class discussion of one “children in the news” story over the term;
5. Preparing two linked written assignments over the term and summary slide deck;
6. Presenting and responding in child health policy debates.

The two linked written assignments involve: 1) introduction, methods and initial findings for a policy-relevant research paper on the child health policy topic of your choice; 2) a final paper building on the first assignment including refined introduction, methods and findings as well as conclusions, policy implications, a plain-language executive summary, and concise slide deck suitable for a policymaker audience. These assignments together will inform your final debate presentations. The seminar culminates with the debates.

3. Marking and Deadlines

	Activity	Dates
1	10% Presentation on a required reading (10 minutes)	One over the term, during class
2	10% Presentation on a “children in the news” story (10 minutes)	One over the term, during class
3	20% Assignment # 1 (500 words 10–15 references)	Due by email Feb. 5 @ 9:00 pm
4	30% Assignment # 2 (1,250 words and 6 slides 10–15 references)	Due by email Mar. 11 @ 9:00 pm
5	20% Policy debate presentations (20 minutes including responses)	During final two classes
6	10% Engagement in group conversations and debate responses	Throughout and last two classes

4. Learning Objectives

After completing this seminar, you will be able to:

1. Describe leading child health policy problems and their importance for the health of populations;
2. Explain major influences on the policy process and how to engage constructively;
3. Outline effective policy approaches to reducing or resolving important child health problems;
4. Identify, critically appraise and rigorously synthesize health research evidence;
5. Apply your knowledge in understanding relevant news events locally and globally; and
6. Present your ideas effectively in writing and in discussions and presentations.

These learning objectives address knowledge and skills that most health careers require – and reflect what you will bring to your role as a citizen educated at the graduate level in the health sciences.

5. Weekly Overview*

Fundamentals			
1	Jan. 12	<ul style="list-style-type: none"> • Welcome and introductions • Review of the syllabus • Healthy child development 	<ul style="list-style-type: none"> • Please come to the first class having read the required readings for this week (see page 10)
2	Jan. 19	<ul style="list-style-type: none"> • Understanding the policy process 	
3	Jan. 26	<ul style="list-style-type: none"> • Policy-relevant research methods 	
Child Health Policy Challenges and Opportunities for Progress			
4	Feb. 2	<ul style="list-style-type: none"> • Child psychiatric treatment & misprescribing 	<ul style="list-style-type: none"> • First assignment due Feb. 5 @ 9:00 pm
5	Feb. 9	<ul style="list-style-type: none"> • Child nutrition during climate change 	<ul style="list-style-type: none"> • First assignment returned with feedback Feb. 12
6	Feb. 16	<ul style="list-style-type: none"> • Inclusion for children who are neurodiverse 	
READING BREAK – No class Feb. 23			
7	Mar. 1	<ul style="list-style-type: none"> • COVID-19 and child health inequities 	
8	Mar. 8	<ul style="list-style-type: none"> • Addressing children’s rights I 	<ul style="list-style-type: none"> • Second assignment due Mar. 11 @ 9:00 pm
9	Mar. 15	<ul style="list-style-type: none"> • Addressing children’s rights II 	<ul style="list-style-type: none"> • Second assignment returned with feedback Mar. 18
10	Mar. 22	<ul style="list-style-type: none"> • Learning from Indigenous communities 	<ul style="list-style-type: none"> • Debate responder roles chosen
EASTER BREAK – No class Mar. 29			
Child Health Policy Debates and Wrap-Up			
11	Apr. 5	<ul style="list-style-type: none"> • Policy debates 	<ul style="list-style-type: none"> • No reading or news presentations
12	Apr. 12	<ul style="list-style-type: none"> • Policy debates • Wrap-up 	<ul style="list-style-type: none"> • No reading or news presentations
	Apr. 22		<ul style="list-style-type: none"> • Final marks provided

* Please also see the detailed schedule on page 10.

6. Detailed Expectations

Readings presentation (one over the term, 10 minutes — 10% of total mark)

Each week, you will complete two or three required readings. In addition to bringing insights from the readings into our weekly conversations, you will give one reading presentation over the term. Please: 1) summarize strengths and limitations of one reading and what you learned (five minutes); then 2) pose a question and facilitate class discussion (five minutes). Please do not summarize the reading as everyone will have read it. As well, you do not need to use slides or handouts. You will sign up for these presentations during the first class. For your presentation, please consider choosing a reading that challenges you. You will be marked according to: 1) presenting clearly, not summarizing the reading and keeping time limits; 2) critically analyzing what you learned regarding methodology, child health and policy; and 3) posing a useful question and moderating a class discussion clearly and fairly.

This expectation mirrors the need in health careers of all types to analyze and appraise new information efficiently, to moderate respectful discussions, and to communicate effectively.

“Children in the news” presentation (one over the term, 10 minutes — 10% of total mark)

Following the news is crucial to understanding historical and contemporary policy contexts. You are therefore encouraged to regularly scan high-quality news sources for stories salient to child health and policy – identifying breaking news, commentaries or investigative pieces. Please consider local (e.g., Vancouver Sun, Tyee) as well as national and global sources (e.g., CBC, CTV, *Globe and Mail*, *Aboriginal Peoples Television Network*, *Guardian*, *BBC*, *US National Public Radio*, *New York Times*, *Al Jazeera*). I look forward to learning about other good news sources from you, too. Please avoid secondary sources that select and compile others’ news stories. Over the term, you will then present one news story relevant to the theme of the week. Please: 1) summarize the source and the story and what you learned (five minutes); then 2) pose a question and facilitate class discussion (five minutes). No slides or handouts are needed. You will sign up for these presentations during the first class. Here, too, please consider choosing a news story that challenges you. You will be marked according to: 1) presenting clearly, choosing a high-quality source and a relevant story and keeping time limits; 2) critically analyzing what you learned regarding child health and policy; and 3) posing a useful question and moderating a class discussion clearly and fairly.

This expectation mirrors the need in health careers of all types to analyze and appraise new information efficiently, to moderate respectful discussions, and to communicate effectively.

