Academic Programs Committee of Council

University Course Challenge

Scheduled posting: March 2021

The following types of curricular and program changes are approved by the University Course Challenge -- additions and deletions of courses, lower levels of study and program options; straightforward program changes; and curricular changes which affect other colleges.

Contents include submissions for information and approval from the following colleges:

College of Education
College of Graduate and Postdoctoral Studies
College of Kinesiology

Approval: Date of circulation: March 17, 2021
Date of effective approval if no challenge received: March 31, 2021

Next scheduled posting:

The next scheduled posting will be April 16, 2021, with a submission deadline on **April 14, 2021.** Urgent items can be posted on request.

Please direct challenges to both of the following: seanine.warrington@usask.ca in Registrarial Services and amanda.storey@usask.ca in the Governance Office.

College of Education – March 2021 University Course Challenge

The curricular revisions listed below were approved by the College of Education Faculty Council on Friday, March 5, 2021 and are now submitted to the University Course Challenge for approval.

Contact: Arvelle Van Dyck (arvelle.vandyck@usask.ca)

Bachelor of Education (B.Ed.) – Technical Vocational (TV) Stream and Certificate in Secondary Technical Vocational Education (CSTVE)

- Esthetician-Skin Care Technician has been added to the list of acceptable Journeyperson's Certificates required for the B.Ed. – Technical Vocational Stream and Certificate in Secondary Technical Vocational Education (CSTVE).

Bachelor of Education (B.Ed.) - Technical Vocational Stream

This four-year program is for students who wish to specialize in Technical Vocational education.

Information about the courses that count towards the Secondary Teaching Areas 1 and 2 is available under the Bachelor of Education (B.Ed.) program listing in this Catalogue (see Secondary Teaching Areas).

Year 1 - 30 credit units

- Journey Person Certificate (The Journey Person Certificate is equivalent to 30 credit units of the Technical Vocational Degree and is the Teaching Area 1).

Please note: the following list of acceptable Saskatchewan Journeyperson's Certificates: Agricultural Mechanic, Automotive Service Technician, Carpentry, Commercial Cook, Construction Electrician, Electrician, Electronics (formerly Radio and Television Repair), Esthetician-Skin Care Technician, Hairstylist, Heavy Duty Equipment Mechanic, Industrial Mechanic (Millwright), Ironworker, Machinist, Plumbing, and Welding. Among acceptable Diplomas in Technology or the Applied Arts are: Civil Technology, Drafting Technology, Electrical Technology, Electronics Technology, and Mechanical and Architectural Technology.

Year 2 - 30 credit units

- EFDT 101.3 Introduction to Education
- ECUR 165.3 Introduction to Teaching in Secondary Schools

Choose 3 credit units of Indigenous Studies:

- INDG — 100-Level, 200-Level, 300-Level, 400-Level
- HIST 265.3
- HIST 315.3 Indigenous Health History
- SOC 341.3 Institutional Racism and Indigenous People

Choose 6 credit units of junior-level English:

- ENG-100-Level

Choose 15 credit units from the following:

- Teaching Area 2 (choose from the approved Teaching Area 2 options)

Spring Term (after Year 2)

- EDST 213.0

Year 3 - 30 credit units

- EPSE 202.3 Psychological Foundations of Teaching and Learning
- ECUR 320.3 Literacy Across the Secondary Curriculum
- ECUR 325.3 Relational Curriculum Making in the Secondary Context
- ECUR 340.3 Introduction to Teaching Practical and Applied Arts
- ECUR 341.3 Curriculum and Evaluation in Practical and Applied Arts
- EDST 321.3 Field Experience Learning in Contexts
- EDST 322.3 Field Experience Relational Curriculum Making in Practice Planning Adapting and Assessing
- EFDT 301.3 Educator Identity in Contexts Anti Oppressive and Ethical Beginnings
- EFDT 313.3

