



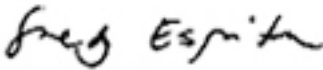
School of Graduate Studies

1280 Main Street West  
Hamilton, Ontario, Canada  
L8S 4M2

Phone 905.525.9140  
Ext. 23679  
Fax 905.521.0689  
<http://graduate.mcmaster.ca/>

November 28, 2011

To : Members of the Faculty of Health Sciences Graduate Policy and Curriculum Council

From :   
Medy Espiritu  
Assistant Secretary and SynApps System Administrator

---

The next meeting of the Faculty of Health Sciences Graduate Policy and Curriculum Council will be held on **Tuesday, December 6, 2011** at **1:00 p.m.** in **MDCL-3024**.

Listed below are the agenda items for discussion.

If you are unable to attend this meeting, please email [espiritu@mcmaster.ca](mailto:espiritu@mcmaster.ca) or call extension 24204.

## A G E N D A

### I. Biochemistry

\*6E03 – Gene Regulation and Stem Cell Development – change in course title

### II. Health Management

\*705 – Evaluating Sources of Evidence for Management and Evaluation – change in method of evaluation

\*706 – Health Management Foundations I – change in description and content

### III. Medical Sciences

\*713 – Integrated Systems in Gastrointestinal Health and Disease I – change in title and description

\*769 – Integrated Systems in Gastrointestinal Health and Disease II – new course

\*770 – Advanced Introductory Immunology – new course

#### **IV. Occupational Therapy**

M.Sc. program - change in course requirements  
- change in the calendar description

618 – Wellness, Health and Occupation: Professional Reasoning and Skills – change in course title, and method of evaluation

\*619 - Occupational Therapy Practicum I – new course

\*626 – Foundational Knowledge II – change in prerequisite

628 – Person, Environment & Occupation: Professional Reasoning and Skills – change in course title, description, and method of evaluation

\*629 – Occupational Therapy Practicum II – new course

637 – Disability & Occupation: Inquiry and Integration – change in course title and prerequisite

638 – Disability and Occupation: Professional Reasoning and Skills – change in course title, description, method of evaluation, and prerequisite

#### **V. Rehabilitation Science**

Ph.D. program - change to the comprehensive examination process

M.Sc. program (course-based; online) – change in course requirements

\*702 – Participation and Community Living – change in title and description (*to be offered in January 2012 on Dean's approval*)

\*722 – International Classification of Functioning, Disability, and Health: Theory and Use  
(*to be offered in January 2012 on Dean's approval*)



**SCHOOL OF GRADUATE STUDIES**

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES**

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: [espiritu@mcmaster.ca](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		Biochemistry and Biomedical Sciences		
<b>COURSE TITLE</b>		Gene Expression		
<b>COURSE NUMBER</b>	6E03	<b>COURSE CREDIT</b>		
		FULL COURSE ( )	HALF COURSE ( <input checked="" type="checkbox"/> )	QUARTER (MODULE) ( )
<b>INSTRUCTOR(S)</b>		B. Doble, M. Bhatia, J. Draper and S. Singh		
<b>PREREQUISITE(S)</b>				
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:</b>	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>	<input checked="" type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b> Gene Regulation and Stem Cell Development		
<b>CHANGE IN COURSE DESCRIPTION</b>		<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>		<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>
<b>COURSE CANCELLATION</b>		<b>CHANGE TO QUARTER COURSE</b>		
<b>COURSE CANCELLATION</b>		<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER CHANGES</b>	<input type="checkbox"/>	<b>EXPLAIN:</b>		
<b>BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.</b>				
<b>CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.</b>				

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:
Name: Brian Coombes    Email: coombes    Extension: 22159    Date: Nov. 7, 2011

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2011

**M.Sc. Degree**

A candidate for the M.Sc. degree is required to spend at least one calendar year in full-time study at McMaster University. The candidate is required to complete satisfactorily no fewer than one full graduate course, which must be at the 700-level. The candidate must also present a thesis which will embody the results of original research. The thesis must be defended in an oral examination. The candidate will be required to participate in the departmental seminar program.

**Ph.D. Degree**

There is no minimum course requirement for the completion of a Ph.D. degree, unless a specific recommendation has been made by the student's supervisory committee. The candidate will be required to participate in the departmental seminar program. All Ph.D. candidates must pass a Comprehensive Examination, consisting of a seminar based on their thesis research and oral defense. Candidates must present a thesis which embodies the results of original research and high scholarship. This thesis must be defended in a Final Oral Examination.

**Courses**

The following 600-level courses offered for graduate credit consist of the corresponding 400-level undergraduate courses plus additional work, usually in the form of a written assignment. Courses marked with an asterisk (\*) are half courses.

**\*6E03 / Gene Expression / M. Bhatia, B. Doble**

Recombinant DNA techniques: theory and applications to the study of gene function and evolution and to disease diagnostics and gene therapy. Current concepts of gene regulation at different levels.

**\*6EE3 / Advanced Topics in Gene Expression / B. Trigatti, R. Truant**

A critical study of the literature from recent primary manuscripts on gene regulation and inter-related regulatory pathways. Emphasis is on the molecular and cellular biology of multiple pathways that interact to affect phenomena in biology and disease.

**\*6H03 / Molecular Biology of Cancer / Staff (*cross-listed as Molecular Biology \*6H03*)**

Cancer at the molecular and cellular level. Topics include: properties of cancer cells; activation of proto-oncogenes; function of oncoproteins; transgenic mouse models; tumour viruses; and tumor suppressor genes.

**\*6J03 / Biochemical Immunology / M. McDermott (*cross-listed as Medical Sciences \*6J03 and Molecular Biology \*6J03*)**

This advanced course applies small group-based learning to immunological problems. Topics concern development of immunoassays, resistance to infection and immunity in health and disease.

# Master Timetable For Selected Course

[Help/FAQs](#)

(SP6600)

## Course Details

**Session:** FALL/WINTER 2011/2012  
**Course Offering:** BIOCHEM 4E03 TERM 1 DAY  
**Faculty:** SCIENCE

**Course Status:**  
**Course Title:** GENE REG. & STEM CELL DVLPMENT  
**Department:** BIOCHEMISTRY&BIOMEDICAL SC

- Notes:**
- Available seats in this course are restricted to students who meet the conditions assigned to the course by the department or faculty
  - When enrolling in this course, students must select (Core) component(s). Enrolled students may modify their selections for a given component until the end of the Drop and Add Period for that term.

## Component Section Details

Status	Comp	Day(s)	Start Time	End Time	Meet Term	Location	Instructor(s)	Notes
	C01	Tu We Fr	12:30	13:20	1	HH/302	BHATIA, M DOBLE, B DRAPER, J	

[Close Window](#)

[Contact Us](#) | [Legal & Privacy](#)



**SCHOOL OF GRADUATE STUDIES**

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES**

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: [espiritu@mcmaster.ca](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		SRS and DSB / Master of Health Management		
<b>COURSE TITLE</b>		Evaluating Sources of Evidence for Management and Evaluation		
<b>COURSE NUMBER</b>	HM705	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Brenda Lammi and Mary Law		
<b>PREREQUISITE(S)</b>		Admission to the Master in Health Management Program, or permission of instructor ANTIREQUISITE-RS 705		

**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

<b>NEW COURSE</b>	<b>DATE TO BE OFFERED:</b> January 2012	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:
-------------------	--	---

**WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

<b>CHANGE IN COURSE TITLE</b>	PROVIDE THE NEW COURSE TITLE:		
<b>CHANGE IN COURSE DESCRIPTION</b>	600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		
<b>CHANGE TO FULL COURSE</b>	<b>CHANGE TO HALF COURSE</b>	<b>CHANGE TO QUARTER COURSE</b>	

<b>COURSE CANCELLATION</b>	PROVIDE THE REASON FOR COURSE CANCELLATION:
----------------------------	---

<b>OTHER CHANGES</b>	X	<b>EXPLAIN:</b> Change in the weeks for the modules; change in the percentage assigned to participation evaluation, from 20% to 15%; change in assignment three valued at 20% changed to 25%.
----------------------	---	--

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

This course is designed to provide students with the knowledge and skills to understand and critically evaluate sources of evidence used to support decision making within a health care environment. Students will develop knowledge about the principles of evidence-based decision-making, searching the literature, and critically reviewing research methods and analyses. The course emphasizes the development of skills to apprise, synthesize and communicate evidence in order to use it within management decision-making.

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**

The course will include 4 thematic modules:

- Module 1: Introduction to Evidence-Based Practice [Week 1]
- Module 2: Characteristics and Processes for Evidence-Based Health Management [Weeks 2-4]
- Module 3: Evaluating the Evidence [Weeks 5-10]
- Module 4: Building, Using, Communicating and Transferring Evidence [Weeks 11-13]

Upon completion of this course students will be able to:

- define evidence-based practice and its role in health management
- critically read, evaluate and synthesize evidence to support decision-making that lead to best practice in health care
- develop strategies for disseminating and using evidence in health management practice

Course materials will consist of one text (Evidence-based Rehabilitation, Law and MacDermid, 2008, 2<sup>nd</sup> ed.), journal articles and internet resources.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This course is one of the core courses in the Master in Health Management Program. The program is offered through a collaboration between the School of Rehabilitation Science and the Degroote School of Business at McMaster University. This course is also available, as an elective course, to graduate students enrolled in the Masters or Doctoral programs at McMaster.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>15 (2011), 30 (2012), 45 (2013 and thereafter)</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>This course is composed of 13 sessions which are spread out over a 13-week term. Each of the first 11 sessions includes objectives, reading assignments, and study questions and learning activities. The final two sessions will be devoted to student projects when the students will read and respond to each other's projects. In place of traditional lectures and class discussions, this course uses posted messages as a means of group communication. Sessions will be active for 7 days. Each week, students will be required to respond to the discussion questions. All students are required to participate in each discussion.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Evaluation will be based on:</p> <p>Participation in weekly sessions - 15%  Assignment 1 - Systematic Review Topic - 20%  Assignment 2 - Scholarly Paper – Obtain and Review Data - 40%  Assignment 3 - Implementing Evidence into Management Presentation - 25%</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>A similar course is offered in the RS program. The two course are taken by students in different programs. This course focuses directly on use of evidence in health management.</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Mary Law Email: lawm@mcmaster.ca      Extension: 27837      Date: November 16, 2011</p>

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2011





**SCHOOL OF GRADUATE STUDIES**

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES**

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: [espiritu@mcmaster.ca](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		SRS and DSB / Master of Health Management		
<b>COURSE TITLE</b>		Health Management Foundations I		
<b>COURSE NUMBER</b>	HM706	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Patricia Wakefield		
<b>PREREQUISITE(S)</b>		Admission to the Master of Health Management Program, or permission of instructor. HM700, HM705		

**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

<b>NEW COURSE</b>	<b>DATE TO BE OFFERED:</b> May 2012	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO</b>
-------------------	--	---

**WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO** IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). **NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

<b>CHANGE IN COURSE TITLE</b>	PROVIDE THE NEW COURSE TITLE:
-------------------------------	-------------------------------

<b>CHANGE IN COURSE DESCRIPTION</b>	X	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>
<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>
		<b>CHANGE TO QUARTER COURSE</b>

<b>COURSE CANCELLATION</b>	PROVIDE THE REASON FOR COURSE CANCELLATION:
----------------------------	---

<b>OTHER CHANGES</b>	X	<b>EXPLAIN:</b> Rearrangement of course content to four modules (from five). Change in content of final assignment. Removed presentation component and written paper worth 40% from 30%.
----------------------	---	---

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**  
 This course will provide students with the knowledge and skills to understand strategic management principles, theoretical perspectives and practices, and to apply them in the health care industry, in both for-profit and not-for profit organizations in the delivery of health care services, tangible products and social marketing programs. Students will become familiar with the strategic management process in the development, implementation and evaluation of strategic plans, programs and activities for: human resources management, marketing to various segments and target markets, and, communications tools and strategies.

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**  
 Course content includes: strategic management theories and principles, organizational behaviour and human resources management, marketing and communication principles, theories, and strategies, and their application in health care management. The course is divided into four learning modules:  
 Module 1: Introduction to Strategic Planning and Management  
 Module 2: Human Resource Management  
 Module 3: Strategic Marketing Management  
 Module 4: Managing Communications  
 Course materials will consist of: a text: Managing Health Care Business Strategy, Mosely, 2009 (or similar)); journal articles, selected articles and/or cases posted materials and videos.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This course is one of the core courses in the Master in Health Management Program. The program is offered through a collaboration between the School of Rehabilitation Science and the DeGroote School of Business at McMaster University.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>15 (2011), 30 (2012), 45 (2013 and thereafter).</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>This course is delivered in an online only format. Topics are explored through a review of documents, videos, slides, course assignments, cases and online discussions. This course is composed of 13 sessions over a 13-week term through online delivery where up to two sessions will be devoted to discussion of students' projects. Sessions include objectives, readings, assigned discussion questions and other learning activities. In place of traditional lectures and class discussions, this course uses online posted messages as a means of group communication. All students are required to participate in all discussions</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Evaluation methods include:</p> <ol style="list-style-type: none"> <li>1. Participation in online discussions for Modules, 20%</li> <li>2. Completion of course assignments for Modules, 40%</li> <li>3. Completion of a health management project/paper, 40%.</li> </ol>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>N/A</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p>   <p>Name: Patricia Wakefield Email: wakefie@mcmaster.ca Extension: 27447 Date: November 17, 2011</p>

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2011



**SCHOOL OF GRADUATE STUDIES**

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES**

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: [espiritu@mcmaster.ca](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		Medicine		
<b>COURSE TITLE</b>		INTEGRATED SYSTEMS IN GASTROINTESTINAL HEALTH AND DISEASE (1)		
<b>COURSE NUMBER</b>	MS713	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		JanHuizinga and Waliul Khan + Faculty of Farncombe Digestive Health Research Institute		
<b>PREREQUISITE(S)</b>		Permission from course coordinators		

**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b> Winter 2012	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:	
WILL THE COURSE BE <u>CROSS-LISTED</u> WITH ANOTHER DEPARTMENT? NO IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). <u>NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</u>				
<b>CHANGE IN COURSE TITLE</b>	<input checked="" type="checkbox"/>	PROVIDE THE CURRENT COURSE TITLE: Physiology and Pathophysiology of the Gastrointestinal Tract		
<b>CHANGE IN COURSE DESCRIPTION</b>	<input checked="" type="checkbox"/>	600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION:		
<b>OTHER</b>	<input checked="" type="checkbox"/>	EXPLAIN: We experienced that a half course was not enough to cover all aspects of the physiology and pathophysiology of the gastrointestinal tract. We decided to give MS 713 a specific focus and create a new course to cover the rest.		