Assignment # 1 (500 words, 10–15 references, due Monday February 5 — 20% of total mark)

Systematic review methods are a rigorous, efficient and transparent way to identify, critique and summarize bodies of research evidence for informing policymaking. Applying these methods, you will complete a short, policy-relevant review on the child health policy topic of your choice. This first assignment allows you to receive detailed feedback to then incorporate into your final assignment and debate presentation. Please follow the writing and referencing guide on the last page of the syllabus. Some of the required readings give you methods examples, e.g., Auger, 2016, Barican et al., 2022, Schwartz et al., 2019 (Weeks 3,4). Please include:

- Introduction: Describe your research question and its importance for child health policy; cite up to five background references.
- Methods: Describe your approach to seeking research on your question; then in tables, list the academic databases and search terms you used; in text and/or a table, then describe your approach to applying critical appraisal to identify the 10 highest-quality articles/studies.
- Initial findings: In a table (no text), summarize your 10 best articles/studies using headers: 1) lead author, study location and year; 2) methods; 3) main findings; 4) strengths and limitations.
- References: Cite your sources using APA 7th edition.

You will be marked according to: 1) following the writing guide, keeping word limits, citing good sources and citing them well; 2) choosing a salient research question; 3) being rigorous in seeking research evidence including conducting comprehensive searches using at least two academic databases; 4) being rigorous in applying critical appraisal to screen your findings; 5) summarizing your findings clearly and succinctly in a table; and 6) writing clearly, presenting ideas that are well-organized, cogent, and logical. The word limit excludes tables and references.

Assignment # 2 (1,250 words and 6 slides, 10–15 references, due Monday March 11 — 30% of total mark)

The second assignment builds on the first, allowing you to incorporate previous feedback while also preparing for your final debate presentation. Similar writing and referencing requirements apply. Please include:

- Executive summary: In text, give a 250-word plain-language recap suitable for public policy audiences.
- Summary slide deck: In up to 6 slides including a title slide: summarize the problem, research question, methods, findings, and recommendations.
- Introduction: Make refinements based on previous feedback.
- Methods: Make refinements based on previous feedback.
- Findings: Make refinements based on previous feedback; in text, summarize your overall findings.
- Conclusions: In text, describe your synthesis and interpretations.
- Policy implications: Give your recommendations including who should do what, when, why and how.
- References: Cite your sources using APA 7th edition.

In addition to the criteria for assignment # 1 you will be marked according to: 1) incorporating previous feedback; 2) synthesizing your overall findings and making solid conclusions based on high-quality research evidence; 3) offering aspirational but realistic policy recommendations; and 4) recapping your work in a compelling plain-language summary for public policy audiences. This assignment may seem to follow assignment # 1 very quickly but only 750 words (or about three pages) need to be completely new content, including the executive summary.

These assignments mirror the need in health careers of all types to define coherent research questions, to conduct critical and comprehensive literature reviews, to write clearly and persuasively, to incorporate feedback, to appreciate the policy process and to prepare succinct executive summaries.

Policy debates (20 minutes for presentation and responses, last two classes — 20% of total mark)

Building on your two written assignments – and incorporating feedback and learning from over the term – you will present your research question, findings, conclusions and policy recommendations in a simulated policy debate presentation. Please note this will not be staged as a legislative debate, but rather a debate between differing community perspectives. Other students will role-play the multiple competing perspectives of various policy actors who could potentially engage regarding your topic such as: elected politicians, civil servants, practitioners, teachers, journalists, academics, advocates, community and business leaders, and members of the public including young people and their families. You will suggest possible roles for others to play, including those that may challenge not only your recommendations but also your approach to the research evidence. Everyone will choose responder roles in Week 10 – two or three per presentation. Responders in turn will research their roles in advance.

Please take five minutes for your debate presentation, then moderate the debate for 10–12 minutes before recapping in the last few minutes. For this final presentation, you will use the presentation slides you prepared (and received feedback on) in Assignment 2. Creativity is encouraged but not at the expense of rigour. You will be marked according to: 1) presenting effectively including keeping time limits; 2) presenting a strong and persuasive case for your policy recommendations, informed by the research evidence and reflecting learning from the class; 3) responding respectfully to others who may portray diverse perspectives; and 4) moderating and recapping the discussion clearly and fairly.

This expectation mirrors the need in health careers of all types to make effective presentations, to deploy rigorous research evidence, to engage respectfully but effectively with others from diverse backgrounds, and to appreciate the policy process.

Engagement in group conversations and debate responses (throughout — 10% of total mark)

You will be asked to engage in group conversations throughout the term and during the policy debates in the last two classes. For your contributions, quality is more important than quantity. For overall class participation, you will be marked according to demonstrating: your understanding of the lectures, case studies and readings; your ability to incorporate new learning; your ability to appreciate others' perspectives and be constructive in group settings; and your creativity in thinking and problem-solving. For the final debates, you will sign up for roles to play in response to classmates' topics (approximately two per person). You will be evaluated according to how well you research and realistically portray these roles – including portraying perspectives that may differ from your own – and how effectively and respectfully you convey your positions.

This expectation mirrors the need in health careers of all types to critically and constructively engage with new ideas, to continuously reflect on your own knowledge and experiences, and to work effectively and respectfully with others.

7. Grading

According to SFU and Faculty of Health Sciences practices for graduate classes, I expect that A- will be the median grade in this seminar. To prevent grade inflation or deflation – for your protection – the Faculty of Health Sciences may adjust the final grade distribution for this seminar. I will use the following grading scheme.

Letter Grade	Numeric Equivalent	Performance Description
A+	4.33	Excellent
A	4.00	
A-	3.67	
B+	3.33	Good / satisfactory
B	3.00	
B-	2.67	Marginal / unsatisfactory
C+	2.33	
C	2.00	
N	—	Did not complete course
F	—	Fail

If you are concerned about a grade, please speak with me. Be prepared to clearly articulate why you feel your assignment has not been fairly graded. However, your mark may increase or decrease accordingly. If you are still concerned about a grade after talking with me, I will encourage you to speak with the Director of Graduate Programs for the Faculty of Health Sciences.