Choose 3 credit units of Teaching Area 2 methods from the following:

- EART 331.3 Methods in Secondary Visual Art
- ECUR 318.3 Methods in Secondary Mathematics
- ECUR 326.3 Methods for Teaching Science in Secondary School
- ECUR 349.3 Methods in Middle Years and Secondary Drama
- ECUR 362.3 Introduction to Principles and Practices of Second Language Teaching
- ECUR 379.3 Introductory Methods in Secondary English Language Arts
- ECUR 386.3 Methods in Secondary Social Studies

Year 4 - 30 credit units

Education Courses:

- EFDT 265.3 Foundations for First Nations Metis and Inuit Teaching and Learning or ECUR 265.3 Teaching for Reconciliation in the K to 12 Curricula
- EADM 303.3 Education in Society Structures Systems and Stakeholders
- EPSE 348.3 Essentials of Assessing Student Learning
- EPSE 390.3 Exceptional Learners

Choose 3 credit units from the following:

- EADM 411.3 Inquiry Project and Community Learning Field Experience
- ECUR 411.3 Inquiry Project and Community Learning Field Experience
- EFDT 411.3 Inquiry Project and Community Learning Field Experience
- EPSE 411.3 Inquiry Project and Community Learning Field Experience

Extended Practicum

- EXPR 422.15 Professional Extended Practicum **OR**
- EXPR 423.3 Alternative Field Experiences Practicum I Adult Learning and Community Based Educational Settings **AND** EXPR 425.12 Alternative Field Experiences Practicum II Saskatchewan Schools
  OR
- EXPR 424.3 Alternative Field Experiences Practicum I International Opportunities **AND** EXPR 425.12 Alternative Field Experiences Practicum II Saskatchewan Schools

Certificate in Secondary Technical Vocational Education (C.S.T.V.E.)

Year 1 (30 credit units)

- Journey Person Certificate (The Journey Person Certificate is equivalent to 30 credit units of the Certificate in Secondary Technical Vocational Education and is the Teaching Area 1).

Please note: the following list of acceptable Saskatchewan Journeyperson's Certificates: Agricultural Mechanic, Automotive Service Technician, Carpentry, Commercial Cook, Construction Electrician, Electrician, Electronics (formerly Radio and Television Repair), Esthetician-Skin Care Technician, Hairstylist, Heavy Duty Equipment Mechanic, Industrial Mechanic (Millwright), Ironworker, Machinist, Plumbing, and Welding. Among acceptable Diplomas in Technology or the Applied Arts are: Civil Technology, Drafting Technology, Electrical Technology, Electronics Technology, and Mechanical and Architectural Technology.

Year 2 (36 credit units)

- EPSE 202.3 Psychological Foundations of Teaching and Learning
- EADM 303.3 Education in Society Structures Systems and Stakeholders
- EFDT 301.3 Educator Identity in Contexts Anti Oppressive and Ethical Beginnings
- EFDT 313.3
- ECUR 320.3 Literacy Across the Secondary Curriculum
- ECUR 325.3 Relational Curriculum Making in the Secondary Context
- ECUR 340.3 Introduction to Teaching Practical and Applied Arts
- ECUR 341.3 Curriculum and Evaluation in Practical and Applied Arts
- EDST 321.3 Field Experience Learning in Contexts
- EDST 322.3 Field Experience Relational Curriculum Making in Practice Planning Adapting and Assessing
- EXPR 401.6 Practicum for Certification

College of Graduate and Postdoctoral Studies, University Course Challenge – March 2021

Minor Program Modifications - Approved by CGPS March 1, 2021

For Approval:
Mechanical Engineering
Doctor of Philosophy (Ph.D.)

Degree Requirements
Students must maintain continuous registration in the 996 course.

