

letter from the



facilitators

We are proud to launch the second issue of the CHILD journal, a collection of work that continues to showcase the excellence of our students in the Child Health Specialization (CHS) of the Bachelor of Health Sciences Program. The inaugural CHILD journal was published in 2022 and highlighted that although publication processes involving empirical literature are rigorous, subjectivity and bias in the research and peer-review process is inherent. Despite this, learning how to navigate these issues may not always be at the forefront of student experiences in traditional science programs. The intention of creating the CHILD journal has been to showcase our students' in-depth knowledge and collaborative projects while leading the development of the journal's peer review process. During the publication of both issues to-date, our students have supported the notion that science can be messy and unpredictable, yet it is worth remaining curiously critical of how its internal processes can be improved for the benefit of the communities we belong to - both scientific and otherwise.

A unique component of the CHILD journal has been the ability to facilitate community building and support systems within the CHS. Articles in this issue have been authored by students across cohorts, showcasing our students' remarkable efforts and talents. The peer-review review process continues to involve graduates of the specialization and demonstrates that excellence thrives when trust is placed in the CHS community to actively engage in learning. Students across the specialization have embraced the spirit of curricular co-creation through their collaborative work of organizing and publishing our second issue. We are looking forward to the ongoing development of student-directed learning strategies through this journal. As such, we continue to hope that other educators can be inspired to explore how curricular co-creation can be implemented in their learning environments by first and foremost trusting in their students to thrive in collaborative learning spaces.

Margaret Secord & Nevart Terzian

(Child Health Specialization Facilitators)