8. Submission of Assignments

Please submit all assignments by email as a Microsoft Word document to me by **no later than 9PM** on the date the assignments are due. The file name must include your last name, the course, and the assignment number (e.g. LastName_HSCI838_Assignment 1). You are responsible for ensuring the correct file attachment is submitted. (Hint: you can bcc yourself or check your sent folder to ensure that everything is in order with your submission).

Assignment Format: Written assignments should be double-spaced, at least 11-point font, with all pages numbered sequentially. Please include a title page with your name, student ID number, course number, assignment number, date, and word count. Your name and assignment number should appear on all pages in the header. Slide decks should include a title slide with your name, student ID number, course number, and date. Slides should be legible, with appropriate use of text and space.

Reference style: Many referencing guides and software programs are available. Please use APA 7th edition (<https://apastyle.apa.org/style-grammar-guidelines/references>). If you are using referencing software (e.g., EndNote, Mendeley), please check and correct any errors that can sometimes arise with these tools. (Hint: You can rewrite the reference list or remove the field codes to correct formatting errors).

Late Assignment Policy: The deadlines enable me to mark everyone's work in a fair and timely way. The deadlines are also good practice for the "real world." Circumstances sometimes arise which cause people to legitimately miss deadlines. To resolve these issues, please reach out to me as soon as possible so that we can discuss an appropriate course of action. Unless we both agree on a different deadline, I will need to deduct 10% for each day (including weekend days) that a written assignment is late. After five days, I may not be able to accept the assignment, resulting in a failing grade for that assignment.

9. Missing Class

Please follow recommended public health guidelines and stay home if you are sick. If you are ill and need to miss a class, please let me know in advance by email, as a courtesy. Missing only one class will not result in losing participation marks. But if you need to be away for longer than this, please talk with me so we can make a way for you to catch up, depending on how long you need to be off. I will not require a medical note for illnesses.

10. Email Communications

Email is the best way to reach me, including for arranging meetings and submitting assignments. Please kindly start the subject line of your email with “HSCI 818” so I can best respond to your query. I will do my best to respond to your email within one business day of it being sent (i.e. an email sent on Friday at 4pm will be responded to by Monday at 4pm).

11. Accessibility and Academic Supports

Please reach out to me directly via email to flag any accessibility requirements you may have that could impact your ability to fully participate in the class.

I am fully encouraging of you using extra supports and resources to assist your learning. Please reach out and talk with me if you think you may need extra help. You can also use SFU resources such as:

- <https://www.lib.sfu.ca/about/branches-depts/slc>
- <https://www.lib.sfu.ca/help/research-assistance/subject/health-sciences/services-grads>
- <https://www.lib.sfu.ca/about/branches-depts/slc/associated-services/technology-support>

12. Academic Integrity

Everyone is responsible for knowing and following SFU’s academic integrity policies. (Please see <https://www.lib.sfu.ca/help/academic-integrity/plagiarism>.) Information taken directly from any source without proper citation is considered plagiarism. In this seminar, if I find any evidence suggesting breaches of integrity, such as plagiarism, I will speak with you. Then I will need to speak with the Director of Graduate Programs for the Faculty of Health Sciences. Any confirmed breaches of integrity will result in failure for the entire seminar.

Use of Artificial Intelligence (AI) Programs: The recent emergence of artificial intelligence software (e.g., ChatGPT) creates novel opportunities to support student learning and writing. However, assignments in this course are designed to prepare you with critical analysis and evidence appraisal skills that AI does not perform well. If you choose to use an AI tool to support your writing in this course, you must:

- Include a disclaimer at the outset of any submitted work that details the software package (and version) utilized and verbatim text queries you utilized to prompt the software;
- Provide a minimum of one paragraph of text at the end of your assignment that analyzes and reflects the original text provided by the AI software. Your reflection should interrogate the presence of any implicit programming biases (e.g. sexism, racism, ableism, classism, etc.) that may have been present prior to your re-write, corrections that were required, and consideration of whether and how the tool was helpful to you in completing the assignment. This additional text will not count towards the assignment word limit.

I may use AI detection software when marking. Failure to disclose the use of AI will be considered plagiarism and will be dealt with according to SFU’s Academic Integrity Policy (see above).

13. Writing Tips

Good writing is an essential skill in the health sciences. There are many excellent writing guides. The SFU library also offers excellent writing workshops. Please see some writing tips below, informed by the American Psychological Association (<https://apastyle.apa.org/style-grammar-guidelines>), that I will apply when marking:

1. Be succinct. Less is often more powerful. Also stay within word limits, which will help you practice brevity.
2. Use active voice. Say: “we developed guidelines” not “guidelines were developed.”
3. Organize your paragraphs around coherent themes and keep paragraph lengths to half a page or less.
4. Vary your sentence structure and avoid overly long sentences.
5. Use consistent verb tenses, i.e., do not mix past and present. Past is usually preferable in academic writing.
6. Spell out all acronyms or abbreviations the first time you use them.
7. Use Canadian spelling conventions and ensure all spelling is correct.
8. Use punctuation and capitalizations correctly and consistently, and use spacing consistently.
9. For numbers nine and under, use words; for numbers 10 and higher, use numerals.
10. Edit yourself, allowing time for at least two drafts before you submit anything.
11. Cite references consistently, completely and accurately, using the guide below.

14. Changes to the Syllabus

I may update the syllabus throughout the term. I will let you know about any changes at during our class sessions. Updated versions of the syllabus will also be posted on Canvas.

15. Acknowledgements

Dr. Charlotte Waddell and Dr. Nicole Catherine provided invaluable assistance in preparing this seminar. Thank you also to students from previous years. Incorporating their feedback has continuously improved this course.

16. Schedule of Weekly Topics and Readings

Week 1: Friday, January 12, 2024

Welcome and Overview on Healthy Child Development — Fundamentals I

1. Ahead of class, please do the readings and review the syllabus (all are posted on Canvas); please also consider any readings you may want to present from Week 2 onwards, thinking about those that may challenge you.