- GPS 960.0 Introduction to Ethics and Integrity
- GPS 961.0 Ethics and Integrity in Human Research, if research involves human subjects
- GPS 962.0 Ethics and Integrity in Animal Research, if research involves animal subjects

A minimum of 9 credit units, including the following:

- ME 990.0 Seminar
- ME 996.0 Research

Mechanical Engineering
Transfer from Master's to Ph.D.

Degree Requirements
Students must maintain continuous registration in the 996 course.
GPS 960.0 Introduction to Ethics and Integrity
GPS 961.0 Ethics and Integrity in Human Research, if research involves human subjects
GPS 962.0 Ethics and Integrity in Animal Research, if research involves animal subjects
A minimum 21 credit units, including the following:
ME 990.0 Seminar
ME 996.0 Research

Rationale: The changes were proposed in response to recommendations from a graduate program review. It is anticipated that the revised requirements will broaden student knowledge.
The "Admission Requirements" section is being removed from the Transfer from Master's to Ph.D. program as it is an error. That option is for admitted master's students satisfying the CGPS policy criteria to be eligible to transfer to a Ph.D. program.

New Course Proposals

CMPT 869.3: Foundations of Game User Research
This course teaches students the fundamental skills necessary to evaluate play experience, generate actionable insights, and report and communicate relevant findings. A foundational introduction to games user research (GUR), this course is an introductory class of interest to students interested in games evaluation or research. Evaluation processes, pipelines, and methodologies (including expert evaluation, qualitative and quantitative methods with users, and data analytics) will be covered. Professional skills (e.g., communication, listening, reporting) will be introduced.
Instructor: Madison Klarkowski, PhD
Rationale: This course is part of the NSERC CREATE training program: SWaGUR (Saskatchewan-Waterloo Games User Research) - a specific program of training and learning intended to prepare students for positions in the games industry or in academia. It has previously run twice as a special topics

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a degree, or equivalent, from a recognized college or university in a field related to Mechanical Engineering¶

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course, and so can no longer be run in that capacity at the UofS.

CHEM 802.3: Modern Aspects of Chemistry
An overview of the core material for graduate research in chemistry presented in modular form. Emphasis is placed on the integration of chemical knowledge from all chemistry encompassing both experimental and theoretical approaches.
Prerequisite: Permission of the department required.
Note: Students with credit for CHEM 801.6 may not take CHEM 802.3 for credit.
Rationale: Provide a three credit modular based alternative to Chem 801.6 for Ph.D. students and M.Sc. students who have been exempt from Chem 801.6.
Each year we have a number of students who, while exempt from taking Chem 801.6 would still benefit from taking a reduced number of the modules provided within the Chem 801.6 course.
Currently, students wishing to take three modules of Chem 801.6 use a Selected Topics course as an alternative. The introduction of Chem 802.3 would formalize the process.

EFDT 887.3: Learning in Nearby Nature
Research on the benefits, philosophy, and practice of getting into natural and biodiverse places will be explored, and designs for learning outdoors will be facilitated. Throughout the course, a decolonizing lens will be used.
Instructor: Janet McVittie, PhD
Rationale: This course fills an expressed need from educators and others for supporting others in getting out into natural areas. In this course, research demonstrating the health effects of getting people outdoors into more biodiverse areas will support the value of getting outdoors into more biodiverse places. The most commonly identified barriers to taking students outdoors are time to locations, costs to get there, and concern regarding physical risks. The barriers of cost and time will be overcome through finding or building nearby locations; risk assessment will be addressed. This course will facilitate the design of teaching to support people of multiple ages and abilities to learn in the outdoors in nearby biodiverse places. The dichotomization of terms such as nature/culture, domesticated/wilderness, etc. will be examined and critiqued with a decolonizing lens. Through focusing on nearby learning landscapes, the course will explore facilitation of learning to support holistic learning through physical, socio-emotional, spiritual, and intellectual health and development, including as related to culture, gender, ability.