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

The course will provide an understanding of the gastrointestinal tract emphasizing the integration of basic science and pertinent clinical issues. Each topic will highlight advances in cell physiology and molecular biology including the clinical perspective. Emphasis will be given to development of the gastrointestinal tract, digestive processes, absorption and motility. It is a non-compulsory companion course with MS ~~713~~ (new course)  
\*769

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**

See attached

**1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)**

The purpose of the course is to give the students a basic understanding of the physiological background of key processes of the gastrointestinal tract.

**2. EXPECTED ENROLMENT:**

4-12

**3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):**

See attached

**4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)**

Each faculty will evaluate the students on participation (20%), content knowledge (30%) and quality of presentation (20%). These marks will be averaged by the course coordinators. In addition, a final exam will be conducted where students are required to write a research proposal that is a collaborative project between two different areas of GI physiology or pathophysiology. The average of individual marks will weigh as 70% of the final mark and the exam as 30% of the final mark

**5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).**

no

**6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?**

n/a

**PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Jan Huizinga      Email: huizinga@mcmaster.ca      Extension: 22590      Date: June 21 2011

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/medy

<b>INTEGRATED SYSTEMS IN GASTROINTESTINAL HEALTH AND DISEASE I</b>			
<b>DEVELOPMENT, DIGESTION, ABSORPTION &amp; MOTILITY</b>			
Topic	Specifics	Faculty	3 hours sessions/week
Acid secretion	Regulation of acid secretion Mucosal defense Peptic Ulcer	Wallace	Introduction in lecture format. Handing out of two recent review articles
		Wallace	Discussion of the review articles with additional instructions based on gaps of knowledge in student responses
		Wallace	Student presentations and discussion
Digestion	Epithelial physiology/Barrier function Nutrients / absorption Probiotics	Verdu	Introduction in lecture format. Handing out of two recent review articles
		Verdu	Discussion of the review articles with additional instructions based on gaps of knowledge in student responses
		Verdu	Student presentations and discussion
GI development/Pediatrics		Ratcliffe	Introduction in lecture format. Handing out of two recent review articles
		Ratcliffe	Discussion of the review articles with additional instructions based on gaps of knowledge in student responses
GI motility	Cellular basis of motility Muscle, ICC, enteric nervous system, CNS Discussion on physiology of molecule via cell to whole	Huizinga/Kunze	Introduction in lecture format. Handing out of two recent review articles
		Huizinga/Kunze	Discussion of the review

	organ physiology		articles with additional instructions based on gaps of knowledge in student responses
		Huizinga/Kunze	Student presentations and discussion
Clinical motility	Intestinal and Colon motor disorders Dyspepsia, Acid Reflux Functional Bowel Disorder (IBS)	Armstrong/Bercik	Introduction in lecture format. Handing out of two recent review articles
		Armstrong/Bercik	Discussion of the review articles with additional instructions based on gaps of knowledge in student responses
		Armstrong/Bercik	Student presentations and discussion
Essay Exam			To be handed in to the course instructors on the last day of classes

Notes:

For the exam, the students are required to write a 4 page single spaced grant proposal, with as requirement that a project is chosen that incorporates research from two different laboratories of the Farncombe institute. In this way, the students are challenged to look for potentials for collaboration and are encouraged to see how the different body systems that are emphasized in the different laboratories interact. They can work on the proposal during the course and the proposal has to be handed in at the last day of class. This exam is consistent with the title of the course that emphasizes that the gut is an integrated system.

The proposal shall consist of 2 pages of proposed research protocols, One page of general introduction and one page of specific ideas that logically lead to the research protocols.

Note on student presentations. All student presentations are oral and with the use of PowerPoint. Attention will be given to clarity of presentation and the students will be evaluated on scientific presentation skills. Furthermore, an important component is that they will be evaluated on how they respond to questions about the presentation from the instructor and fellow students.

The reading material that is used for the introduction part of all the sections will be given by the instructors to the course coordinators one week before that section begins. The material will be given to the students before hand and they are required to prepare questions before the section starts. This will ensure that sufficient attention will be given to providing the students with the most relevant material. The material should not be just of high quality but it should be such that it is appropriate for discussion of key topics.

For the student presentations: the students do not choose the topics themselves. At the end of the first session of each section, the instructor will hand out the topics. They are not given out before hand.

The format of this course has been perfected over the years at the Farncombe Institute and the former Intestinal Diseases Research Program. Based on experiences of various faculty and student evaluations of the course over the years, we have found that the current proposed formula works well. The instructors feel that they have enough time to present pertinent material and the student feel that they learn a lot from the combination of instructor presentation, and student presentations. This format leads to intense and productive discussions.

Examples of reading lists given out by 3 faculty in 2011 for MS713

Bayguinov PO, Hennig GW and Smith TK (2010) Ca<sup>2+</sup> imaging of activity in ICC-MY during local mucosal reflexes and the colonic migrating motor complex in the murine large intestine. *J Physiol*, 588: 4453-4474.

Druckenbrod NR and Epstein ML (2007) Behavior of Enteric Neural Crest-Derived Cells Varies With Respect to the Migratory Wavefront. *Developmental Dynamics*, 236:84-92

Jiang Y, Liu M and Gershon MD (2003) Netrins and DCC in the guidance of migrating neural crest-derived cells in the developing bowel and pancreas. *Developmental Biology*, 258: 364-384.

Roberts RR et al., (2010) The first intestinal motility patterns in fetal mice are not mediated by neurons or interstitial cells of Cajal. *J Physiol*, 588: 1153-1169.

Schubert ML and Peura DA (2008) Control of gastric acid secretion in health and disease. *Gastroenterology*, 134: 1842-1860.

Wallace JL (2008) Prostaglandins, NSAIDs and gastric mucosal protection: why doesn't the stomach digest itself? *Physiol Rev*, 88:1547-1565.





**SCHOOL OF GRADUATE STUDIES**

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES**

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for ALL course changes. All sections of this form must be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: [espiritu@mcmaster.ca](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		Medicine		
<b>COURSE TITLE</b>		INTEGRATED SYSTEMS IN GASTROINTESTINAL HEALTH AND DISEASE (2)		
<b>COURSE NUMBER</b>	MS769	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Jan Huizinga and Waliul Khan + Faculty of Farncombe Digestive Health Research Institute		
<b>PREREQUISITE(S)</b>		Permission from course coordinators		

**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

<b>NEW COURSE</b>	<input checked="" type="checkbox"/>	<b>DATE TO BE OFFERED:</b> Fall <del>2011</del> <b>2012</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> If Yes, PROVIDE THE DATE:
<p>WILL THE COURSE BE <u>CROSS-LISTED</u> WITH ANOTHER DEPARTMENT? NO IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). <u>NOTE</u>: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED.</p>			

<b>CHANGE IN COURSE TITLE</b>		PROVIDE THE CURRENT COURSE TITLE:		
<b>CHANGE IN COURSE DESCRIPTION</b>		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		
<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>		<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>		PROVIDE THE REASON FOR COURSE CANCELLATION:		

<b>OTHER</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> This is a companion course to MS713. We decided against making MS713 a full course so that students have the option of taking both or one. Hence the two courses are not dependent on each other.
--------------	-------------------------------------	--

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

The course will provide an understanding of the gastrointestinal tract emphasizing the integration of basic science and pertinent clinical issues. Each topic will highlight advances in cell physiology and molecular biology including the clinical perspective. Emphasis will be given to immunology, inflammation and microbiology of the gastrointestinal tract. All will be put in the context of gastrointestinal health and diseases reflecting the bench to bedside approach of the clinical and basic researchers working in these areas. The course will include lectures, student presentation, discussion and essay writing by the student. It is a non-compulsory companion course with MS 713

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**  
See attached

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>To provide students with basic knowledge in immunology, microbiology and inflammation, and to provide a basic understanding on the role of intestinal immune, neuroendocrine and microbial systems in pathogenesis of various gastrointestinal and hepatic disorders. Both basic and clinical researchers working in these areas will be involved in teaching of this course. In addition to enhancing understanding of the mechanisms of various GI and hepatic disorders, this course will be helpful to the students to gain knowledge to conduct cutting-edge research in these areas which may ultimately will be helpful to distinctively positioned them as leading researcher/academic in biomedical science. This course will be focused on graduate students in the Famcombe Family Digestive Health Research Institute; all other interested students are welcome.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>4-12</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>See attached</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Each faculty will evaluate the students on participation (20%), content knowledge (30%) and quality of presentation (20%). These marks will be averaged by the course coordinators. In addition, a final exam will be conducted where students are required to write a research proposal that is a collaborative project between two different areas of GI physiology or pathophysiology. The average of individual marks will weigh as 70% of the final mark and the exam as 30% of the final mark</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>no</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>n/a</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Jan Huizinga      Email: huizinga@mcmaster.ca      Extension: 22590      Date: June 21 2011</p>

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/medy

## INTEGRATED SYSTEMS IN GASTROINTESTINAL HEALTH II

### IMMUNOLOGY, INFLAMMATION & MICROBIOLOGY OF THE GUT

Topic	Specifics	Faculty
Immunology	Basic Immunology	Dr. Waliul Khan
	Gut Immunology	Dr. Waliul Khan
Inflammation	IBD General	Dr. John Marshall
	IBD Assignments	Dr. John Marshall
Food – Microbe-Immune Interactions	Celiac Disease	Dr. Elena Verdu
	Probiotics & Functional Bowel Disease	Dr. Elena Verdu
Microbiology	Intestinal Microbiome	Dr. Michael Surette
	Altered Microbiome in Disease	Dr. Michael Surette
Endocrinology	Pancreas	Dr. Waliul Khan
	Enteroendocrine Cells	Dr. Waliul Khan
Clinical Studies	Protocols/Statistics	Dr. Paul Moayeddi
	Epid. Studies, Meta-analysis	Dr. Paul Moayeddi
Liver	Hepatic Function 1	Dr. Alison Fox-Robichaud
	Hepatic Function 2	Dr. Alison Fox-Robichaud
Essay Exam		

#### Notes:

For the exam, the students are required to write a 4 page research proposal. However, this proposal consists of a single hypothesis, related to gut immunology/ gut microbiology and it has to concern topic outside of the immediate research project of the student. There is one page of specific introduction to the hypothesis, then the hypothesis, and then a 2 page research proposal to develop protocols for testing the hypothesis. The idea behind this exam is that the formulation of a valid hypothesis is often the most difficult part of any research idea or research proposal. The students can work on the proposal throughout the course and the exam is due at the last day of class.

Note on student presentations. All student presentations are oral and with the use of PowerPoint. Attention will be given to clarity of presentation and the students will be evaluated on scientific presentation skills. Furthermore, an important component is that

they will be evaluated on how they respond to questions about the presentation from the instructor and fellow students.

The reading material that is used for the introduction part of all the sections will be given by the instructors to the course coordinators one week before that section begins. The material will be given to the students before hand and they are required to prepare questions before the section starts. This will ensure that sufficient attention will be given to providing the students with the most relevant material. The material should not be just of high quality but it should be such that it is appropriate for discussion of key topics.

For the student presentations: the students do not choose the topics themselves. At the end of the first session of each section, the instructor will hand out the topics. They are not given out before hand.

The format of this course has been perfected over the years at the Farncombe Institute and the former Intestinal Diseases Research Program. Based on experiences of various faculty and student evaluations of the course over the years, we have found that the current proposed formula works well. The instructors feel that they have enough time to present pertinent material and the student feel that they learn a lot from the combination of instructor presentation, and student presentations. This format leads to intense and productive discussions.

Examples of reading lists given out by 3 faculty in 2011 for MS713

Bayguinov PO, Hennig GW and Smith TK (2010) Ca<sup>2+</sup> imaging of activity in ICC-MY during local mucosal reflexes and the colonic migrating motor complex in the murine large intestine. *J Physiol*, 588: 4453-4474.

Druckenbrod NR and Epstein ML (2007) Behavior of Enteric Neural Crest-Derived Cells Varies With Respect to the Migratory Wavefront. *Developmental Dynamics*, 236:84-92

Jiang Y, Liu M and Gershon MD (2003) Netrins and DCC in the guidance of migrating neural crest-derived cells in the developing bowel and pancreas. *Developmental Biology*, 258: 364-384.

Roberts RR et al., (2010) The first intestinal motility patterns in fetal mice are not mediated by neurons or interstitial cells of Cajal. *J Physiol*, 588: 1153-1169.

Schubert ML and Peura DA (2008) Control of gastric acid secretion in health and disease. *Gastroenterology*, 134: 1842-1860.

Wallace JL (2008) Prostaglandins, NSAIDs and gastric mucosal protection: why doesn't the stomach digest itself? *Physiol Rev*, 88:1547-1565.