- Lecture: Healthy child development
- Children in the news: Demonstration
- Readings:
 1. Tomlinson, M., Hunt, X., Daelmans, B., Rollins, N., Ross, D., & Oberklaid, F. (2021). Optimising child and adolescent health and development through an integrated ecological life course approach. *BMJ*, 372, 1-4. <https://doi.org/10.1136/bmj.m4784>
 2. United Nations (UN). (1989). *UN Convention on the Rights of the Child*. Geneva, Switzerland: UN.
 3. UN. (1989). *UN Convention on the Rights of the Child – The Children’s version*. Geneva, Switzerland: UN.

2. During class (9:30am – 12:20pm, in person)

- Welcome, introductions, review of the syllabus
- Lecture, case study, news demonstration and readings
- Signup for ongoing readings and news presentations

Week 2: Friday, January 19, 2024

Understanding the Policy Process — Fundamentals 2

1. Ahead of class, please do the readings, scan the news, prepare any assignments or presentations needed

- Lecture: Models of policymaking; influences on the policy process; implementation pragmatics; using and creating opportunities for constructive change
- Readings:
 1. Oliver, T. R. (2006). The politics of public health policy. *Annu. Rev. Public Health*, 27, 195-233. <https://doi.org/10.1146/annurev.publhealth.25.101802.123126>
 2. Waddell C, Lavis J, Abelson J, *et al.* (2005). Research use in children’s mental health policy in Canada: Maintaining vigilance amid ambiguity. *Social Science & Medicine*, 61, 1649–1657. <https://doi.org/10.1016/j.socscimed.2005.03.032>
 3. Purtle, J., Nelson, K. L., Bruns, E. J., & Hoagwood, K. E. (2020). Dissemination strategies to accelerate the policy impact of children's mental health services research. *Psychiatric Services*, 71(11), 1170–1178. <https://doi.org/10.1176/appi.ps.201900527>

2. During class (9:30am – 12:20pm, in person)

- Discussion on this week’s lecture and case study
- Your reading and news presentations and discussion

Week 3: Friday, January 26, 2024
Policy-Relevant Research Methods — Fundamentals 3

1. Ahead of class, please do the readings, scan the news, prepare any assignments or presentations needed

- Lecture: Identifying, critically appraising and synthesizing health research evidence; importance of good writing; applications for presentations and written assignments
- Readings:
 1. Auger M. (2016). Cultural continuity as a determinant of Indigenous Peoples' health: A metasynthesis of qualitative research in Canada and the United States. *The International Indigenous Policy Journal*, 7, 1–24. <https://doi.org/10.18584/iipj.2016.7.4.3>
 2. Barican J, Yung D, Schwartz C. (2022). Prevalence of childhood mental disorders in high-income countries: A systematic review and meta-analysis to inform policymaking. *Evidence-Based Mental Health*, 25, 36–44. <https://doi.org/10.1136/ebmental-2021-300277>
 3. Dubois, A., & Lévesque, M. (2020). Public Health Network: Canada's National Collaborating Centres: Facilitating evidence-informed decision-making in public health. *Canada Communicable Disease Report*, 46(2-3), 31. <https://doi.org/10.14745/ccdr.v46i23a02>

2. During class (9:30am – 12:20pm, in person)

- Discussion on this week's lecture and case study
- Your reading and news presentations and discussion

Week 4: Friday, February 2, 2024
Child Psychiatric Mis-prescribing — Child Health Policy Challenges and Options for Progress I

[First assignment due by email Monday February 5 @ 9pm]

1. Ahead of class, please do the readings, scan the news, prepare any assignments or presentations needed

- Lecture: Prevalence and impact of childhood mental disorders; effective interventions; psychiatric misprescribing and harm to children; policy options for progress
- Readings:
 1. LeNoury J, Nardo J, Healy D, et al. (2015). Restoring Study 329: Efficacy and harms of paroxetine and imipramine in treatment of major depression in adolescence. *BMJ*, 351, 1–16. <https://doi.org/10.1136/bmj.h4320>
 2. Schwartz C, Barican J, Yung D, et al. (2019). Six decades of preventing and treating childhood anxiety disorders: A systematic review and meta-analysis to inform policy and practice. *Evidence-Based Mental Health*, 22, 103–110. <https://doi.org/10.1136/ebmental-2019-300096>
 3. Waddell C, Schwartz C, Barican J, et al. (2013). Troubling trends in prescribing for children. *Children's Mental Health Research Quarterly*, 7(4): 1–20. Vancouver, BC: Children's Health Policy Centre, Faculty of Health Sciences, SFU.

2. During class (9:30am – 12:20pm, in person)

- Discussion on this week's lecture and case study
- Your reading and news presentations and discussion

Week 5: Friday, February 9, 2024

Child Nutrition During Climate Change — Child Health Policy Challenges and Options for Progress 2

[First assignment returned with feedback Monday February 12]

1. Ahead of class, please do the readings, scan the news, prepare any assignments or presentations needed

- Lecture: Nutrition and healthy child development; prevalence and impact of childhood obesity, hunger and food insecurity; links with climate change; policy options for progress
- Readings:
 1. McKerchar C, Lacey C, Abel G, et al. (2021). Ensuring the right to food for Indigenous children: A case study of stakeholder perspectives on policy options to ensure the rights of tamariki Māori to healthy food. *International Journal for Equity in Health*, 20, e1–13. <https://doi.org/10.1186/s12939-021-01407-4>
 2. Niles MT, Emery BF, Whiltshire S, et al. (2021). Climate impacts associated with reduced diet diversity in children across nineteen countries. *Environmental Research Letters*, 16, e1–11. <https://doi.org/10.1088/1748-9326/abd0ab>

2. During class (9:30am – 12:20pm, in person)

- Discussion on this week's lecture and case study
- Your reading and news presentations and discussion

Week 6: Friday, February 16, 2024

Inclusion for Children who are Neurodiverse — Child Health Policy Challenges and Options for Progress 3