VTPA 835.3: Graduate Student General Pathology
Graduate Student General Pathology is a course designed to enrich veterinarians' foundational knowledge of general pathology mechanisms, not only for the enhancement of their own career preparation, but also to specifically prepare them for Phase I of the American College of Veterinary Pathologists Board certification exam.
Instructors: Ryan Dickinson, DVM, DACVP; Hilary Burgess, DVM, DVSc, DACVP; Nicole Fernandez, DVM, MVetSci, DACVP; Melissa Meachem, DVM, MVetSci, DACVP; Erica Corda, DVM, PhD, DACVP; Bruce Woebeser, DVM, PhD, DACVP
Prerequisite: Enrolment in a graduate program in Veterinary Pathology
Rationale: Veterinarians that seek further specialized training in the field of clinical, anatomic or toxicologic pathology require a deep and extensive knowledge base for several topics that are collectively categorized under the umbrella term "General Pathology". Additionally, those veterinary pathologists in-training that wish to become board certified by the American College of Veterinary Pathologists (ACVP) must successfully pass two components of the Board Certification Exam (BCE), known as Phase I and Phase II. The Phase I component of the BCE is typically regarded as the "General

Pathology Exam" as the questions on this exam are focused around various General Pathology topics, including cellular responses to stress and toxic insults, acute and chronic inflammation, tissue renewal, regeneration and repair, hemodynamic disorders, thromboembolic disease, and shock, genetic disorders, diseases of the immune system, neoplasia, infectious disease, environmental and nutritional disease. A candidate must successfully pass Phase I prior to becoming eligible to write the Phase II component of the exam. Until recently, there has been no formal course offered at the University of Saskatchewan to help graduate students learn this material in a structured environment in order to prepare for this certification exam. I have developed this course and offered it a special topics course in the spring/summer semesters of 2019 and 2020. Graduate students that have taken this course have provided verbal feedback that this course has been very beneficial to their overall learning as well as their preparation for Phase I of the ACVP BCE. Current Graduate students in Veterinary Pathology have requested to take this course and since the course has already been offered twice as a special topics course, I must now apply for it to become an established course in the university calendar. Tentatively the course will be scheduled to be offered annually, however there may be some years where it is not offered, depending on the needs of the students.

ILBE 869.3: Queering Land-Based Pedagogy and Praxis
Students examine non-binary views of humans and more-than-humans, Indigenous gender continuums and sexual diversity, and how they relate to pedagogical practice. Examines and disrupts essentialism in nature based education, by incorporating inclusive and non-binary land-based education in educational practice.
Instructor: Alex Wilson, PhD
Rationale: This course focuses on philosophical and pedagogical praxis surrounding contemporary issues in relation to "queering" Indigenous land-based education. Participants will explore topics such as non-binary views of humans and more-than-humans, Indigenous gender continuums and sexual diversity, and how they relate to pedagogical practice. Misconceptions due to colonization must be explored. The course models and addresses how to examine and disrupt essentialism in nature based education, by incorporating inclusive and non-binary land-based education in educational practice.

ILBE 991.3: Indigenous Land-Based Capstone
Students will demonstrate their scholarship in Indigenous land-based education through their capstone projects. The capstone projects draw on academic and professional work developed throughout their program. The students will draw on their portfolios which may include multimedia presentations, critical reflections, professional development, workshops for peers, programs developed, during this and other courses.
Instructor: Alex Wilson, PhD
Rationale: Land-based education is becoming increasingly popular in First Nations and Canadian school systems as a catalyst for decolonization and means for reconciliation. It also has the capacity to equip learners with the tools to address climate change and the extinction crisis, as the core occupations of land-based education are facilitating the regeneration of social, spiritual, and physical land connections. Doing so mends and restores traditional relationships and practices that embody the foundational ethics, values, and teachings of living in balance with the land. Considering that Indigenous ways of knowing acknowledge that we are only as healthy as our environments, land-based education offers an venue for renewed relationships and action to protect and preserve the land in the face of impending climate realities.