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

<b>PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</b>			
1. This form must be completed for <u>ALL</u> course changes. All sections of this form <u>must</u> be completed. 2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: <a href="mailto:espirtu@mcmaster.ca">espirtu@mcmaster.ca</a> ). 3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.			
DEPARTMENT/PROGRAM	Medical Sciences; Faculty of Health Sciences		
COURSE TITLE	Advanced Introductory Immunology		
COURSE NUMBER	MS 770*	<b>COURSE CREDIT:</b>	
	FULL COURSE <input checked="" type="checkbox"/>	HALF COURSE <input checked="" type="checkbox"/>	QUARTER (MODULE) ( )
INSTRUCTOR(S)	Mark R. McDermott		
PREREQUISITE(S)	see attached <i>Permission of Instructor</i>		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>			
NEW COURSE	<input checked="" type="checkbox"/>	DATE TO BE OFFERED: September 2012	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE: .
WILL THE COURSE BE <u>CROSS-LISTED</u> WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). <b>NOTE:</b> CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED.			
CHANGE IN COURSE TITLE	PROVIDE THE CURRENT COURSE TITLE: Proposed title: Advanced Introductory Immunology		
CHANGE IN COURSE DESCRIPTION	600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		
CHANGE TO FULL COURSE	<input type="checkbox"/>	CHANGE TO HALF COURSE	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	PROVIDE THE REASON FOR COURSE CANCELLATION:		
OTHER	EXPLAIN:		
<b>BRIEF DESCRIPTION FOR CALENDAR</b> - Provide a brief description ( <i>maximum 6 lines</i> ) to be included in the Graduate Calendar. This is an advanced course in immunology intended to rapidly educate students who have no formal training in this subject. The course will include all principal aspects of innate and adaptive immunity and a variety of specialty topics. Completion of this course will qualify students for enrolment in more advanced courses in immunology.			
<b>CONTENT/RATIONALE</b> - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used. See attached			

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
Rapidly educate graduate students with no previous immunology experience such that they can enroll in advanced immunology courses
2. EXPECTED ENROLMENT:
10
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
15 x 2h LECTURES. 6h STUDENT PRESENTATIONS
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
2 MID TERM EXAMS: 15% x 2 = 30%; 1 10pg ESSAY 35%; 45 MIN ORAL PRESENTATION 35%
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
NO
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
NO
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:
MARK McDERMOTT mcdermot@mcMASTER.CA x 22874 cell 905 869 3298
Name:                      Email:                      Extension:                      Date: NOV 18, 2011

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/December 2006

## **Objective:**

The objective of this course is to rapidly educate graduate students who previously have not had any formal academic training in immunology. This course is intended to provide training such that students will be appropriately qualified to enrol in advanced immunology courses, eg. MS 715, MS 716. There is a clear need for this type of course at the graduate level. The course will include study of the innate and adaptive immune systems with emphasis on biochemical communication within and between cells. Specialty topics such as mucosal immunity, allergy and transplantation will be included. The course will be a lecture/discussion format using about 500 Power Point slides which students will be required to copy to their computers. Following such lectures, student participation will include an essay and an oral presentation. The course will be open to students in the Faculties of Health Sciences, Science and Engineering.

## **Participating Faculty:**

Dr. Mark McDermott will teach the entire course. The Power Point presentation has already been prepared, was tested on 20 students for non-credit in the fall term of 2010 and is undergoing a second non-credit test during the fall term of 2011. The Power Point presentation is not a highlight summary; it is a set of lecture notes to which students will be expected to add lecture information. These test classes included students from Medical Sciences (Infection and Immunity), biomedical engineering, biochemistry, infectious disease and medical residents.

## **Enrolment:**

The expected enrolment, MSc and PhD students is a minimum of 4 students and a maximum 10 students. Non-credit students, post-doctoral fellows, medical trainees, technicians and other members of the university community are welcome to attend subject to sufficient classroom space availability.

## **Course Design:**

The course design will comprise about 15 2h sessions. Depending upon the number of students registered, four (4) to six(6) additional sessions will be used for student presentations, clarification of issues/questions and general discussion. Total student contact time will be between 36h and 40h.



Students will be expected to attend each class after having studied the relevant set of notes prior to the lecture session and be prepared to discuss key points, probe unclear areas, contribute their own insights and make presentations of their own.

## **Prerequisites:**

Permission of the instructor will be decided on an individual student basis. An undergraduate knowledge of cell biology, biochemistry and genetics is required. Proof of no previous enrolment in an undergraduate immunology course is required.

## **Method of Evaluation:**

Students will be evaluated using two (2) mid-session **written tests**, each lasting about 1h, the format of which will be fill in the blanks and short answers. **15% each; total 30%**

Students will be evaluated on the basis of a double spaced, 10 pg **essay**, not including figures and references. **35%**

Students will be evaluated on the basis of a 30 min **oral presentation** which will include a question and answer period of about 15 min. **35%**

## **Outline of Lectures:**

### **Introductory Remarks**

- 1) Homeostasis and control of immunity, physiochemical barriers to intruders, summary of innate and adaptive immune systems
- 2) Detailed description of antigen/immunogen; concept of self/non-self
- 3) Integration of barriers and innate and adaptive immunity
- 4) Detailed description of the lymphatic system, the derivation of lymph and the role this system plays in immunity
- 5) Organs participating in immune responses including details of location, appearance, structure and function relationships
- 6) Detailed description of the origin, appearance, location and function of cells involved in immune responses
- 7) Cell traffic, lymphocyte recirculation and selective localization

### **Innate Immunity**

- 1) Comparison of innate and adaptive immune responses

- 2) Functions of innate immune system
- 3) Pamps, Damps, recognition of intruders, TLRs
- 4) Sites of intruder entry, stages of such entry
- 5) Introduction to cytokines and the inflammatory response mechanism
- 6) Detailed description of Pamps and Damps, cell adhesion molecules
- 7) Complement system location, structure, activation and function
- 8) Neutrophil extravasation mechanism
- 9) Acute phase response mechanism
- 10) Detailed description of cytokines and chemokines
- 11) Integrated summary of pre-formed and induced innate immune responses
- 12) Deficiencies in the innate immune response. Need for adaptive immunity

### **Adaptive Immunity-B Cells**

- 1) Immunoglobulin recognition of antigen; epitope binding
- 2) Immunoglobulin structure, classes
- 3) Immunochemistry of antibody-antigen interaction
- 4) Generation of specific antibodies. Factors affecting antibody production
- 5) Complement system activation by antibodies
- 6) Function of antibodies; cross reactivity
- 7) Clonal expansion and differentiation of B cells into plasma cells
- 8) Hybridomas and monoclonal antibodies
- 9) B cell development in humans
- 10) Humoral immune response in detail
- 11) Generation of antibody diversity; immunoglobulin genetics; class switching

### **Adaptive Immunity-T Cells**

- 1) Antigen recognition by T cells; TCR structure and function
- 2) TCR diversity and genetics; thymus development
- 3) MHC structure and function
- 4) Antigen presentation; peptide transport and MHC loading
- 5) T cell activation; co-stimulation; T cell inactivation
- 6) T cell subsets
- 7) Properties of T effector cells; Th1 and Th2 cells, CTLs, Tregs, Th17s
- 8) T cell mediated cytotoxicity
- 9) B cell activation by T cells; location of activated cells
- 10) Macrophage activation and interaction with T cells

### **General**

- 1) Self tolerance
- 2) MHC complex genetics
- 3) Mucosal immunity and tolerance

- 4) Allergic immune responses
- 5) Delayed hypersensitivity
- 6) Autoimmunity

## **Core Reading List**

Immunobiology 8<sup>th</sup> ed K. Murphy *et al* Garland Science NY; 2012



# memo

To: Graduate Policy and Curriculum Committee  
From: Lori Letts  
Date: November 24, 2011  
Re: Occupational Therapy Program Program and Course Changes

---

Comments: Please find attached a Program Change form and seven course change forms. These forms reflect changes in the OT Program Curriculum.

The changes have been prompted by three major factors:

1. Community resources have been strained to provide the program with an adequate supply of practica experiences for our students. Historically, we have had students in practice sites for practica five times during the program. The time of greatest strain to meet our needs has been in the July/August time period when students from both years were simultaneously on fieldwork placements and many clinicians are on holiday. Our initial goal was to review and revise the practica component of the curriculum to optimize our use of community resources while meeting accreditation and student learning needs. The decision was made to offer four rather than five practica experiences to the students; students will have the same number of weeks in practica (a minimum of 1000 hours is required for accreditation) but the practica are distributed differently so that there will be no time when all students are in fieldwork at the same time.
2. Our previous organization of practica and the students' evidence-based practice project did not accurately depict the contact time required of students and faculty. Thus, in our reorganization we have created new courses so that practica experiences are courses in their own right (they were previously incorporated into another course), and the second year courses more accurately represent the contact time for the evidence-based practice project.
3. Changes resulting from revisions to the practica had corresponding influences on course timing and organization. This has primarily been a reorganization of existing content. Course change forms reflect a change in name for the course that previously had previously included practica, as well as change in prerequisites for courses in terms 2 and 3 to include the prior practica courses (which are now new courses), and minor changes to evaluations (e.g., to exclude the practica evaluations from former courses that included those).

As part of the program change form, I have included a table that summarizes all current and proposed courses as well as explanations for each course change. Note that the course change forms are for the first year of study. Since we will make these changes for the cohort entering the program in Sept. 2012, the changes to the courses in second year will not be undertaken until Sept. 2013.

---



**SCHOOL OF GRADUATE STUDIES**

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM  
- FOR CHANGE(S) INVOLVING DEGREE PROGRAM REQUIREMENTS /  
PROCEDURES**

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** changes involving degree program requirements/procedures. **All** sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT</b>		School of Rehabilitation Science						
<b>NAME OF PROGRAM</b>		Occupational Therapy						
<b>PROGRAM DEGREE</b>	Ph.D. ( )	M.A. ( )	M.A.Sc. ( )	M.B.A. ( )	M. Eng. ( )	M.Sc. ( X )	Diploma Program ( )	Other (Specify)
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>								
<b>CHANGE IN ADMISSION REQUIREMENTS</b>			<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>			<b>CHANGE IN COURSE REQUIREMENTS</b>		
						X		
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>			X			<b>EXPLAIN:</b> Additions: All courses are required. Information about the Police check policy as a condition of admission added.		
<b>OTHER CHANGES</b>		<b>EXPLAIN:</b> The OT program has made revisions, initiated by a desire to reorganize clinical fieldwork. Course revisions were made to accurately reflect contact hours.						
X								
<b>DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:</b>								
<p>All courses are required - see attached table for a summary of current courses across 6 terms of study. Current courses total the equivalent of 12 full courses; this has included five clinical practica (a total of 28 weeks) which were incorporated into PREP courses (although that arrangement resulted in excess hours beyond typical contact hours for full courses). In addition, the EBP project had five full time weeks devoted that was considered part of the term 5 PREP course; again this was not an accurate reflection of course hours.</p>								
<b>PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (Attach additional pages if space is not sufficient.)</b>								
<p>All courses will be required - see attached table for a summary of changes in courses from the current and description of proposed course changes and new courses with weightings. The explanation column provides further rationale for each change. The proposed courses total the equivalent of 15 full courses; this will include four clinical practica (a total of 28 weeks). The practica have been proposed as courses on their own; each weighted as a half course to reflect the amount of contact time students will have with the course coordinator and preceptor. In the second year; the equivalent of 5 courses plus the EBP project hours will be reorganized into 7 courses.</p> <p>While admissions policy and process will not change, an addition has been made to the graduate calendar alerting students to the Police Check Policy (approved by Senate in December 2010) which requires a clear police check as a condition of admission.</p>								

**RATIONALE FOR THE RECOMMENDED CHANGE:**

This is a course based masters degree, that prepares students for clinical practice as occupational therapists. Accreditation standards must be maintained, including a minimum 1000 hours of clinical fieldwork. The program has been organized into six terms of study, typically including 9 weeks of academic coursework (11 weeks in the first term), followed by a practicum. A total equivalent of 12 full courses have been required, with 28 weeks practicum. Practica experiences currently are part of a course entitled: Professional Roles and Experiential Practicum; however the contact hours have historically exceeded those expected in a full course. As part of the 5th academic term, students participated in a full time, five week evidence-based practice project in lieu of a clinical practicum; however, variation in project demands has meant that it has frequently been less than ideal to have all project hours in such compressed timelines. Contact hours for this project have not been well-reflected in the curriculum.

The program will continue as a course-based masters degree. This will be met through 28 weeks of practica, spread across four practica, which will be distributed throughout the two years of study (there will never be a time when both classes are in clinical sites at the same time, easing significant current strain on resources). The curriculum will be organized into five academic terms (3 in first year, 2 in second year) with two long (8 week) practica in second year. Practica courses will be introduced as independent courses to better reflect the contact hours that these learning opportunities demand. An equivalent of 15 full courses will be required. Comparison with other Ontario Occupational Therapy Programs suggests the credit/course demands are similar.

**PROVIDE IMPLEMENTATION DATE: (Implementation date should be at the beginning of the academic year)**

Implementation will be Sept 2012 for the cohort entering that year; the class that entered September 2011 will continue in the program as previously approved.

**ARE THERE ANY OTHER DETAILS OF THE RECOMMENDED CHANGE THAT THE CURRICULUM AND POLICY COMMITTEE SHOULD BE AWARE OF? IF YES, EXPLAIN.****PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR:****Program Requirements**

The Master of Science in Occupational Therapy is a full time course-based professional Master's program which meets practice standards and professional accreditation. It prepares students with the knowledge skills and professional behaviours to practice as entry level occupational therapists. The program utilizes a problem-based self-directed learning philosophy. Students will complete course work, fieldwork, and an independent evidence-based practice project during their two extended study years, from September to July (Year 1) and September to September (Year 2). All courses are required. Students will receive a General Guide, a Curriculum Guide, and a Professional Practice handbook which provide more detail regarding procedures and requirements. In the event of a discrepancy between these documents and Graduate Calendar, Graduate Calendar represents the official policy.

**Admission Requirements:**

To be eligible for admission to the M.Sc.(OT) program, applicants must have completed a four-year baccalaureate degree or the equivalent number of courses (120 units/credits) and have achieved a minimum grade-point average of "B" or 75% or 3.0/4.0 or 8.0/12.0 in their final 60 units of credit. Post-graduate coursework is also considered in this GPA calculation, and calculated on a case-by-case basis.

Applicants may apply during the fourth year of their degree. In this case, the pre-admission GPA for eligibility purposes is calculated using the most recent 60 units of credit towards their degree. If an applicant in this category is subsequently offered admission to the program, the offer is "conditional" upon successful completion of their four-year degree by June 30 in that year and maintenance of a B average in their final 60 units of credit.