1. Ahead of class, please do the readings, scan the news, prepare any assignments or presentations needed

- Lecture: Definitions and epidemiology of autism spectrum disorder and other developmentally-diverse abilities; intervention and service inequities and the impact on children; options for progress and evaluating advocacy initiatives
- Readings:
 1. Pellicano E, den Houting J. (2022). Annual research review: Shifting from “normal science” to neurodiversity in autism science. *Journal of Child Psychology and Psychiatry*, 63, 381–396. <https://doi.org/10.1111/jcpp.13534>
 2. Schickedanz, A., & Halfon, N. (2020). Evolving roles for health care in supporting healthy child development. *The Future of children*, 30(2), 143.
 3. Shepherd C, Waddell C. (2015). A qualitative study of autism policy in Canada: Seeking consensus on children's services. *Journal of Autism and Developmental Disorders*, 45, 3550–3564. <https://doi.org/10.1007/s10803-015-2502-x>

2. During class (9:30am – 12:20pm, in person)

- Discussion on this week's lecture and case study
- Your reading and news presentations and discussion

Week 7: Friday, March 1, 2024

COVID-19 and Child Health Inequities — Child Health Policy Challenges and Options for Progress 4

1. Ahead of class, please do the readings, scan the news, prepare any assignments or presentations needed

- Lecture: COVID-19 and its social, emotional and physical health effects for children of all ages; disproportionate impact for certain populations; policy options for progress
- Readings:
 1. Deng, J., Zhou, F., Hou, W., Heybati, K., Lohit, S., Abbas, U., ... & Heybati, S. (2023). Prevalence of mental health symptoms in children and adolescents during the COVID-19 pandemic: A meta-analysis. *Annals of the New York Academy of Sciences*, 1520(1), 53-73. <https://doi.org/10.1111/nyas.14947>
 2. Thomson, K. C., Jenkins, E., Gill, R., Richardson, C. G., Gagné Petteni, M., McAuliffe, C., & Gadermann, A. M. (2021). Impacts of the COVID-19 pandemic on family mental health in Canada: Findings from a multi-round cross-sectional study. *International Journal of Environmental Research and Public Health*, 18(22), 12080. <https://doi.org/10.3390/ijerph182212080>
 3. Waddell C, Schwartz C, Barican J, et al. (2020). *COVID-19 and children's mental health in Canada: Policy brief for the House of Commons Canada Standing Committee on Health*. Vancouver, BC: Children's Health Policy Centre, FHS, SFU (11 pages).

2. During class (9:30am – 12:20pm, in person)

- Discussion on this week's lecture and case study
- Your reading and news presentations and discussion

Week 8: Friday, March 8, 2024

Addressing Children's Rights I — Child Health Policy Challenges and Options for Progress 5

[Second assignment due by email Monday March 11 @ 9pm]

1. Ahead of class, please do the readings, scan the news, prepare any assignments or presentations needed

- Lecture: Evolving perspectives on childhood and children's rights; violations of children's rights; child maltreatment; options for progress and for celebrating strengths
- Readings:
 1. Goldfeld S, O'Connor M, Cloney D, et al. (2018). Understanding child disadvantage from a social determinants perspective. *Journal of Epidemiology and Community Health*, 72, 223–229. <http://dx.doi.org/10.1136/jech-2017-209036>
 2. Assembly of First Nations (2023). *Progress on Realizing the Truth and Reconciliation Commission's Calls to Action*. Ottawa, ON.
 3. Truth and Reconciliation Commission of Canada (TRC). (2012). *School days: The residential school experience*. In: TRC, *They came for the children: Canada, Aboriginal peoples, and residential schools*. Winnipeg, MB:TRC (pages 21–53).

2. During class (9:30am – 12:20pm, in person)

- Discussion on this week's lecture and case study
- Your reading and news presentations and discussion

Week 9: Friday, March 15, 2024

Addressing Children's Rights 2 — Child Health Policy Challenges and Options for Progress 6

[Second assignment returned with feedback Monday March 18]

1. Ahead of class, please do the readings, scan the news, prepare any assignments or presentations needed

- Lecture: Celebrating all children of all races and genders; supporting refugee and migrant children; options for progress and for celebrating strengths and diversity
- Readings:
 1. Marraccini, M. E., Ingram, K. M., Naser, S. C., Grapin, S. L., Toole, E. N., O'Neill, J. C., Chin, A. J., Martinez, R. R., & Griffin, D. (2022). The roles of school in supporting LGBTQ+ youth: A systematic review and ecological framework for understanding risk for suicide-related thoughts and behaviors. *Journal of School Psychology, 91*, 27–49. <https://doi.org/10.1016/j.jsp.2021.11.006>
 2. Fazel M, Betancourt T. (2018). Preventive mental health interventions for refugee children and adolescents in high-income settings. *Lancet Child and Adolescent Health, 2*, 121–132. [https://doi.org/10.1016/S2352-4642\(17\)30147-5](https://doi.org/10.1016/S2352-4642(17)30147-5)
 3. Shonkoff JP, Slopen N, Williams DR. (2021). Early childhood adversity, toxic stress, and the impacts of racism on the foundations of health. *Annual Review of Public Health, 42*, 115–134. <https://doi.org/10.1146/annurev-publhealth-090419-101940>

2. During class (9:30am – 12:20pm, in person)

- Discussion on this week's lecture and case study
- Your reading and news presentations and discussion

Week 10: Friday, March 22, 2024

Learning from Indigenous Communities — Child Health Policy Challenges and Options for Progress 7

[Debate responder roles chosen]

1. Ahead of class, please do the readings, scan the news, prepare any assignments or presentations needed, please think of potential debate roles for your topic

- Lecture: Perspectives on historical and current effects of colonialism in Canada; Indigenous leadership and children in community; Indigenous Peoples as exemplars for policy progress
- Readings:
 1. Auger M. (2021). Understanding our past, reclaiming our culture: Metis resistance, resilience, and connection to land in the face of colonialism. *Journal of Indigenous Social Development, 10*, 1–28.
 2. Lloyd-Johnsen A, Eades A, McNamara B, et al. (2021). A global perspective of Indigenous child health research: A systematic review of longitudinal studies. *International Journal of Epidemiology, 50*, 1554–1568. <https://doi.org/10.1093/ije/dyab074>
 3. Reading C. *Structural determinants of Aboriginal people's health* (2015). In: Greenwood M, de Leeuw A, Lindsay N, Reading C. (Editors), *Determinants of Indigenous People's health in Canada*. Toronto, ON: Canadian Scholars' Press, (pages 3–15).