ENVS 861.3: Fundamentals of Climate Change Vulnerability Assessments

This course is designed to demonstrate how climate science is used in vulnerability assessments for managing complex socio-ecological systems. It will also explore the concept of vulnerability and the degree to which geophysical, biological and socio-economic systems are susceptible to, and able to cope with, impacts of climate change.
Instructor: Sheri Andrews-Key, PhD
Prerequisite: Enrolled in a graduate program in the School of Environment & Sustainability, or permission of the instructor
Rationale: This course will provide students with an understanding of the relationships and application among climate science and vulnerability assessments and how these are applied in a management context for organizations involved in or working with environmental and natural resources. The theory and research is then translated into grounded application of the vulnerability assessment process to provide practical knowledge for application. There is a need for this education and training in an applied approach, that links science and theory with on-the-ground application.

ENVS 862.3: Building Adaptive Capacity for Climate Change
This course focuses on assessing the adaptive capacity of organizations and existing sustainable land and community systems to address climate change. The development and implementation of adaptation options will be explored, utilizing existing case studies to discuss opportunities, challenges, and management strategies, through climate change vulnerability assessments.
Instructor: Sheri Andrews-Key, PhD
Prerequisite: ENVS 861.3
Rationale: This graduate course focuses on assessing the adaptive capacity of organizations and land and community systems in both day-to-day operations and long-term planning. Adaptive capacity is a crucial element in the resilience of a system. The assessment of a system's current adaptive capacity informs and strengthens an organization's or community's ability to better adapt to the complex issues of climate change. This course also explores the development and implementation of adaptation options in sustainable land and community management and provides methods for applying adaptation options. Students will also gain an understand of how to utilize existing case studies within land and community management to discuss opportunities, challenges and barriers, management strategies, implementation, and adaptation through climate change vulnerability assessments. There is a need for this education and training in an applied approach, that links science and theory with on-the-ground application.

ENVS 863.3: The Climate Adaptive Organization
This course focuses on the intersection of climate vulnerabilities, adaptation action, and the application to inform and assess the economic and organizational elements of management and planning for climate change adaptation. Policy implications will be explored in adaptation management and decision making in the organizational case for adaption action.
Instructor: Sher Andrews-Key, PhD
Prerequisites: ENVS 861.3 and ENVS 862.3
Rationale: This graduate course is designed to prepare students to utilize climate vulnerability assessment
results and adaptation options in the development of an organizational case for adaptation in sustainable land and natural resource management systems. It will look at the intersection of climate change vulnerabilities, adapting management through implementation of adaptation, and how this is used to inform and assess the economic and organizational elements of management and planning for creating more adaptive and climate resilience organizations. We will also explore policy implications that affect adaptation management and decision making in the organizational case for adaption action.

Students will also gain an understand of how to utilize existing case studies within land and community management to discuss opportunities, challenges and barriers, management strategies, implementation, and adaptation through climate change vulnerability assessments. There is a need for this education and training in an applied approach, that links science and theory with on-the-ground application.

Course Modifications for Information:

NURS 821.3: Outcomes Based Research
This course provides skill-building opportunities related to quality improvement and evidence-based practice to facilitate research scholarship guiding nursing practice and policy. Students will demonstrate evidence-based leadership to influence change. Emphasis will be placed on the application of research principles in clinical and community practice.
Weekly hours: 3 Lecture hours
Restriction(s): Open to all U of S graduate students.

NURS 892.3: Quantitative Research Methods
This course will provide students with an overview of quantitative research methods with application to clinical nursing problems. Emphasis will be placed on elements of the research process and critical analysis and evaluation of health-related research. Weekly hours: 3 Seminar/Discussion hours
Prerequisite(s) or Corequisite(s): NURS 891 or permission of the instructor.