An offer of admission is contingent upon a "clear" Police Check (including vulnerable-sector screening and a police record check) or approval by the Assistant Dean (as per the Police Records Check Policy approved by McMaster University Senate December 8, 2010). See [http://fw4.bluewirecs.ca/Portals/20/pdf/admission/OT\\_PT\\_Student\\_Police\\_Records\\_Check.pdf](http://fw4.bluewirecs.ca/Portals/20/pdf/admission/OT_PT_Student_Police_Records_Check.pdf) for the full policy.

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Lori Letts

Email: [lettsl@mcmaster.ca](mailto:lettsl@mcmaster.ca)

Extension: 27816

Date: November 15, 2011

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

**OT Program Proposed Changes to Courses (all required)**

<b>Term / semester</b>	<b>Current course</b>	<b>weighting</b>	<b>Proposed New OT program</b>	<b>weighting</b>	<b>Explanation re: Change</b>
<b>year 1 fall</b>	616 Foundational Knowledge	0.5	616 foundational knowledge	0.5	No change
	617 I&I	1	617 I&I	1	No change
	618 PREP	1	618 PRS	1	Same number of classroom hours; practicum evaluation removed; course name change
			619 Practicum I	0.5	New course - practicum - 4 weeks
<b>year 1 winter</b>	626 Foundational knowledge	0.5	626 Foundational knowledge	0.5	Change in prerequisite courses
	627 I&I	1	627 I&I	1	No change
	628 PREP	1	628 PRS	1	Same number of classroom hours; practicum evaluation removed; course name change; change in prerequisite courses
			629 Practicum II	0.5	New course - practicum - 8 weeks
<b>year 1 spring</b>	637 I&I	1	637 I&I	1	Change in prerequisite courses; change in course name to better reflect content
	638 PREP	1	638 PRS	1	Same number of classroom hours; practicum evaluation removed; course name change; change in prerequisite
<b>year 2 fall</b>	717 I&I	0.5	717 I&I	1	All fall year 2 courses are increasing in number of weeks in class - from 9 - 14 - additional content from old 727/728/748; Prerequisites to change. NOTE: All year 2 course change forms will be submitted for the 2012-2013 academic year.
	718 PREP	0.5	718 PRS	1	
	747 EBP	0.5	747 EBP	1	



<b>year 2 winter</b>			729 Practicum III	0.5	New course - practicum 8 weeks
	727 I&I	0.5			All old term 5 courses being removed - content incorporated as needed into year 2 fall and year 2 spring enlarged courses
	728 PREP	0.5			
	748 EBP	1			
<b>year 2 spring</b>	737 I&I	0.5	737 I&I	1	All spring year 2 courses are increasing in number of weeks in class from 9 - 17 additional content from 727/728/748 and includes EBP project time which was formerly incorporated as part of 718 PREP
	738 PREP	0.5	738 PRS	1	
	749 EBP	0.5	749 EBP	1	
			739 practicum IV	0.5	New course - practicum 8 weeks
TOTAL Course credits		12		15	
TOTAL Weeks practicum		28		28	

Appendix:

I&I: Inquiry & integration – typically includes 3 hours per week large class lecture; 1 – 2 PBT group meetings per week

PREP: Professional Roles and Experiential Practicum

PRS: Professional Reasoning and Skills

EBP: Evidence-based Practice



**SCHOOL OF GRADUATE STUDIES**

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES**

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: [espiritu@mcmaster.ca](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science: Occupational Therapy Program		
<b>COURSE TITLE</b>		Wellness Health and Occupation: Professional Roles and Experiential Practicum		
<b>COURSE NUMBER</b>	618	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( X )</b>	<b>HALF COURSE ( )</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Sue Baptiste, Debra Stewart		
<b>PREREQUISITE(S)</b>		none		

**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<input type="text"/>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b>	<input type="checkbox"/>	<b>IF YES, PROVIDE THE DATE:</b>	<input type="text"/>
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>							
<b>CHANGE IN COURSE TITLE</b>	<input checked="" type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b> Wellness, Health and Occupation: Professional Reasoning and Skills					
<b>CHANGE IN COURSE DESCRIPTION</b>	<input type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>					
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>	<input type="checkbox"/>		
<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>					
<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Modification to course evaluations (revision of weighting; removal of practicum evaluation)					

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

This Term 1 course focuses on developing foundational skills in communication, interviewing, identifying and analysing occupational performance issues, and critical thinking. The course explores occupation in depth and begins application of occupational therapy process models, in preparation for occupational therapy practice

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**

- Module 1 - Introduction to Occupation
- Module 2 - Communication Skills and Interviewing
- Module 3 - Occupational Performance Analysis
- Module 4 - Evidence-Based Decision Making

A list of required program textbooks and learning resources is updated and provided in Term handbooks each year.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This course is part of the first term, and serves as a foundation for future terms and courses, by introducing students to basic skills required for all areas of occupational therapy practice.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>65</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>Large group sessions with frequent small break-out/discussion groups for skills and reasoning practice.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>SELF-ASSESSMENT OF INTERVIEW WITH LEARNING PLAN (10%): Students conduct an initial OT interview with a community member or standardized patient (rated satisfactor/unsatisfactory). They submit a paper summarizing their self-assessment and develop a learning plan to address identified goals.</p> <p>OCCUPATIONAL PERFORMANCE ANALYSIS (30%): Using a scenario, students individually write a 6 page analysis of an occupation important to the client, considering the person, environment and occupational factors that influence the occupational outcome.</p> <p>CRITICAL APPRAISAL ASSIGNMENT (25%): In pairs, students complete critical appraisal forms on one quantitative and one qualitative research article. Individually, students use the appraisals to respond to a clinical situation in which the evidence is applied.</p> <p>PRACTICAL EXAM (35%): Students are observed conducting a detailed interview with a standardized client, and then document their findings from the interview. Evaluation is based on both components.</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>N/A</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Lori Letts Email: lletts@mcmaster.ca Extension: 27816 Date: November 24, 2011</p>

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2011



**SCHOOL OF GRADUATE STUDIES**

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES**

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: [espiritu@mcmaster.ca](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science: Occupational Therapy Program		
<b>COURSE TITLE</b>		Occupational Therapy Practicum I		
<b>COURSE NUMBER</b>	619	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Lorie Shimmell		
<b>PREREQUISITE(S)</b>		none		

**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

<b>NEW COURSE</b>	<input checked="" type="checkbox"/>	<b>DATE TO BE OFFERED:</b> Sept. 2012	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO</b> IF YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO</b> IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). <b>NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>		<b>PROVIDE THE NEW COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>		<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>		<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>		<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER CHANGES</b>		<b>EXPLAIN:</b>		

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

The Occupational Therapy Practicum I course provides the opportunity for students to apply occupational therapy knowledge, skills, and professional behaviours in a variety of environments in which occupational therapists provide service. Prior to completion of the full-time two-year program, students will gain experience in four settings, one of which will offer exposure to mental health issues.

This is a Level 1 placement, the foci of which are on knowledge application, introduction to the role of the occupational therapist, engagement in professional activities and learning about the realities of professional practice.

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**

The objective of this course is to provide students with the opportunity to apply the knowledge, skills and professional behaviours they have gained in the academic setting, within an occupational therapy practice. Students are supervised and evaluated by regulated occupational therapists (preceptors), who share their professional and clinical expertise with student occupational therapists, in order for student occupational therapists to prepare for occupational therapy practice. There is one specific text associated with the course (see below). Students may be provided with and/or may access readings from various resources including but not limited to research literature, various texts, information from professional associations, or from the faculty.

Bossers, A., Miller, L.T., Polatajko, H.J., & Hartley, M. (2007). Competency based fieldwork evaluation for occupational therapists (CBFE-OT). Scarborough, ON: Thomson Nelson.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This is a required course for all students in the MSc(OT) Program</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>65</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>This course will include sessions scheduled during the academic portion of the term to discuss information relevant to clinical education.</p> <p>Students will have a full-time 4-week Occupational Therapy Practicum I following the end of the Term 1 academic term. A variety of facilities, settings, and placement types will be offered.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Overall grade assigned: pass / fail</p> <p>Individual Components:  Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT) (includes 8-point Visual Analogue Scale (VAS) and individual learning objectives).  Using the CBFE-OT, in preparation for both the midterm and final evaluations, the student and preceptor will independently complete a written evaluation, including ratings and written feedback in each of 7 competencies*, and an overall rating and feedback of student's performance.  An evaluation meeting will be held at midterm and final by student and preceptor to discuss/finalize ratings of and comments about student performance. After Final Evaluation, the preceptor provides specific comments for each competency and recommends a pass or fail in the Occupational Therapy Practice I course.  The Course Coordinator takes into consideration the recommendation of the preceptor on the CBFE-OT and assigns a final grade.</p> <p>*Please see attached page for list of competencies.</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>No. This course is intended exclusively for full-time students in the MSc(OT) Program.</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>Not applicable</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Lori Letts Email: lletts@mcmaster.ca Extension: 27816 Date: October 11, 2011</p>

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2011

## Addendum to OT 619

\*

### 4. Method of Evaluation, continued

The following competencies are evaluated using the CBF-E-OT:

1. Practice Knowledge
2. Clinical Reasoning
3. Facilitating Change with a Practice process
4. Professional Interactions and Responsibilities
5. Communication
6. Professional Development
7. Performance Management.



**SCHOOL OF GRADUATE STUDIES**

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES**

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: [espiritu@mcmaster.ca](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science: Occupational Therapy Program		
<b>COURSE TITLE</b>		Foundational Knowledge II		
<b>COURSE NUMBER</b>	626	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Debra Stewart, Sue Baptiste		
<b>PREREQUISITE(S)</b>		OT 616, 617,618,619		

**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

<b>NEW COURSE</b>		<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>			
<b>CHANGE IN COURSE TITLE</b>		<b>PROVIDE THE NEW COURSE TITLE:</b>	
<b>CHANGE IN COURSE DESCRIPTION</b>		<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>	
<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>	<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>		<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>	
<b>OTHER CHANGES</b>	X	<b>EXPLAIN:</b> Change in prerequisite course to reflect new OT course 619	

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

This half course builds on Foundational Knowledge 1 to provide students with the requisite knowledge in foundational sciences (biological, social and research) for occupational therapy education, research and practice. Using a self-directed learning approach, students identify their current knowledge level in the three foundational sciences and develop a learning plan. A variety of learning resources are provided by faculty for students to access. Resources include formal learning sessions with faculty, modules on Avenue to Learn, electronic texts, online resources and quizzes. Total in-class time is approximately 36 hours. At the completion of the course, students update their portfolio on foundational knowledge and develop an ongoing learning plan to achieve their individual learning objectives

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**

Foundational Knowledge II is the second of two half courses offered in the first two terms of study in the occupational therapy program. The course builds on Foundational Knowledge I, offered in the first term of the program. It has been set up using a self-directed learning approach, in which the students develop a learning plan for the course in the three foundational sciences (biological, social and research). Students then access a variety of learning resources depending on their individualized learning needs. Learning resources include: formal resource sessions with faculty, held once per week for 6 weeks; modules on Avenue to Learn for each foundational science; lists of online resources for more indepth individual study; and quizzes on each topic area.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>Evidence from students, faculty and graduates has been mounting over the past few years to develop a course that helps students in first year acquire the requisite foundational knowledge for occupational therapy practice. The purpose of this second half course on Foundational Knowledge is to build our students' knowledge in three key foundational sciences: biological, social and research sciences. The knowledge gained from this course will provide students with the foundational knowledge they need for application in all other occupational therapy courses, including Problem based Tutorials, Inquiry Seminars, Skills Labs and Practica.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>65</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>Course materials are presented in multiple ways to meet the different learning needs of students in the three areas of foundational knowledge. The course progresses as follows:          Week 1 - Introduction to course and the ongoing development of self-directed learning skills. Second term Learning Plan developed based on results of their self assessment and portfolio review in Term 1. Peer evaluation of Learning Plan is then completed to reinforce students' understanding of self-directed learning and writing measurable Learning Plans.          Weeks 2 - 8 - Resource sessions (4 hours per week) and modules on Avenue to Learn for students to select from.          Week 9: Review and evaluation of Learning Plans. Portfolios and new Learning Plans for Term 3 handed in. Final Exam.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>1. Learning Plan for Term 2 and 3 (25%)          2. Portfolio on Foundational Knowledge (35%). Portfolio to include: Completed Learning Plan, with accompanying evidence to support achievement of each objective, Two to three - page Self-assessment of Learning of Foundational Knowledge and its application to other course work          3. Multiple Choice Exam (40%) mid-term &amp; final</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>N/A</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Lori Letts Email: <a href="mailto:lettls@mcmaster.ca">lettls@mcmaster.ca</a> Extension: 27816 Date: November 24, 2011</p>

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2011





**SCHOOL OF GRADUATE STUDIES**

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES**

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: [espiritu@mcmaster.ca](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		Occupational Therapy		
<b>COURSE TITLE</b>		Person, Environment & Occupation: Professional Roles & Experiential Practicum		
<b>COURSE NUMBER</b>	628	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( X )</b>	<b>HALF COURSE ( )</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Lori Letts		
<b>PREREQUISITE(S)</b>		OT 616, 617, 618, 619		

**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<input type="text"/>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b>	<input type="checkbox"/>	<b>IF YES, PROVIDE THE DATE:</b>	<input type="text"/>
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>							
<b>CHANGE IN COURSE TITLE</b>	<input checked="" type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b> Person, Environment & Occupation: Professional Reasoning and Skills					
<b>CHANGE IN COURSE DESCRIPTION</b>	<input checked="" type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>					
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>	<input type="checkbox"/>		
<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>					
<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Change in evaluation.					

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

This course is designed to provide students with knowledge and skill in assessment and developing intervention strategies for individuals within the environments in which they fulfill daily occupations of self-care, productivity, and leisure. The course provides students with opportunities to reason using accepted occupational therapy process models.

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**

The course is organized using scenarios throughout the term to illustrate the use of a number of occupational therapy assessment and interventions in the areas of: Self-care; Productivity; and Leisure. Students are exposed to detailed information about assessment and intervention related to performance components such as affect and mood; physical function; cognition; perception. Emphasis is on using sound professional reasoning that is grounded in theory and research evidence.