2. During class (9:30am – 12:20pm, in person)

- Discussion on this week's lecture and case study
- Your reading and news presentations and discussion

Week 11: Friday, April 5, 2024
Policy Debates

(9:30am – 12:20pm, in person)

Week 12: Friday, April 12, 2024
Policy Debates and Wrap-up

(9:30am – 12:20pm, in person)

April 22, 2024
Final Marks Provided

HSCI 891 G200

SPECIAL TOPICS IN HEALTH SCIENCES (3)

Class Number: 7707

Delivery Method: In Person

Overview

- COURSE TIMES + LOCATION:
Jan 8 – Apr 12, 2024: Fri, 9:30 a.m.–12:20 p.m.
Burnaby

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- INSTRUCTOR:
Kimberly Thomson
kimberly_thomson@sfu.ca
1 778 782-8180

Description

CALENDAR DESCRIPTION:

Special topics in areas not currently covered within the graduate program offerings.

COURSE DETAILS:

Child Health Policy

Welcome! This seminar will provide you with an approach to understanding the policy process, viewed through the lens of child health. The goal is to equip you to engage in the policy process – whether as practitioners, advocates, policymakers, scientists or citizens – while also learning how child health underpins the health of populations. Defining policymaking as “collective ethical decision-making” for “the one and the many” we will first cover fundamentals: goals for healthy development for all children; models for understanding the policy process; and methods for policy-relevant writing and research. Then we will work through selected child health policy problems such as: the impacts of COVID-19 and climate change on children; service inequities for neurodiverse children and children with disabilities; childhood nutrition and food insecurity; challenges

implementing mental health research in practice for children; and violations of children's rights historically and currently, including racism, sexism, homophobia, transphobia, and colonialism. For each topic we will also examine policy options for progress and reasons for hope – including what we can learn from Indigenous communities.

Each week will include: 1) instructor content overviews and case studies (60 minutes); 2) student reflections/presentations on the readings; 3) student reflections/presentations on “children in the news”; and 4) group conversation. You will also be asked to prepare two linked written assignments: 1) an introduction, methods and initial findings for a policy-relevant research paper on a child health policy topic of your choice; 2) a final paper building on the first assignment including refined introduction, methods and findings as well as conclusions, policy implications, a plain-language executive summary, and concise summary slide deck suitable for a policymaker audience. The course will culminate with simulated policy debates that you each will lead on the topic of your final paper.

COURSE-LEVEL EDUCATIONAL GOALS:

After completing this seminar, you will be able to:

1. Describe leading child health problems and their importance for the health of populations;
2. Explain major influences on the policy process and how to engage in the process constructively;
3. Outline effective policy approaches to reducing or resolving important child health problems;
4. Identify, critically appraise and rigorously synthesize health research evidence;
5. Apply your knowledge in understanding relevant historical and current news events locally and globally; and
6. Present your ideas effectively in writing and in discussions and presentations and debates.

Grading

Presentations on readings and "children in the news" 20%
Written Assignment #1 (due February 2024) 20%
Written Assignment #2 (due March 2024) 30%
Policy debate presentations (during final classes) 20%
Engagement in class conversations (throughout the term) 10%

REQUIREMENTS:

Health Sciences graduate students or instructor's permission.

Materials

MATERIALS + SUPPLIES:

Readings will be provided via Canvas at the beginning of term; there is no required text.

REQUIRED READING NOTES:

Your personalized Course Material list, including digital and physical textbooks, are available through the SFU Bookstore website by simply entering your Computing ID at: shop.sfu.ca/course-materials/my-personalized-course-materials.

GRADUATE STUDIES NOTES:

Important dates and deadlines for graduate students are found here: http://www.sfu.ca/dean-gradstudies/current/important_dates/guidelines.html. The deadline to drop a course with a 100% refund is the end of week 2. The deadline to drop with no notation on your transcript is the end of week 3.

REGISTRAR NOTES:

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

SFU's Academic Integrity website <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the university community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the university. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the university. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

NEW GRADUATE COURSE PROPOSAL

Course Subject (eg. PSYC) GRAD	Number (eg. 810) 720	Units (eg. 4) 3
Course title Methods in Dialogue, Facilitation and Conflict Engagement (max. 100 characters)		
Short title (for enrollment/transcript - max 30 characters) Engagement methods		
Course description for SFU Calendar *(course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description. Max. 50 words) A highly applied course, focused on building skills for leading and participating in meetings, deliberations, consultations and shared decision-making processes in professional settings. Introduction to theory and practice of dialogue, facilitation, and conflict engagement. Survey of methods and approaches. Demonstrations and opportunities for supervised practice. Discussion of equity and decolonization.		
Rationale for introduction of this course Skills in collaboration and working across differences are increasingly essential for both researchers and practitioners across disciplines. Responding to requests from faculty and graduate students, the leadership at SFU Centre for Dialogue proposes this course to meet the need.		
Term of initial offering (eg. Fall 2019) Spring 2025	Course delivery 3hrs/LEC for 6 weeks and 3 hrs/ (eg 3 hrs/week for 13 weeks) OLC for 6 weeks	
Frequency of offerings/year once per year	Estimated enrollment per offering 30	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) None		
Prerequisite and/or Corequisite None		
Criminal record check required? <input type="checkbox"/> Yes (if yes is selected, add this as prerequisite)		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components* <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other: _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Aftab Erfan
Additional faculty members, space, and/or specialized equipment required in order to offer this course None

CONTACT PERSON

Academic Unit / Program Centre for Dialogue	Name (typically, Graduate Program Chair) Executive Director	Email aerfan@sfu.ca
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ACADEMIC UNIT APPROVAL

A course outline / syllabus is included

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content


overlap check done? YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee (FGSC)	Signature	Date
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A library review will be conducted. If additional funds are necessary, Graduate Studies will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Mary O'Brien	Signature 	Date ne
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ADMINISTRATIVE SECTION (for Graduate Studies office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

GRAD 720 Syllabus
Methods in Dialogue, Facilitation and Conflict Resolution
Simon Fraser University Faculty of Graduate Studies
Spring 2025

Instructor: Dr. Aftab Erfan
aerfan@sfu.ca

Course times: TBD

Office hours: by appointment with the instructor
Canvas site: TBD

Zoom link: <https://sfu.zoom.us/my/aftaberfan>

Class location: Harbour Centre 3050 + Online

We will be meeting on the unceded lands of the xwməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səlilwətał (Tsleil-Waututh), where teaching and learning have been happening since time immemorial. We set a collective intention to respectfully learn from Indigenous knowledge-holders in connection with the content of this course, and that the learning happening in this course will benefit, first and foremost, the Indigenous people of these lands.