NURS 893.3: Qualitative Research Methods
Through this course, students will have the opportunity for in-depth examination of the main traditions of qualitative research inquiry and related methods. Emphasis will be placed on critical discussion and application of all elements of the qualitative research process including development of a qualitative research proposal. Weekly hours: 3 Seminar/Discussion hours

Rationale for NURS course modifications: Reviewed and revised for currency

CE 830.3: Advanced Open Channel Flow
Hydraulics of open channel flow. Conservation laws for open channel flow; specific energy; specific force; uniform flow; water surface profiles; hydraulic jump. Assessment of flow through culverts. Unsteady flow in open channels: development of unsteady flow equations, method of characteristics, surge propagation; flood waves. River ice formation and its impact on flow behavior. Includes a real-world design project and some laboratory experiments.

Weekly hours: 3 Lecture hours
Rationale: This course has not been modified for many decades. It has been updated to include more unsteady flow and more recent computational techniques used in current practice.

FREN 862.3: The Other France Contemporary French Cinema and Society
This course is designed to introduce students to the connections between cinema and society. We will more particularly observe how cinema has been documenting some of the major societal events that have shaped contemporary French society since the 1990s.
Rationale: This course was recently approved but has yet to be delivered. The department would like alignment with hybrid courses, so the number is being changed to allow a future hybrid with the 861 label.

Deleted: This research course will focus on developing research skills related to quality improvement, evidence based practice and outcomes based research. Students will demonstrate evidence based leadership in collaborative environments that will influence change towards improved nursing and patient-centered healthcare. This course will focus on the application of research principles in clinical practice. This course is designed to facilitate research scholarship that will guide research policy and nursing practice.

Deleted: Focuses on research methodology with application to clinical nursing problems. Major emphasis will be placed on elements of the research process, critical analysis and evaluation of nursing research, quantitative and qualitative research design, and developing proposals for nursing research investigations.¶

Deleted: Provides opportunity for in-depth examination of the main traditions of qualitative research inquiry and methods. Included are: critical discussion of all elements of method and experience of writing a qualitative proposal with respect to health issues.¶

Deleted: Hydraulics of open channel flow. Basic principles; specific energy; specific force; uniform flow; water surface profiles; hydraulic jump; slope-area and contracted area method; transitions for subcritical and supercritical flow; flood routing; spatially varied flow. Laboratory work includes practical design problems and some experiments in the fluid mechanics laboratory.

Deleted: 861

JSGS 850.0: Johnson Shoyama Graduate School of Public Policy Internship

The JSGS internship program is a competitive process open to students in the MPA and MPP programs who have completed at least 50 percent of their program, including the core program courses, and have little or no experience in the public sector. Students will be exposed to the skills used by managers at senior levels in the public sector and will perform a variety of tasks.

Prerequisite(s): Must have completed at least 50% of the M.P.A. or M.P.P. program course work, including core courses.

Note: Students with credit for PUBP 850 will not receive credit for this course.

Rationale: The internship option does not constitute a separate program option, so program is being removed from the course label.

Deleted: Program

College of Kinesiology, University Course Challenge March 2021

The following new courses have been approved by the college faculty council and are being submitted to University Course Challenge for approval:

New Course Proposals

KIN 360.3 Huskie Athletics Student Trainer Practicum I 1&2 (5S-1P)

This practicum allows successful student trainer applicants to attain 3 credit units for their commitment to a Huskie Athletics season. Student trainers will be assigned to a varsity sports team in the fall semester. The Student Trainer Practicum I includes a pre-season orientation, education seminars, shadowing in Huskie Health/week, team involvement at practices and games, and meeting with their supervisor. The orientation will take place at the beginning of term one in the fall to educate students on their roles and responsibilities when working with a team, Huskie Health policies and procedures, USPORT and CANWEST requirements, policies and procedures, and expectations working alongside an IST (Integrated Support Team). Students will be evaluated and will receive a grade for this practicum