A list of required program textbooks and learning resources is updated and provided in Term handbooks each year.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This is a required course for students who are enrolled in the MSc(OT) Programme.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>65</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>The course will utilize a mix of large group plenary sessions, small break-out groups, individual and work in pairs for practice sessions. Students will be expected to be prepared for each session by completing readings and pre-defined activities specific to the skills being introduced.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>The course includes three evaluation components:</p> <ol style="list-style-type: none"> <li>1. Evidence-based appraisal (35%). Students conduct a detailed search and appraisal of evidence on a standardized assessment used in occupational therapy practice. Individually, students will present evidence, and consider application to practice, and to prepare a report summarizing the findings. In small groups, students will prepare an experiential learning opportunity to introduce the assessment to their peers.</li> <li>2. Work Evaluation (25%): A work site assessment (videotaped and available for viewing through the learning platform) is conducted. Students are required to complete a detailed worksite evaluation form, and a consultation report designed for the worker and worksite.</li> <li>3. Modified Essay Question (MEQ) Examination (40%): This short-answer exam consists of a series of questions related to two clinical scenarios designed to work through an occupational therapy process. Students will be evaluated on their reasoning throughout the OT process.</li> </ol>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>N/A</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Lori Letts Email: lettsl@mcmaster.ca Extension: 27816 Date: October 19, 2011</p>

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2011



**SCHOOL OF GRADUATE STUDIES**

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES**

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: [espiritu@mcmaster.ca](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science: Occupational Therapy Program		
<b>COURSE TITLE</b>		Occupational Therapy Practicum II		
<b>COURSE NUMBER</b>	629	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Lorie Shimmell		
<b>PREREQUISITE(S)</b>		616, 617, 618, 619		

**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

<b>NEW COURSE</b>	<input checked="" type="checkbox"/>	<b>DATE TO BE OFFERED:</b> Jan. - Apr. 2013	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>		<b>PROVIDE THE NEW COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>		<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>		<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>		<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER CHANGES</b>		<b>EXPLAIN:</b>		

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

Occupational Therapy Practicum II provides the opportunity for students to apply occupational therapy knowledge, skills and professional behaviours in a variety of environments in which occupational therapists provide service. Prior to completion of the full-time two-year program, students will gain experience in four settings, one of which will offer exposure to mental health issues.

This is a Level 2 placement, the foci of which are on development of professional knowledge, skills, attitudes and behaviours; development of professional reasoning and problem-solving skills; planning, implementation and evaluation of all aspects of a program of occupational therapy; integration of constructive feedback into performance; and integration of previous academic and fieldwork experiences with current experience.

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**

The objective of this course is to provide students with the opportunity to apply the knowledge, skills and professional behaviours they have gained in the academic setting, within an occupational therapy practice. Students are evaluated by regulated occupational therapists (preceptors), who share their professional and clinical expertise with student occupational therapists, in order for student occupational therapists to prepare for occupational therapy practice. There is one specific text associated with the course (see below). Students may be provided with and/or may access readings from various resources including but not limited to research literature, various texts, information from professional associations, or from the facility.

Bossers, A., Miller, L.T., Polatajko, H.J., & Hartley, M. (2007). Competency based fieldwork evaluation for occupational therapists (CBFE-OT). Scarborough, ON: Thomson Nelson.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This is a required course for all students in the MSc(OT) Program</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>65</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>This course will include sessions scheduled during the academic portion of the term to discuss information relevant to clinical education.</p> <p>Students will have a full-time 8-week Occupational Therapy Practicum II following the end of the Term 2 academic term. A variety of facilities, settings, and placement types will be offered.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Overall grade assigned: pass / fail</p> <p>Individual Components:  Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT) (includes 8-point Visual Analogue Scale (VAS) and individual learning objectives).  Using the CBFE-OT, in preparation for both the midterm and final evaluations, the student and preceptor will independently complete a written evaluation, including ratings and written feedback in each of 7 competencies*, and an overall rating and feedback of student's performance.  An evaluation meeting will be held at midterm and final by student and preceptor to discuss/ finalize ratings of and comments about student performance. After Final Evaluation, the preceptor provides specific comments for each competency and recommends a pass or fail in the Occupational Therapy Practice I course.  The Course Coordinator takes into consideration the recommendation of the preceptor on the CBFE-OT and assigns a final grade.</p> <p>*Please see attached page for list of competencies.</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>No. This course is intended exclusively for full-time students in the MSc(OT) Program.</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>Not applicable</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Lori Letts Email: lletts@mcmaster.ca Extension: 27816 Date: November 15, 2011</p>

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2011

## Addendum to OT 629

\*

### 4. Method of Evaluation, continued

The following competencies are evaluated using the CBFE-OT:

1. Practice Knowledge
2. Clinical Reasoning
3. Facilitating Change with a Practice process
4. Professional Interactions and Responsibilities
5. Communication
6. Professional Development
7. Performance Management.



**SCHOOL OF GRADUATE STUDIES**

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES**

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: [espiritu@mcmaster.ca](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		Occupational Therapy		
<b>COURSE TITLE</b>		Disability Development & Occupation: Inquiry & Integration		
<b>COURSE NUMBER</b>	637	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( X )</b>	<b>HALF COURSE ( )</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Rebecca Gewurtz, Joyce Tryssenaar		
<b>PREREQUISITE(S)</b>		616, 617, 618, 619, 626, 627, 628, 629		

**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<input type="text"/>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b>	<input type="checkbox"/>	<b>IF YES, PROVIDE THE DATE:</b>	<input type="text"/>
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>							
<b>CHANGE IN COURSE TITLE</b>	<input checked="" type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b> Disability & Occupation: Inquiry & Integration					
<b>CHANGE IN COURSE DESCRIPTION</b>	<input type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>					
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>	<input type="checkbox"/>		
<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>					
<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> change in prerequisite courses to reflect all required OT courses to be taken prior to this course.					

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

This course is designed to provide students with opportunities to develop an understanding of models of disability, and occupation through large group discussion and exploration of learning issues developed from problem scenarios. The course will focus on disability theory, models of occupation, and the application of these theories and models to occupational therapy practice.

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**

The theme of Term 3 is Disability & Occupation. This theme will be explored and expanded across both courses and within each component of the courses. Within the Inquiry and Integration course, the emphasis will be on understanding the impact of disability on human occupation. The inquiry seminars will focus attention of theories of disability that are drawn upon in occupational therapy practice, as well as the systems that influence them. Students will be encouraged to consider historical and current understandings of disability, stigma, recovery, sexuality and issues related to working in the majority and developed worlds. The problem based tutorials cover the lifespan and will provide opportunity to apply theoretical concepts to occupational therapy practice.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This is a required course for all students in the MSc(OT) program</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>60-65</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>This course provides students with opportunities to develop an understanding of the constructs of disability, occupation, and their relevance to practice both through large group discussion and exploration of learning issues derived from problem scenarios during problem-based small groups. The large group component will provide students with an introduction to experts and resource people with particular knowledge and skill in areas to disability and occupation</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Book Review paper - 20%          Relational/Response paper - 30%          Scholarly paper Understanding Disability - 50%          In-Tutorial Performance Evaluation - Satisfactory/Unsatisfactory (must receive satisfactory to pass the course)</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>This course is intended exclusively for students in the MSc(OT) program</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Lori Letts Email: lettsl@mcmaster.ca Extension: 27816 Date: November 21, 2011</p>

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2011



**SCHOOL OF GRADUATE STUDIES**

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES**

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: [espiritu@mcmaster.ca](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science: Occupational Therapy Program		
<b>COURSE TITLE</b>		Disability Development & Occupation: Professional Roles & Experiential Practicum		
<b>COURSE NUMBER</b>	638	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( X )</b>	<b>HALF COURSE ( )</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Jackie Bosch/Jocelyn Harris/Joyce Tryssenaar		
<b>PREREQUISITE(S)</b>		OT 616, 617, 618, 619, 626, 627, 628, 629		

**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<input type="text"/>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b>	<input type="checkbox"/>
				<b>IF YES, PROVIDE THE DATE:</b>	

**WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

<b>CHANGE IN COURSE TITLE</b>	<input checked="" type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b>	Disability and Occupation: Professional Reasoning and Skills		
-------------------------------	-------------------------------------	--------------------------------------	--	--	--

<b>CHANGE IN COURSE DESCRIPTION</b>	<input checked="" type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>			
-------------------------------------	-------------------------------------	---	--	--	--

<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>	<input type="checkbox"/>
------------------------------	--------------------------	------------------------------	--------------------------	---------------------------------	--------------------------

<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>	<input type="text"/>		
----------------------------	--------------------------	--	----------------------	--	--

<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b>	Update course information to reflect current status; change in course evaluation; change in prerequisite courses to reflect all courses required prior to this courses.		
----------------------	-------------------------------------	-----------------	---	--	--

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

This Term 3 course builds on applying the occupational performance process model in a number of clinical scenarios. Course content will move into consideration and understanding of multi-system problems, and clinical problems which illustrate complexity and chronicity. Students will be expected to apply principles of evidence-based practice, critical thinking and clinical reasoning. Areas of focus include: working with children through play and in school settings, home and community practice, group interventions, psychosocial interventions, neurology, and using technology.

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**

This course is designed to look at assessment and intervention beyond the broad categories: activities of daily living (ADL), productivity and leisure that were covered in Term 2 and start to focus on occupational therapy in specific environments, with specific populations and various diagnostic groups. The focus is on enabling occupational performance across all stages of development and with many types of disabilities encountered in occupational therapy practice.



<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This is a required course for all students in the MSc(OT) program.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>60-65</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>There are nine weeks of classes; usually two classes per week. In this course, we also introduce 2-3 sessions entitled: Clinical Application of Reasoning &amp; Evidence (CARE) Groups. Clinical reasoning across all stages of the occupational performance process model is emphasized. Critical analysis of assessment and intervention will be integrated into the course. Regular classroom sessions will provide information about the skills required to use different assessments and interventions in practice. CARE Groups will offer opportunities for students to work through an occupational therapy process from referral to discharge with clinical scenarios, incorporating reasoning and the application of evidence.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Evidence Based Appraisal - 35%          Planning and Running Own Group - 30%          Practical Examination - 35%          Professional Portfolio - Pass/Fail (a pass is required to pass the course)</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>No - this course is intended exclusively for students in the MSc(OT) program.</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Lori Letts Email: lletts@mcmaster.ca Extension: 27816 Date: November 15, 2011</p>

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2011

## MEMORANDUM

To: GPCC

From: Joy MacDermid

Assistant Dean, Rehabilitation Science Graduate Program

Date: November 11, 2011

Re: Changes to comp exam process

---

The following changes are proposed to the Comprehensive Examination Process in the Rehabilitation Science PhD Program. A clean copy of the document is provided given the number of changes (which are summarized below).

**RATIONALE:** Our comprehensive process is new and we are gaining experience with how to maximize the efficiency of the students' learning and avoid a lack of clarity in what tasks can be proposed. Given that we have a Comprehensive Oversight Committee, we now have a better sense of the barriers/misconceptions that are common across trainees. We are concerned with promoting better timeliness of achieving this milestone. Given the comprehensive process requires three specific tasks that we view as critical to promote fundamental skills, we want to assure we are being efficient in the process. This document provides more structure and clarity on the specific tasks and the nature of the work that should be included in the comprehensive proposal. This revision extends a minor revision approved last year. That provision allowed students to propose a research grant component that was aligned with their thesis area. This change was welcomed by the students/thesis supervisors, but additional points of confusion are now being clarified.

The additional changes now:

1. clarify timelines
2. make it clearer that the scholarly paper must not be on the thesis topic,
3. clarify committee involvement in the process
4. place restrictions on the length of the proposal

We have added stricter guidelines on length of the proposal and timelines. We have found students tend to do more than is required for writing their proposal and are taking too long to develop proposals versus focusing on conducting the components. We wish to refocus the emphasis and provide timelines for completion of the comps once submitted (this was not previously stated). Streamlining the proposal and clear timelines is required to ensure students meet the comprehensive defense timeline.

## COMPREHENSIVE EXAMINATION

### Overview

1. Students are expected to successfully complete the Comprehensive Examination process within 18 months (by 5<sup>th</sup> term) for full-time students and within 28 months (by 7<sup>th</sup> term) for part-time students, starting from the date of admission to the PhD program.
2. The Comprehensive Examination process will include the submission and oral defense of a Portfolio as described in point 4 below.

### Purpose

3. The purpose of the Comprehensive Examination is for students to demonstrate a breadth of knowledge and skills as Rehabilitation Scientists. Specifically, they are expected to demonstrate their competency in areas that extend beyond their thesis work, including the ability to:
  - a) Critically appraise and synthesize concepts, theories, research literature and key themes within their field, but distinct from their thesis topic
  - b) Produce written and oral communications that meet scientific standards for peer-reviewed publication and presentation
  - c) Produce a funding application that meets scientific standards for peer-reviewed grant funding
  - d) Develop effective strategies to transfer rehabilitation research knowledge to various stakeholders (e.g. peers, students, policy makers, lay public)

### Content of Portfolio

4. The Portfolio must include the following scholarly materials:
  - a) A scholarly paper ready for submission to a peer reviewed journal. This paper may consist of a theoretical/conceptual paper; or a primary/secondary research analysis. The scholarly paper must demonstrate breadth by being distinct from the thesis in terms of the content area addressed; and may also be an opportunity to demonstrate breadth in methods. That is, the content must address a different content area than the thesis research. Students will be expected to explain how the content and methods are distinct from those addressed by their thesis. Students should consider that if a proposed paper could reasonably be seen as a viable chapter within their manuscript thesis, then it is probably not sufficiently distinct from the thesis.
  - b) A grant proposal of 10 pages ready for submission to an appropriate agency that conducts peer reviews of submissions for operating funds. The research grant may request funding for the thesis research, or may request operating funds for a different project. **Personnel awards are not considered eligible products to fulfill this criterion.** The grant should follow grant agency guidelines but must include:

- Rationale for the study and a review of the literature
  - Detailed description of the research methods and analysis
  - Preparation of a budget
  - Any other components required by the agency (e.g. lay summary, description of pilot work, description of researchers' roles)
- c) A knowledge translation package/module- Students will develop and evaluate one aspect of knowledge translation e.g. resources, tool or interventions. Target audiences may include clinicians, policymakers or patients/public. Examples include any of the following:
1. Informational resources (e.g. databases, knowledge refineries, evidence support systems)
  2. Knowledge products (e.g. lay or policy evidence summaries, interactive workshops, brochures)
  3. Application tools, stand-alone tools (e.g. computer/CD/web-based guides or modules, instruction manuals)
  4. Decision support tools (e.g. practice guidelines, decision rules, decision support tools)
  5. Behaviour change interventions (e.g. Audit and feedback, reminders, knowledge brokering, opinion leaders)

The description of the KT must include the following:

1. Statement of the problem being addressed and the supporting evidence indicating what action is needed.
2. Definition of the components of the evidence-gap being addressed and the target audience
3. A specific description of the KT component to be developed (recruitment of targets, components of the KT, implementation strategy)
4. A description of how the KT will be evaluated (outcome evaluations); and how these evaluations will be used.