Course description

From large scale public consultation sessions to focus groups, project meetings to team check-ins, meetings are the units at which a majority of work takes place in workplaces. Whether as a member of an academic institution or a professional in the field, graduates find themselves needing to function effectively in group settings and vis-à-vis other people. This includes articulating needs, desires and underlying assumptions in self and others (dialogue), assisting others in communicating affectively with each other and making shared decisions (facilitation), and navigating interpersonal, institutional and societal tensions and disagreements with grace (conflict resolution). These dialogic tasks are so ubiquitous in the workplace that we perform them without even thinking; but some theorists believe –and many practitioners agree - that these are the most central pillars of practice, regardless of what specific areas of work we find ourselves in.

GRAD xxx brings together students from across the disciplines to explore these grounds, taking both theoretical and practical approaches. Our goal is to help you become more competent and confident in all your dialogic tasks, particularly in the seemingly spontaneous acts required of you when working face to face with others in group settings. Our primary focus will be on creating safe opportunities for you to practice your facilitation skills, and to learn from observing others practice theirs. We will also spend a significant amount of time learning the dynamics by which conflicts emerge in groups, and methods for working with tensions.

This is a highly participatory course, with significant amounts of materials presented during seminars, followed by discussion, group or individual activities, and opportunities for supervised practice. Demonstrations are a key component of this course and for this reason regular attendance is essential. The course draws strongly from the experience of the instructor as a master facilitator and conflict practitioner. The reading material are supplementary, intended to strengthen the theoretical foundations of what is taught in class, but the practical tools shared in their course simply cannot be learned through readings. The course culminates in a final public dialogue event, hosted at the Morris J Wosk Centre for Dialogue at the end of the term, where students showcase the skills they have picked up throughout the course. Supervisors, colleagues, family and friends, and members of the community are invited to the public dialogue.

Classes will be a mix of in-person at the SFU downtown campus, and online through Zoom. If you will be missing a class please let the instructor know and arrange for a classmate to audio record the session and/or share their notes and learnings.

Learning Objectives

As a result of completing this course participant will be able to:

- Understand the underlying reasons for the complex nature of groups, and reflect on the qualities that they themselves bring into their work with groups;
- “Read” the fabric of the group and identify possibilities for intervention;
- Facilitate generative discussions in small and medium size groups using approaches appropriate to the setting;
- Report back affectively from group work, and synthesize information verbally and visually;
- Recognize and work with conflict using the tools introduced in the course;
- Design a meeting with a beginning, middle and end;
- Design a consultation process or multi-session series of meetings with an appropriate arc;
- Articulate the role of power and privilege in group settings, acknowledge their own, and have ideas about what to do with one’s own power and privilege.

Instructor Bio

Aftab Erfan (she/her) is a scholar-practitioner currently serving as the Executive Director of the M J Wosk Centre for Dialogue at SFU. She teaches primarily in the Masters of Public Policy at SFU. From 2020 to 2023 she was the City of Vancouver’s inaugural Chief Equity Officer, where she led the organization’s internal transformation in the direction of JEDI (justice, equity, diversity, inclusion). Prior to that she served as the Director of Dialogue and Conflict Engagement at the Equity and Inclusion Office at UBC for four years.

Originally from Iran, Aftab is a first-generation Settler. She moved to Canada as a teenager and settled in the Vancouver area, on Coast Salish lands. Aftab holds a Bachelor of Science in Environmental Sciences from UBC, a Masters in Urban Planning from McGill University, and a PhD in Community and Regional Planning from UBC, where she also taught a popular graduate

level course in public engagement for over a decade. She has worked as a consultant on four continents, but is most energized by what she is able to accomplish in her own backyard.

Evaluation Criteria and Grading

1. Literature Review- 45% (Bibliography due mid-term, Final paper due end of term)

The major assignment for this course is a literature review (5000 words – 10 pages single spaced) to be written jointly by small groups of 2 to 3 students on timely topics related to the substance of the course. The instructor will work with the students to finalize topics and groups. Some examples include:

e.g. The role of social media in First Nation communities– Is Facebook a form of village space in the absence of gathering spaces in Indigenous communities? How is it being used and to what effect? How can it be best be utilized a tool for building community?

e.g. The possibilities and pitfalls of Resident Assemblies – Are Resident Assemblies a legitimate new form of democratic governance? What is lost and what is gained when traditional modes of public consultation are replaced by Resident Assemblies?

e.g. The limit of workplace policies governing behaviour – Can ‘respectful workplace’ policies incorporate microaggressions? What would that do? How are conflict resolution mechanisms working alongside formal investigation policies in workplaces?

2. Final Event Summary or Reflection - 30% (due end of term)

Students produce a short report or personal reflection (1-page single spaces, or 2 pages graphically designed) based on the final Public Dialogue even that the class organizes and facilitates towards the end of the term. The report or personal reflection will summarize or comment on some aspect of the event and can be used as a portfolio piece for students wishing to apply for jobs where facilitation is a component of the role.

3. Class participation and skill development (individual)– 25% (assessed throughout)

This is an intensive, experiential course, much of the learning happens directly in class and some of the activities in this class build on activities from previous classes. For this reason students are highly encouraged to attend all classes. You will lose 2 percentage points for each class missed unless there is a formal accommodation preventing participation. All requests for accommodations should be submitted to the instructor in the first week of class or as soon as accommodations come into effect so that alternative arrangements can be made.