Prerequisite: A minimum of 30 credit units at the university; successful Interview and acceptance into the Huskie Athletics Student Trainer Volunteer Program; Standard First Aid and CPR; Sport First Responder: (hosted by Huskie Health and offered to students in Spring/Summer entering their first year)
Pre- or Co-requisite: KIN 321: Must be taken in T1, unless previous completion is noted

Rationale: The Huskie Athletics Student Trainer Program is currently a volunteer educational opportunity for students to experience the field of Sports Medicine through Huskie Athletics. Student Trainers attend weekly seminars, work with their assigned teams through the course of an athletic season and shadow Huskie Health Physiotherapists in a clinical setting. This unique experience provides exposure to athletic injuries, rehabilitation models, and allows the opportunity for Student Trainers to apply their Kinesiology education in a practical environment. Over and above the knowledge accrued, the Student Trainers develop their time management skills and communication skills having to liaise with health care professionals, coaches, administrative professionals and athletes. This invaluable experience is represented with the bulk of our students continuing on through professional health programs such as Physiotherapy, Athletic Therapy, Chiropractic and Medicine. On average, a student trainer will accrue over 120 volunteer hours per semester which currently do not apply to other course volunteer requirements or towards a KIN practicum. We propose developing a multi-level for credit Student Trainer Program based on the re-modelled KIN 321: Acute Injury Care and Prevention as a pre-requisite course, to allow students the opportunity to receive credit for the education and time with the program. On average there will be 40 students in the Student Trainer Practicum with approximately 15-20 in each year. The number in each year will vary based on what year students enter, when they graduate etc.

KIN 460.6 Huskie Athletics Student Trainer Practicum II 1&2 (5S-1P)

This practicum allows successful student trainer applicants to attain 6 credit units for their yearlong commitment to Huskie Athletics. Student trainers will be assigned to a varsity sports team in the fall semester. The Student Trainer Practicum II includes a pre-season orientation, monthly education

seminars, minimum of 1 hour of shadowing in Huskie Health/week, team support at practices and games, and assessment of knowledge learnt. The orientation will take place at the beginning of term one educate students on their roles and responsibilities when working with a team, Huskie Health policies and procedures, USPORT and CANWEST requirements, policies and procedures, and expectations working alongside an IST (Integrated Support Team). Students will evaluated and receive a final grade for this practicum.

Prerequisite: A minimum of 30 credit units at the university level; successful interview and acceptance into the Huskie Athletics Student Trainer Volunteer Program; KIN 321 and KIN 360 ;Standard First Aid and CPR ;Sport First Responder: (Hosted by Huskie Health and offered to students in Spring/Summer entering their first year)

Rationale: The Huskie Athletics Student Trainer Program is currently a volunteer educational opportunity for students to experience the field of Sports Medicine through Huskie Athletics. Student Trainers attend weekly seminars, work with their assigned teams through the course of an athletic season and shadow Huskie Health Physiotherapists in a clinical setting. This unique experience provides exposure to athletic injuries, rehabilitation models, and allows the opportunity for Student Trainers to apply their Kinesiology education in a practical environment. Over and above the knowledge accrued, the Student Trainers develop their time management skills and communication skills having to liaise with health care professionals, coaches, administrative professionals and athletes. This invaluable experience is represented with the bulk of our students continuing on through professional health programs such as Physiotherapy, Athletic Therapy, Chiropractic and Medicine. On average, a student trainer will accrue over 120 volunteer hours per semester which currently do not apply to other course volunteer requirements or towards a KIN practicum. We propose developing a multi-level for credit Student Trainer Program based on the re-modelled KIN 321: Acute Injury Care and Prevention as a pre-requisite course, to allow students the opportunity to receive credit for the education and time with the program. On average there will be 40 students in the Student Trainer Practicum with approximately 15-20 in each year. The number in each year will vary based on what year students enter, when they graduate etc.