#### Distinction of the portfolio from other academic activities and products

The comprehensive proposal meets the learning needs of the student and supplements the knowledge and skills obtained through thesis research. It is important that the work presented for credit in the comprehensive portfolio does not duplicate work that has, or will be, provided academic credit e.g. part of the thesis research or coursework. The funding application and knowledge translation components of the Comprehensive Portfolio can be related to the thesis or coursework, but must not duplicate course assignments or sections of the thesis. The scholarly paper must be on a topic that is clearly distinct from the thesis. Ultimately, the comprehensive committee adjudicates whether it is sufficiently distinct. A paper that uses a different target population, topic and methods is clearly distinct. Where there is overlap on any these, the student explanation of distinction from the thesis research will be critical. Comprehensive components, including the scholarly paper, can extend or build on course assignments; but this distinction must be clarified in the portfolio. For example, a course paper that is substantively enhanced and revised can be included as a comprehensive scholarly paper. A

knowledge translation tool or product that is proposed during the KT course can be conducted and evaluated as the KT component of a comprehensive portfolio.

The grant proposal component may describe the methods proposed for the thesis; but must comply with the restrictions/format of the granting agency. To maintain consistency across applications students are required to submit a minimum 10-page grant application as part of their portfolio. On occasion students choose to apply to smaller grant agencies that have requirements for a short proposal. Where the student selects a granting agency with brief applications requirements; they should submit an extended 10-page version for the comprehensive proposal.

### **Portfolio Plan**

5. It is expected that the students, with support and guidance from their Supervisor and Supervisory Committee, will begin working on the Portfolio upon admission to the program. Students should submit their comprehensive plan to their supervisory committee within the first eight-months in the program. Students are expected to obtain approval for their comprehensive portfolio plan from the Supervisory Committee and Oversight Committee within the first 12 months in the program. Once approved the student should complete the comprehensive components within 6-months to stay on-time. The detailed recommended milestones for full-time students to complete the comprehensive proposal on time are listed at the end of this document.
6. The Portfolio Plan can be a maximum of 8 pages (total length excluding references and appendices). Plans over 8 pages will be returned to students for editing. The plan should include the following:
  - a) An overview of the initial plan for the thesis including proposed chapters, if known and a brief summary of the three components of the proposed portfolio.
  - b) A list of completed or ongoing courses including titles of the assignments; an explanation that addresses any potential overlap between proposed portfolio components and thesis or coursework. (a and b - maximum of 2-pages)
  - c) A description of each component of the proposed portfolio (2-page maximum for each component). Suggested guidelines for each component description include:
    - Overview of Component: Describe the basic goal and approach to be used in the component. Rationale: A brief list/description of the content knowledge or skills the component will provide.
    - Plan: A brief description of the methods that will be used during completion of the task; and
    - Outcomes: State the product to be delivered when the task is completed. For the scholarly paper this will require identification of a target Journal. For the grant application the target agency, type of funding call, and

research design/approach will need to be specified. For the knowledge translation project the specific KT deliverable will need to be identified; and the portfolio must outline how this deliverable will be evaluated.

Required appendices:

A. For paper: A copy of the target journal's instruction to authors

B. For the grant: The posted grant call and grant guidelines

C. For the KT: A copy of any tools to be evaluated (if developed)

- Potential Pitfalls and Their Management- A brief description of key potential barriers to task completion and how they will be mitigated.

Once the student's Supervisor and Supervisory Committee has reviewed and approved the student's Portfolio Plan, it is then submitted to the Oversight Committee. The Oversight Committee makes a decision on whether the student is prepared to proceed with the proposed work based on the following criteria of acceptability:

1. There is no duplication/inappropriate overlap between courses/thesis work and proposed comprehensive components
2. The scope of the work proposed is consistent with objectives of the Comprehensive Process to demonstrate breath of knowledge and skills.
3. There are no apparent critical flaws in the proposed work\*

#### \*Committee Roles in Comprehensive Process

The trainees' supervisor and committee has the main responsibility for insuring the quality of the work the student proposes and conducts. They are responsible for ensuring that the comprehensive process is used to enhance student skills and knowledge consistent with the overall training goals.

The Comprehensive Oversight Committee has the main responsibility for insuring the work proposed and conducted complies with program and university policies around the comprehensive process and academic integrity; and for organizing the Comprehensive Examination. The Oversight Committee reviews the plan to insure that it meets the objectives for the Comprehensive Examination Process; and that there is no duplication between previous and ongoing coursework. It also verifies that the manuscript is sufficiently distinct from the thesis research. The comprehensive committee does not judge whether optimal methods have been selected or determine if the proposed work is high quality. The Comprehensive Oversight Committee *may* make comments on feasibility or methods to benefit the student, but are not obligated to do so. The trainee is expected to discuss any advice provided by the committee with their supervisor and consider it in maximizing the quality, efficiency and success of their comprehensive components. The comprehensive oversight committee may fail to approve a comprehensive plan if a critical flaw is identified - since a critically flawed component is inconsistent with the objectives of the comprehensive process.

## Defense of the Completed Portfolio

7. Once the Portfolio is complete it should be submitted to the Oversight Committee along with the signature sheet of the supervisory committee. Within 2 weeks, the Oversight Committee will review the Portfolio to ensure that the content is complete and congruent with the plan submitted and that it meets the objectives as outlined in point 4 above. Upon granting approval for defense, the Oversight Committee will, in consultation with the supervisor and student, set the date of the Comprehensive Examination and appoint the members of the Comprehensive Examination Committee (see point 10). **Students should complete their comprehensive portfolio within six months of the comprehensive plan being approved by The Comprehensive Oversight Committee to insure reaching their defence milestone on-time.**
8. The student must provide all members of the Comprehensive Examination Committee with a copy of the Portfolio at least 2 weeks prior to the examination date. In addition to the scholarly materials listed in point 4, the student must submit the following as part of their completed portfolio:
  - a) The approved comprehensive plan including the appendices
  - b) A description of deviations from the original comprehensive plan- with an explanation for the change (1 page maximum)
  - c) A 1 page reflective summary on how the comprehensive component contributed to their training /development as a Rehabilitation Scientist/Educator; and implications for their future development.
  - d) Curriculum vitae
9. The Portfolio will be presented and defended in an open-door meeting. The presentation and questioning will be open. The deliberations of the committee and feedback to the candidate will be performed with only the candidate, the candidate supervisor, The Assistant Dean of Rehabilitation Science and the examining committee present. The supervisor and Assistant Dean are present as observers.
  - a) The student will outline the content of the 3 components of the Portfolio, and indicate how these projects have contributed to his or her development as a Rehabilitation Scientist (15 - 20 minute presentation). In addition, the student will describe the potential impact of their work on rehabilitation practice/policy/research.
  - b) The Comprehensive Examination Committee will consist of two members from the student's Supervisory Committee, a member from the Oversight Committee, and an External Examiner (a content expert or specialist from outside the Rehabilitation Science PhD program). Examiners will evaluate the student on the criteria outlined in point 13. The supervisor will not be a

member of the Comprehensive Examination Committee; but will be encouraged to attend the oral defense.

10. The chair of the Comprehensive Examination Committee will be the representative from the Oversight Committee.

- a) All members of the Comprehensive Examination Committee (including the chair) will vote on the performance of the student (first on the written Portfolio and then the oral defense). If the Portfolio and its defense are considered acceptable to all of the committee members, the student will receive a “pass”. To pass, no negative vote is permitted; abstentions are not allowed. If all committee members are in agreement, the outcome could also be a “pass with distinction”. A pass with distinction should be considered if all three components are considered to be of excellent quality (a publishable manuscript, a fundable grant application and an effective knowledge translation product or intervention).

If the result of the examination is “fail” (any of members vote “fail”), then the examining committee must define whether the written or oral components were unsatisfactory for each of the three components of the portfolio. The student must be given a second opportunity to take either the entire examination, or those portions on which the failure occurred. The Comprehensive Examination Committee will determine the requirements for the second opportunity (e.g. Written components to be re-submitted; components to be orally defended) and, conduct the second comprehensive examination; preferably with same examining committee.

On the repeat examination, the committee should make every effort to achieve consensus on the final pass/fail decision. If the committee cannot agree, The Assistant Dean of Rehabilitation Science adjudicates the final decision. This may require that the decision be delayed until the Assistant Dean is able to pursue additional investigation and discuss issues with committee members independently.

11. The student will be provided with feedback from the Comprehensive Examination Committee at the completion of the examination. Usually this will take place by each member of the committee providing verbal feedback to the student at the end of the defense. The student’s supervisor is invited to attend the feedback session to ensure that they are able to clarify or reinforce the feedback with the student at a later date; but does not provide respond to the feedback provided. Where a component has been failed; the Comprehensive Committee Chair must submit a written summary of the feedback to the student, with a copy to the student file and supervisory committee.

### **Criteria for Evaluation of the Defense**



12. The purpose of the Comprehensive Examination is for students to demonstrate their ability to synthesize, integrate and apply information. The following are criteria they are expected to meet through the submission of the Portfolio and/or its oral defense:
- a) The Portfolio document is well-written and organized with appropriate development and defense of ideas and actions.
  - b) The Portfolio content is of appropriate depth and breadth for the doctoral level and demonstrates the student's advancing knowledge of the chosen topics.
  - c) The student is able to critically appraise the literature, and synthesize and integrate information, concepts and theories and apply these to critical thinking in their field.
  - d) The student can pose a sound research question and design a study appropriate to answer it; recognize limitations; and defend his/her decisions.
  - e) The student understands knowledge translation and is able to apply this knowledge to the conduct and evaluation of KT in their area of research
  - e) The student communicates effectively.
  - f) The student conveys an understanding of how their work fits within the field of Rehabilitation Science.
13. Recommended Milestones expected for on-time completion of the comprehensive proposal.
- a) Month 3 - The student arranges a meeting with supervisor to review the comprehensive proposal guideline and discuss plans for defining a training plan that will allow for completion of comprehensive portfolio requirements. This discussion should include 1. Opportunities that might facilitate early development of the manuscript 2. A research grant that facilitates the student's progress in the program and 3. A knowledge translation project that will align with the thesis research considering, but not duplicating work performed in the knowledge translation graduate course (RS 725).
  - b) Month 5 - The student submits a brief (one page or less) written plan to supervisor outlining tentative components of the comprehensive plan. The student meets with the supervisor to discuss the proposal and finalize specific components to be included in the portfolio.
  - c) Month 6-7 - The student submits a brief draft of the written plan for discussion to the supervisory committee (preferably at a supervisory committee meeting). This brief outline will address the planned components for the comprehensive portfolio plan and inform the committee discussion about how to optimize the comprehensive proposal plan.
  - d) Month 8 - The student submits a draft, but complete, comprehensive portfolio plan to the supervisory committee for feedback and approval. Committees are requested to provide feedback and a statement about readiness to proceed within 3 weeks. The approval of the comprehensive

- portfolio plan should be noted on the next supervisory committee meeting form.
- e) Month 9 - The student submits the revised version of the portfolio plan to the Comprehensive Oversight Committee for approval.
  - f) Month 10 - The comprehensive oversight committee reviews the proposal and submits a written response to the student. Note-The comprehensive committee typically returns feedback within 2 (two) weeks.
  - g) Month 10 - The student addresses any remaining concerns of the comprehensive proposal committee and obtains approval from the comprehensive oversight committee to officially proceed with proposed comprehensive portfolio components.
  - h) Month 11-16 - The student completes the individual components of comprehensive portfolio\*, and submits drafts to the supervisor/supervisory committee for feedback. The student completes revisions of these components as requested by the supervisory committee.
  - i) Month 17 - The student compiles the completed comprehensive portfolio and submits it to the Comprehensive Oversight Committee.
  - j) Month 18 - The student defends the comprehensive portfolio.

***\*Note many students begin work on tentative components of their comprehensive portfolio prior to official approval. This is an excellent strategy for overall success; but the final components of the comprehensive will be determined by the comprehensive plan approved. Deviations from the approved plan are sometimes required during task completion. For example, the focus of a paper/grant can evolve during the process; response rates may be lower than expected. Alterations to the plan in response to events that arise during conduct of the comprehensive components are described as such in the portfolio (as per 8c).***

Revised November 11, 2011



**SCHOOL OF GRADUATE STUDIES**

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM  
- FOR CHANGE(S) INVOLVING DEGREE PROGRAM REQUIREMENTS /  
PROCEDURES**

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** changes involving degree program requirements/procedures. **All** sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT</b>		School of Rehabilitation Science						
<b>NAME OF PROGRAM</b>		Masters in Rehabilitation Science (course-based ;online)						
<b>PROGRAM DEGREE</b>	Ph.D. ( )	M.A. ( )	M.A.Sc. ( )	M.B.A. ( )	M. Eng. ( )	M.Sc. ( x )	Diploma Program ( )	Other (Specify)
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>								
<b>CHANGE IN ADMISSION REQUIREMENTS</b>		<input type="checkbox"/>	<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>		<input type="checkbox"/>	<b>CHANGE IN COURSE REQUIREMENTS</b>		<input checked="" type="checkbox"/>
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>			<b>EXPLAIN:</b> The calendar change would state on page 558 the these courses are mandatory (705, 706, 708).					
<b>OTHER</b>	<b>EXPLAIN:</b>							

**DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:**

For the course-based option, candidates must:

1. Complete, with at least a B- standing, a minimum of seven (7) graduate half courses.
  - Five courses, RS \*705, \*706, \*708, \*709, \*710 are mandatory.
  - Students may take courses RS \*700, \*701, \*702, \*703, \*707 as electives if they are able to be on site at McMaster University and \*704 dependent on the availability of faculty.
  - Two elective courses may be chosen from among on-campus and other distance education courses, including those offered by other universities. A list of preapproved courses for electives has been created (see the website) and approved by the Associate Dean of Rehabilitation Science and the Associate Dean of Graduate Studies (Health Sciences).
2. Complete the RS 730 scholarly paper to demonstrate integrative thinking while addressing an issue in rehabilitation.

**PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (*Attach additional pages if space is not sufficient.*)**

The program has evolved and we have acquired an increasingly diverse set of learners with diverse learning needs. With expanded enrollment we are able to fund additional course development and instructors. This enhanced capacity can be used to accommodate additional courses options. The current requirements has become overly restrictive for meeting learner needs and expanding out target learners. We plan to retain the three core courses which we think are fundamental to our core expertise and represent our McMaster strengths (measurement, evidence-based practice, critical reasoning). We are requesting a change to 3 required core courses with four electives and a scholarly paper. This will increase flexibility; but will not change the total workload. There will be no change in the total number of credits to acquire the Masters degree (the scholarly paper is currently considered two credits)

**RATIONALE FOR THE RECOMMENDED CHANGE:**

To provide better flexibility within the online Masters program so that students can meet their individualized learning needs ; to allow for expansion of the course options.

**PROVIDE IMPLEMENTATION DATE: (*Implementation date should be at the beginning of the academic year*)**

September 2012

**ARE THERE ANY OTHER DETAILS OF THE RECOMMENDED CHANGE THAT THE CURRICULUM AND POLICY COMMITTEE SHOULD BE AWARE OF? IF YES, EXPLAIN.**

**PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR:**

We will be changing the description in the calendar to say three required courses and four electives with a scholarly paper are required. See actual text changes below:

The following are the course requirements of the online Masters of Rehabilitation Science program. Student complete, with at least a B-standing, a minimum of three (3) required graduate half courses and four (4) electives, plus a scholarly paper. These include:

- RS \*705, \*706, \*708, as the core mandatory (online) courses.
- Four elective courses may be chosen from online Rehabilitation Science options; and on-campus options, including on campus Rehabilitation Science courses. Other, approved distance education courses or face-to-face courses can contribute to course requirements . A list of preapproved courses for electives has been created (see the website) and approved by the Associate Dean of Rehabilitation Science and the Associate Dean of Graduate Studies (Health Sciences).
- The RS 730 scholarly paper to demonstrate integrative thinking while addressing an issue in rehabilitation.

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Joy MacDermid    Email: macderj@mcmaster.ca    Extension: 22524    Date: 09/27/2011

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/medy



**SCHOOL OF GRADUATE STUDIES**

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES**

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: [espiritu@mcmaster.ca](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		Rehabilitation Science		
<b>COURSE TITLE</b>		Participation and Community Living		
<b>COURSE NUMBER</b>	RS 702*	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Mary Law		
<b>PREREQUISITE(S)</b>		Admission to the Rehabilitation Science Master Program, or permission of instructor		

**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

<b>NEW COURSE</b>	<b>DATE TO BE OFFERED:</b> Jan, 2012	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO</b> IF YES, PROVIDE THE DATE:
-------------------	---	--

**WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

<b>CHANGE IN COURSE TITLE</b>	<input checked="" type="checkbox"/>	<b>PROVIDE THE CURRENT COURSE TITLE:</b> Occupation and Occupational Performance
<b>CHANGE IN COURSE DESCRIPTION</b>	<input checked="" type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>
	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>

<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>
----------------------------	--------------------------	--

<b>OTHER</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> The content of this course is being revised to fit with the World Health Organization International Classification of Functioning, Disability and Health and its emphasis on participation as the ultimate goal of rehabilitation.
--------------	-------------------------------------	---

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

Participation in community living is regarded by the World Health Organization (WHO) as the optimal goal of rehabilitation. Participation refers to the active engagement of humans in sets of everyday activities - personal care, physical activity, work, school, and leisure and recreation. This course will provide students with an understanding of the concept of participation as delineated in the World Health Organization International Classification of Functioning, Disability and Health (ICF). Using a problem-based seminar format, students will review the predominant definitions and theories of participation and community living, discuss and critique them in relation to current research, measurement methods and application to rehabilitation.

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**

Course content includes: overview and definition of participation within the ICF, theories of participation in community living, measurement participation, personal and environmental factors impacting participation and community living, and research evidence regarding rehabilitation interventions to optimize participation. The course includes the following modules:

- Module 1: Participation - constructs and conceptual frameworks; definitional issues
- Module 2: Measurement of participation - measurement attributes, psychometric issues and current measurement methods
- Module 3: Personal and environmental factors impacting participation
- Module 4: Rehabilitation intervention to optimize participation

Course materials will consist of journal articles and systematic reviews focused on participation and community living.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This course is one of the core courses in the Rehabilitation Science Masters and PhD Programs. The program is offered through the School of Rehabilitation Science at McMaster University. This course is also available to graduate students enrolled in Masters or Doctoral programs at McMaster.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>10 students</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>The course will use a small group problem-based format. The course will meet weekly for three hours for a total of 12 weeks. During the course, topics pertinent to the study of participation and community living will be identified, researched and discussed in the class seminar. The course will begin with two sessions led by the course instructor focused on definitions of participation and an historical overview of the development and use of this concept by the World Health Organization. The remaining sessions of the course will focus on these identified topic areas through readings, student-led seminars and tutorials. Students will critically appraise theories and research regarding participation and the application of this knowledge to rehabilitation science</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Evaluation methods will include:</p> <ol style="list-style-type: none"> <li>1. participation in seminars, 20%</li> <li>2. student seminar presentation, 30%</li> <li>3. essay, 50%</li> </ol>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>N/A</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p>   <p>Name: Mary Law Email: lawm@mcmaster.ca      Extension: 27837      Date: August 5, 2011</p>

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/December 2006

## **Rehabilitation Science Program**

### **RS702\* - Participation and Community Living**

**Instructor:** Mary Law

**Course Dates:** January, 2012 - March, 2012 (12 weeks)

#### **Course Description:**

Participation in community life is regarded by the World Health Organization (WHO) as the optimal goal of rehabilitation. Participation refers to the active engagement of humans in sets of everyday activities - personal care, physical activity, work, school, and leisure and recreation. This course will provide students with an understanding of the concept of participation as delineated in the World Health Organization International Classification of Functioning, Disability and Health (ICF). Using a problem-based seminar format, students will review the predominant definitions and theories of participation and community living, discuss and critique them in relation to current research, measurement methods and application to rehabilitation.

Course content includes: overview and definition of participation within the ICF, theories of participation, measurement participation, personal and environmental factors impacting participation and community living, and research evidence regarding rehabilitation interventions to optimize participation. The course includes the following modules:

- Module 1: Participation - constructs and conceptual frameworks; definitional issues
- Module 2: Measurement of participation - measurement attributes, psychometric issues and current measurement methods
- Module 3: Personal and environmental factors impacting participation
- Module 4: Rehabilitation intervention to optimize participation

Course materials will consist of journal articles and systematic reviews focused on participation and community living.

The course will begin with two sessions focussed on definitions of participation and an historical overview of the development and use of this concept by the World Health Organization. Using a problem-based learning approach, students will then identify topics related to conceptual frameworks of participation, measurement of participation, and research examining the impact of personal and environmental factors on participation. The remaining sessions of the course will focus on these identified topic areas through readings, student-led seminars and tutorials. Students will critically appraise theories and research and the application of this knowledge to rehabilitation science. Learning will be centered on the theoretical foundations, methodological underpinnings, availability and limitations of current instruments, research applications, design issues and analyses required to address a spectrum of rehabilitation research and intervention related to participation and community living.

**Course Objectives:**

At the end of the course, students will be able to:

1. Discuss and critically review the predominant definitions and conceptual frameworks of participation, both currently and from an historical perspective.
2. Explain the constructs and conceptual frameworks underlying measurement of participation in rehabilitation.
3. Identify the psychometric issues relating to measurement of participation in rehabilitation.
4. Describe the more commonly used participation measures in rehabilitation.
5. Discuss the relationship between participation and the factors (personal and environmental) that mediate this relationship.
6. Examine and critique current evidence for rehabilitation interventions to optimize participation and community living.

**Course Format and Schedule:**

The course will use a small group problem-based format. The course will meet weekly for three hours for a total of 12 weeks. During the course, topics pertinent to the study of participation and community living will be identified, researched and discussed in the class seminar. The course will begin with two sessions led by the course instructor focused on definitions of participation and an historical overview of the development and use of this concept by the World Health Organization. The remaining sessions of the course will focus on these identified topic areas through readings, student-led seminars and tutorials. Students will critically appraise theories and research and the application of this knowledge to rehabilitation science. Learning will be centered on the theoretical foundations, methodological underpinnings, availability and limitations of current instruments, research applications, design issues and analyses required to address a spectrum of rehabilitation research and intervention related to participation and community living.

The course includes the following modules:

- Module 1: Participation - constructs and conceptual frameworks; definitional issues
- Module 2: Measurement of participation - measurement attributes, psychometric issues and current measurement methods
- Module 3: Personal and environmental factors impacting participation
- Module 4: Rehabilitation intervention to optimize participation

Course materials will consist of journal articles and systematic reviews focused on participation and community living.



The main topics of each module are as follows:

*Module 1 (two sessions):*

- Introduction to the course
- Historical overview of the development of the concept of participation in the World Health Organization.
- Defining participation
- Constructs and conceptual frameworks of participation

*Module 2 (five sessions):*

- Measurement of participation - measurement attributes
- Research design issues to consider when developing and evaluating participation measures for rehabilitation (two sessions)
- Psychometric issues in the examination of participation measures
- Critique of current measures of participation across the lifespan and a range of health conditions

*Module 3 (three sessions):*

- Measurement of personal and environmental factors in the ICF
- Research examining the impact of personal and environmental factors on participation across the lifespan and a range of health conditions

*Module 4 (two sessions):*

- Methodological challenges in designing studies to examine the effects of rehabilitation intervention to optimize participation
- Critique of current rehabilitation research to optimize participation

Modules 2-4: Seminar discussions will be based on topics within each module that are selected by the students (with faculty consultation). Each student will prepare and lead a seminar on one topic area within a module.

**Course Evaluation:**

Assignments will be evaluated by the course instructor.

1. Seminar participation (20%)

- students will critically examine and share ideas related to the topics presented in each seminar
- graded by the instructor based on student's preparation for each seminar, and contributions to discussion during each session.

2. Seminar presentation (30%)

- Each student will lead a seminar during the course. Students will identify a topic of interest related to the content of the course, will identify important readings from the required texts and other materials, and will prepare study questions for other students

prior to the seminar. During the seminar, the student will be expected to lead the group discussion and ensure that the seminar addresses the critical theoretical and research issues related to their topic. Dates and topics of the seminars will be selected in class.

1. Final paper (50%)

Each student will write a paper of 10 pages plus references on the current state of knowledge about an issue related to the theory, measurement or research on participation. The paper is expected to include a statement of the issue, a critical analysis and synthesis of research evidence about the issue and application of this knowledge to rehabilitation. Paper is to be double-spaced, in 12 font. Use APA style.



**SCHOOL OF GRADUATE STUDIES**

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES**

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: [espiritu@mcmaster.ca](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science		
<b>COURSE TITLE</b>		International Classification of Functioning, Disability, and Health: Theory and Use		
<b>COURSE NUMBER</b>	RS 722	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		JC MacDermid and JW Gorter		
<b>PREREQUISITE(S)</b>		none		

**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

<b>NEW COURSE</b>	<input checked="" type="checkbox"/>	<b>DATE TO BE OFFERED:</b> Winter 2012	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? X</b> IF YES, PROVIDE THE DATE: 2011 offered as 703-	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>		<b>PROVIDE THE NEW COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>		<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>		<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>		<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER CHANGES</b>		<b>EXPLAIN:</b>		

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**  
 The International Classification of Functioning, Disability and Health (ICF) is an international, multidisciplinary, consensus-driven framework and classification system of health and disability supported by the World Health Organization. This course will introduce students to the historical, theoretical and measurement principles of the ICF. Presentations and discussions with clinicians and researchers will highlight how ICF can be used to facilitate interdisciplinary evaluation and management of disability for practice or research. Students will complete a ICF-based project under supervision of a course mentor.

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**

1. This course will use a variety of journal articles, and the online resources provided by the World Health Organization with respect to The International Classification of Functioning Disability and Health. (<http://www.who.int/classifications/icf/en/>)

The course topics will include:

1. ICF History, development and conceptual issues
2. The application of ICF to clinical interdisciplinary practice
3. The ICF as a framework to create, select, or evaluate outcome tools for research and practice (including linking rules/procedures)
4. Teaching, knowledge translation to facilitate ICF Implementation

Detailed list of objectives attached.

**1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)**

ICF is the predominant theory of disability and functioning and hence critical to the field of rehabilitation science. While all rehabilitation science students are provided a basic introduction to ICF in their theory course, they only glean a superficial understanding of this in-depth area. This course will provide an opportunity for students who are interested in greater exploration of the application of ICF to their area of research or clinical interest to understand the theory in greater depth, learn how the ICF language can be applied to an individual, a clinical program, a research program, or at a policy level to inform a common understanding of disability. Students will also learn the updated procedures and linking rules for using the ICF language to code disability questions, experiences, observations, or clinical tests.

**2. EXPECTED ENROLMENT:**

Up to eight students per year. We anticipate offering this course every second year.

**3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):**

The materials are mounted in Avenue to learn including links to open access journals and to the ICF database. Lectures and videos/PowerPoints will also be mounted in Avenue to learn.

