

Job Posting

Position: course developer

Closing Date: posting will remain open until the position is filled

Stipend: \$7,000 plus 4% vacation pay per course

Location: online

Continuing education has been an integral part of the University of Victoria since its inception in 1963. Today, the Division of Continuing Studies (DCS) provides adult and continuing education programming in co-operation with UVic faculties and community partners. We offer a comprehensive portfolio of programs in a range of academic disciplines, using diploma, certificate, degree and other programming models to serve adult, part-time, international and geographically dispersed students.

Position summary:

The Division of Continuing Studies at the University of Victoria is seeking experienced professionals to develop online courses for adult learners for a non-credit [Certificate in Gerontology](#). We are currently recruiting developers for the following courses:

1. Human Anatomy and Physiology of Aging

Course description: This course details the physiological changes that occur as people age, covering alterations in body systems such as the cardiovascular, respiratory, musculoskeletal, and nervous systems at various life phases including end-of-life. This course explores how aging affects physical function, mobility, and health, providing insights into age-related conditions like osteoporosis, hypertension, and frailty. Participants discover the implications of these changes for healthcare providers and caregivers in managing elderly patients' health.

2. Supporting Older Adults

Course description: This course focuses on knowledge, skills and abilities required to support the elderly in various settings, including personal care, fall prevention, overview of the importance of medication management, nutrition, activity planning, and hospice and palliative models of care. This course will highlight the research on the social supports for the aging population as well as explore the impact of ageism and discrimination older adults may experience. It will also discuss the interdisciplinary and team-based approaches to supporting older adults.

3. Communication and Person-Centered Care

Course description: This course develops effective communication skills to enhance the quality of care for older adults. Participants learn strategies for engaging with seniors empathetically and respectfully, including patients with cognitive impairments, sensory challenges and diverse

cultural backgrounds. Person-centered care approach is emphasized to prioritize preferences, values and dignity of older adults. End-of-life communication skills, as well as ethical and legal aspects of senior care are also discussed.

4. Nutrition and Aging (*competition closed*)

Course description: This course discusses the role of nutrition in aging and common dietary challenges, meal planning, food safety, and dietary supplements. This course focuses on understanding health conditions such as diabetes, heart disease, and malnutrition in older adults.

5. Active Aging and Recreation

Course description: This course focuses on the benefits of exercise, social engagement, and recreational activities in preventing chronic conditions, improving mobility, and fostering mental health. Participants learn how to design age-appropriate programs that encourage active living in senior populations.

6. Mental Health and Aging

Course description: This course highlights the mental health challenges faced by older adults and caregivers, including common conditions like depression, anxiety, dementia, cognitive decline, as well as grief and caregiver burnout. Participants learn about the risk factors, diagnosis, and treatment options for mental health issues in aging populations. The course also explores the role of mental health professionals in supporting older adults, as well as how caregivers can help promote mental well-being and offer appropriate emotional support.

Qualifications:

Candidates must meet the following criteria:

- Demonstrated expertise in gerontology and working with older adults
- Industry experience with the ability to illustrate your teaching with real life examples
- Experience developing or delivering training or educational content in an online format to adult learners
- Experience working with adults or non-traditional learners
- Familiarity with online learning platforms and instructional design principles
- Ability to work independently and meet deadlines
- Strong analytical skills, problem-solving skills, superior writing and communication skills

Key duties/ responsibilities:

The online course developer will:

- Design and develop course content, including course goals, assessments, module content, multimedia materials
- Ensure course content reflects current industry standards, terminology, and practices
- Collaborate with program administrators and instructional designers throughout the project

- Incorporate adult learning principles and Universal Design for Learning strategies into course design
- Incorporate edits to materials after curriculum validation and approval checkpoints
- Participate in regular meetings with the program team during the development process

How to apply:

Please submit a resume and a cover letter (in PDF format), highlighting your area of expertise relevant to the courses mentioned above, along with course development experience. Please submit your package to Tatiana Qaqish, Program Coordinator: tatianas@uvic.ca

Territory acknowledgement:

Consistent with UVic's values, we acknowledge and respect the Lək'wəḡən (Songhees and X'wsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək'wəḡən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

Equity statement:

UVic is committed to upholding the values of equity, diversity, inclusion and [human rights](#) in our living, learning and work environments. In pursuit of our values, we seek members who are eager to actively participate in that shared responsibility. We actively encourage applications from members of [historically and systemically marginalized groups](#). Read our [full equity statement](#).