Assignments will be discussed on the first day of class in more detail, with further instructions shared throughout the term as needed. All assignments should be digitally submitted to the instructor on Canvass, with a descriptive title and your name(s) clearly in the name of the file.

Required Readings

Either/or (both available electronically through SFU library):
Peter Block's Community: The Structure of Belonging
Priya Parker's The Art of Gathering: How we Meet and Why it Matters

Recommended Readings

Henri Lipmanowicz and Keith McCandless, The Surprising Power of Liberating Structures
Phyllis Kirtek, Negotiating at an Uneven Table (Chapters 4,8,16)
Arnold Mindell, Sitting in the Fire (Chapters 3 and 6)
+ Information on specific tools and techniques as provided

Course Schedule

Class 1 –

Opening, introductions and icebreakers
Introduction to Appreciate Inquiry
Constructing Good Questions
Introduction to the concepts of hosting and harvesting
Overview of the course

Reading: Peter Block, Community: The Structure of Belonging Chapter 1, 11 and 12
Listening: Priya Parker on Brene Brown's podcast
<https://brenebrown.com/podcast/brene-with-priya-parker-on-the-art-of-gathering/>

Class 2 –

Land acknowledgement, its meaning and practice
Introduction to clustering and sense making
Wisdom of dissent
Deep Democracy Model for understanding group dynamics and emergence of conflict

Reading: Traditional territories: SFU's land acknowledgements
- <https://www.lib.sfu.ca/help/academic-integrity/indigenous-initiatives/traditional-territory>
Reading: Arnold Mindell, Sitting in the Fire, Chapter 6 – Embracing the Terrorist

Class 3 -

Building relationships through check-ins
Check-in practice
Deep Democracy steps to making a sustainable decision
Introduction to Open Space Technology

Watching: Is Hope BS? <https://www.youtube.com/watch?v=VZPMXGsLNZQ>

Class 4 –

Introduction to Polarity Management

Embodiment tools for noticing tensions in a group
Deep democracy steps to working through conflict

Reading: Phylis Kirtek, Negotiating at an Uneven Table, Chapter 16 – A Model of Paradigm Shift

Class 5 -

Introduction to role theory
Conflict resolution practice in group - demo
Conflict resolution practice in pairs - practice

Clip: Mining the Gold of Conflict, Myrna Lewis TEDX Cape Town
<https://www.youtube.com/watch?v=FsFz1H447kk>

Class 6 –

Introduction to Open Space Technology
Four Parts of Speech
Communication Habits

Watching: Open Space Technology, The Art of Hosting <https://vimeo.com/74327923> and <https://vimeo.com/69798729> and <https://vimeo.com/74327924>

Reading: Bill Torbert, Action Inquiry, Chapter 2 – Action Inquiry as a Manner of Speaking

Class 7 –

Introduction to World Café
Principles for summarizing and reporting back
Report back practice

Clip: World Café – The Art of Hosting <https://vimeo.com/69798733>

Reading: Make the Most of Reporting Out after Group Work <https://ctl.byu.edu/tip/making-most-%E2%80%9Creporting-out%E2%80%9D-after-group-work>

Class 8 –

Introduction to Visual Recording and Graphic Facilitation
Use of visual resources in facilitation

Graphic Facilitation: The Ultimate Guide <https://thefacilitationhub.com/graphic-facilitation-ultimate-guide/>

Class 9 – Mar 19

Systems mapping facilitation tools
Introduction to Social Presencing Theater
Use of embodiment resources in facilitation

Clips: Arawana Hayashi, Social Presencing Theater
<https://www.youtube.com/watch?v=NAIBvdYFRYo> OR <https://vimeo.com/387032405>

Class 10 –
Circle Practice
Rank, power and privilege

Reading: Arnold Mindell, Sitting in the Fire, Chapter 3 – Rank, a double signal
Reading: Phylis Kritek, Negotiating at an Uneven Table, Chapter 8 - Beyond Appearances

Class 11 –
Public Dialogue Event

Class 12 –
Public Dialogue Event Debrief
Reflections on Process Design

Course policies and information on student resources and supports on campus

Academic Integrity

Academic honesty is essential for maintaining a high standard of academic excellence and integrity. There are many different forms of academic dishonesty. These include plagiarism such as inadequately citing the source of short phrases or ideas of an author in written work submitted for a grade and submitting or presenting another's work as one's own, among others. Students should read SFU's policy S10.01 on Code of Academic Integrity and Good Conduct at: <http://www.sfu.ca/policies/gazette/student/s10-01.html> which outlines all prohibited acts of academic dishonesty.

As this is a course focused on developing your skills in policy analysis and integration of an equity lens, you will not get value from the course if you depend on ChatGPT or other AI assistance for your assignments. The exception to this is the second step of the group project – the jurisdictional scan – for which you are welcome to use AI tools as a starting point in your research if you so choose. Submitting text written by AI as your own work is contrary to the spirit of the course and also goes against the principles of academic integrity.

Accessibility and Accommodation

Students with hidden or visible disabilities who may need classroom or exam accommodations are encouraged to register with the [SFU Centre for Accessible Learning](#) as soon as possible to ensure that they are eligible and that approved accommodations and services are implemented in a timely fashion.

The instructor is also open to discussing accessibility needs and accommodations – including religious accommodations - directly with you. Please reach out if there are reasonable

adjustments we can make to the way the course is run in order to make it work better for you, or if there are things the instructor should know about how you can and cannot participate in class.

Mental Health, Sexual Violence Support and Prevention

In this course, we will generally stay away from explicit or detailed description of sensitive topics such as sexual assault, racism and other forms of violence. However, given the topic of the course it is inevitable that these realities are in the background of our awareness throughout the course, and we will from time to time address them directly. Part of the objectives for the course is to develop your skills for being in these forms of conversations with sensitivity and create as much safety as possible for yourself and others. Nevertheless, the content may bring up difficult feelings for people who have been impacted by inequities. If this happens to you, your first priority should be to take care of yourself. The instructor will not hold it against you if you decide to leave the classroom for a while, and encourages you to let her know what you are going through, sharing as much as you feel comfortable sharing, so that she can help. You are also welcome to seek support from one of the campus services listed in the school Handbook.