**4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)**

The components that will be evaluated will include: a project proposal, the final written report and presentation of that project, the peer-reviews of another student's project, and in-class participation.

The feedback/marketing about class participation will come from the instructors. Marking/feedback about the quality of the peer review will be provided by the mentor assigned to the peer's project. Feedback/marketing for the project will be performed by the trainee's project mentor. When the major project is marked below 70% by the project mentor; an additional blinded evaluation will be undertaken. Rubrics are available for the peer evaluations, in class participation, final presentation and written project.

1. Completion of ICF Evaluation Tool	complete/incomplete
2. Peer-Evaluations - Written review of peer's final project	10%
3. One-page Project Proposal	10%
4. In-Class Participation	10%
5. Final Project Presentation	20%
6. Final Project Written Report-	50%

**5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).**

no

**6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?**

**PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Joy C MacDermid Email: macderj@mcmaster.ca Extension: 22524 Date: 05/11/11

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2011

## **RS 722 International Classification of Functioning, Disability, and Health: Theory and Use**

Course Coordinators: Joy MacDermid & Jan-Willem Gorter

Instructors: Olaf-Kraus de Camargo, Nora Fayed, Jan-Willem Gorter, Joy MacDermid, Peter Rosenbaum, Debra Stewart & Marilyn Wright

Term to be completed: Winter Term

Meeting Date: Thursdays 8:30-12:30 unless otherwise specified

Course description: The International Classification of Functioning, Disability and Health (ICF) is an international, multidisciplinary, consensus-driven framework and classification system of health and disability supported by the World Health Organization. This course will introduce students to the historical, theoretical and measurement principles of the ICF. Presentations and discussions with clinicians and researchers will highlight how ICF can be used to facilitate interdisciplinary evaluation and management of disability for practice or research. Students will complete a ICF-based project under supervision of a course mentor.

### **Course Objectives:**

At the end of the course the students will be able to:

- Discuss and explain the development of the ICF in a historical context relative including more recent developments.
- Be able to explain the benefits and limitations of an ICF's perspective of disability.
- Be able to use the ICF as a language for communication by linking patient responses, observations, or clinical tests/data to ICF codes.
- Understand the application of the ICF to education, research, policy and practice.
- Apply the ICF to an area of clinical or research interest.
- Propose and complete a project involving the ICF with the guidance of the ICF mentor.

### **Course Instructors:**

Olaf Kraus de Camargo is an Associate Professor at McMaster University. He has training in developmental paediatrics and child neurology. He is involved with the implementation of the ICF into clinical practice and teaching. He has been responsible for the implementation of the ICF in early intervention centres in Germany, is a coordinator of the German translation of the ICF-CY (Children & Youth Version), and has developed regular workshops for the use of the ICF in Germany and Canada

Nora Fayed is an occupational therapist and senior PhD student interested in applications of ICF to measurement, specifically to content of patient-reported outcomes and issues

pertaining to content validity. She is involved in creating standardized methods of linking health information to the ICF classification system and completed a one year Marie-Curie Fellowship at the ICF Research Branch in Munich Germany. Her thesis work applies ICF methodology to the field of quality of life in children with epilepsy.

Jan Willem Gorter is an Associate Professor at McMaster University. He has training in rehabilitation medicine (physiatry). Since ICF publication in 2001, the ICF concepts and framework has been reflected in Jan Willem's clinical activities, research and teaching. His research focuses on the themes of family (environmental factors), function (activities and participation) with a special interest in transitions from adolescence to adulthood and in physical fitness / active lifestyle. Jan Willem has been involved in a range of applications of the ICF, from linking items of outcome measures in rehabilitation to the ICF items, to interdisciplinary teaching with the use of the ICF.

Joy MacDermid is a Professor and Associate Dean in the School of Rehabilitation Science who conducts research on upper extremity disability, clinical measurement, evidence-based practice and knowledge translation. She was a member of the expert panel for developing an ICF core set for Hand and conducts research on how outcome measures relate to ICF.

Peter Rosenbaum is a Professor of Paediatrics, a developmental paediatrician and health services researcher with a longstanding interest in looking at the function and capacity of children with disabilities rather than at their deficits. The ICF framework and concepts articulate very clearly how these many aspects of people's lives fit together, and have informed his thinking, teaching, writing and research since its publication a decade ago.

Debra Stewart, MSc. OT Reg. (Ont.) is an Associate Professor in the School of Rehabilitation Science at McMaster. She is also an Investigator at *CanChild* Centre for Childhood Disability Research. Her primary research interests include the transition to adulthood for youth with disabilities, and the use of the International Classification of Function Disability and Health (ICF). Research work related to the ICF has included two surveys with occupational therapists in Canada, and around the world about their knowledge and use of the ICF. Debra was a guest editor of a special edition on the ICF for the Canadian Journal of Occupational Therapy in 2007.

Marilyn Wright, Physiotherapist, MEd, MSc works in pediatric rehabilitation and oncology at McMaster Children's Hospital and is an Assistant Clinical Professor at McMaster. She has used the ICF/ICF-CY as a framework for research projects, teaching, quality improvement initiatives, and facilitation of interdisciplinary assessment, clinical decision making, documentation, and program development. She promotes the use of the ICF/ICF-CY as a member of the Ontario Association of Children's Rehabilitation Services Clinical Best Practice Group by incorporating it into templates for documenting and sharing Best Practice Guidelines.

**Target Students:**

The primary audience for this course is Rehabilitation Science students since ICF is a core framework used within the field. The course is conducted in a small group face-to-face format. Students in the online program are able to join the course by arrangement with the course instructor for virtual participation. The course may be of interest to trainees from other disciplines who have an interest in disability. Using the ICF will assist students to incorporate a contemporary biopsychosocial view of health into practice and research.

**Course Outline:**

The format for this course will include introduction and five course modules with an in-class phase and a project phase. The course introduction and Modules 1-4 will occur in full day 5 hour format. Module 5 will be composed of independent study between the student and chosen project mentor and a 6 hour meeting to present final projects. The course content completion of a project related to the student's personal area of interest in research or practice.

**Course Evaluations:**

The components that will be evaluated will include: the project proposal, the final written report and presentation, the peer-reviews a student completes for another student's project, and in-class participation.

The feedback/marketing about class participation will come from the instructors. Marking/feedback about the quality of the peer review will be provided by the mentor assigned to the peer's project. Feedback/marketing for the project will be performed by the trainee's project mentor. When the major project is marked below 70% by the project mentor; an additional blinded evaluation will be undertaken. Rubrics are available for the peer evaluations, in class participation, final presentation and written project.

1. Completion of ICF Evaluation Tool	complete/incomplete
2. Peer-Evaluations - <i>Written review of peer's final project</i>	10%
3. One-page Project Proposal	10%
4. In-Class Participation	10%
5. Final Project Presentation	20%
6. Final Project Written Report	50%

Course Project Overview

The course project is a mentored ICF project focusing on research or application utilizing ICF. The course project can be an original idea proposed by the student or the development of a topic/project proposed by the student's chosen mentor. A list of potential projects and exemplar projects that have used ICF will be provided to the

student during the first module of the course. The final project can be formatted as original research manuscript, a knowledge-translation module or a clinical/policy application (such as a needs assessment, program design/evaluation etc).

Instructors will orient students further to the project during the first class , clarify their areas of expertise and provide in-class discussion with the instructors to facilitate choice of a project and project mentor. Students will be required to choose a project mentor within a week of the introductory class and submit a project proposal within 2-weeks of the introductory class. In that time, mentor and trainee will meet to construct a detailed project plan. Each student will receive written feedback about their proposal by their project mentor.

#### Course Participation:

In class participation will be evaluated according to attendance and in-class contributions to discussions. The quality of the contributions will contribute to this mark.

#### Peer-Review:

Each student will be assigned a peer project to provide written feedback back to the student. The quality of this feedback will be evaluated by the project mentor. The feedback should be given one week after the original project proposal or report was submitted.

#### Late Submissions:

Timely course evaluations and feedback are based on the staging of each individual student's work, therefore late submissions affect your peers as well as your instructor-evaluators. Life circumstances might however dictate the necessity to request an extension to meet a deadline; this should be requested a minimum of 48 hours prior to the deadline except in cases of emergency. Late submissions may result in deduction of marks.

The teaching format will include lectures, plenary discussion and small group work.

#### Timeline Of Course Components

##### Week 1-5

1. Classes for: Modules 1-4
2. Complete ICF knowledge survey,
3. Meet instructors and -discuss potential mentors and projects
4. First meeting with mentor to discuss project proposal
5. Submission of the project proposal

Week 6-9      Independent development of course project with meetings to be arranged between the student and mentor as required

Week 10      Final presentation of course project

Week 11      Work on final report of course project



Week 12      Final written report due  
Week 13      Final peer-review due

### **Modules1-4 In-class presentations and small group discussions**

#### **Module 1 ICF History, development and conceptual issues (Deb Stewart & Peter Rosenbaum)**

Module 1      ICF History, development and conceptual issues (Deb Stewart & Peter Rosenbaum)

##### Objectives:

To explore the historical developments that led to the ICF being adopted by the World Health Organization in 2001. This will include considerations of other frameworks of health (e.g., biomedical [as evidenced by the ICIDH], Disability Creation Process (DCP) etc).

- To understand the key concepts, and the conceptual model of function, disability and health in the ICF.
- To critique ICF concepts and framework in relation to other models of health and disability.
- To analyze the conceptual differences between activity and participation.
- To discuss potential applications of the ICF concepts to students' individual backgrounds and interests

A combination of presentation and small group learning activities will be used to cover the above learning objectives. The readings below will be used throughout the session to facilitate discussion and debate.

##### Readings:

World Health Organization (2001). The International Classification of Function, Disability and Health. "Red Book":

Introduction (pages 1 - 25)

Annex 1 (pages 211 – 218)

Annex 3 (pages 234 – 237)Annex 7 (pages 246 – 249)

##### Peer-Reviewed Articles

Ueda S. Okawa Y. The subjective dimension of functioning and disability: what is it and what is it for? *Disabil Rehabil* 2003; 25: 596-601.

Nordenfelt, L. Clinical commentary. Action theory, disability and ICF. *Disability and Rehabilitation*, 2003, 25, 1075 – 1079.

Hurst, R. The international disability rights movement and the ICF. *Disability and Rehabilitation*, 2003, 25, 572 – 576.

Jette, AM., Wao, W., Haley, SM. (2007). Blending activity and participation sub-domains of the ICF. *Disability and Rehabilitation*, 29, 1742 – 1750.

10. Levasseur, M., Desrosiers, J., & St-Cyr Tribble, D. (2007). Comparing the Disability Creation Process and the International Classification of Function, Disability and Health Models. *Canadian Journal of Occupational Therapy*, 74, 233 – 242.

## **Module 2: The application of ICF to clinical interdisciplinary practice (Olaf Kraus de Camargo & Marilyn Wright)**

### Objectives:

- To experience the use of the ICF framework for collaborative approach to people with complex lives
- To understand the development and availability of core sets- for different health conditions
- To understand the use of the ICF in assessment, goal setting, intervention, and service delivery
- To understand and apply the use of the ICF as a common language for interprofessional collaboration

### Description of the Module:

Topics that will be covered in this module will focus on implementation of the ICF into clinical practice and the importance of the ICF for family-centred/client-centred care. We will address the use of the ICF in interprofessional settings for interpretation of findings and setting priorities for intervention, goal setting, choosing outcome measures and implications for service delivery. The teaching format will include lectures and discussion during the morning and the presentation of case examples (videos) with group participation to address the concepts discussed in the morning.

### Readings:

Escorpizo R, Stucki G, Cieza A, Davis K, Stumbo T, Riddle D. Creating an interface between the International Classification of Functioning, Disability and Health and physical therapist practice. *Phys Ther*. 2010;90(7):1053-1063.

Lollar D. Diagnosis to Function: Classification for Children and Youths. *Journal of developmental and behavioral pediatrics*. 2005;26(4):323-30.

Schreuer N. Accommodation outcomes and the ICF framework. *Assistive technology*. 2009;21(2):94-104. To link to this Article: DOI: 10.1080/10400430903050510 URL: <http://dx.doi.org/10.1080/10400430903050510>

Tenorio-Martinez R. Measurement of problems in activities and participation in patients with anxiety, depression and schizophrenia using the ICF Checklist. *Soc Psychiatry Psychiatr Epidemiol.* 2009;44(5):377.

Wright , McDougall . The ICF-CY and Goal Attainment Scaling: Benefits of their combined use for pediatric practice. *Disabil Rehabil.* 2009:1.

### **Module 3 The ICF as a framework to create, select, or evaluate outcome tools for research and practice. (Nora Fayed & Joy MacDermid)**

#### Objectives

- To understand the contribution of the ICF to face and content validity of patient-reported outcome measures.
- To understand the principles/standards used in linking content to ICF codes
- To develop skills in linking ICF codes to items in clinical assessments, patient reported outcome measures (or qualitative transcripts)
- To understand the ICF framework and how it can be applied to developing a strategy for evaluating impairment and disability outcomes in research studies
- To understand how to use ICF to evaluate the content validity of patient report outcome measures

#### Readings:

1. Cieza, A., Brockow, T., Ewert, T., Amman, E., Kollerits, B., Chatterji, S., Ustun, T. B. & Stucki, G. (2002). Linking health-status measurements to the international classification of functioning, disability and health. *Journal of Rehabilitation Medicine.* 34(5): 205-10

2. Cieza, A., Geyh, S., Chatterji, S., Kostanjsek, N., Ustun, B., & Stucki, G. (2005). ICF linking rules: An update based on lessons learned. *Journal of Rehabilitation Medicine,* 37(4), 212-218.

3. Fayed, N. & Kerr, E. (2009) Comparing Quality of Life Scales in Childhood Epilepsy: What's in the Measures? *International Journal of Disability and Community Rehabilitation.*

### **Module 4 Teaching, knowledge translation to facilitate ICF Implementation (Jan-Willem Gorter & Olaf Kraus de Camargo)**

#### Objectives:

- To understand the need for training in the use of the ICF;
- To become familiar with training materials and processes
- To get insight in the facilitators and barriers of implementation of the ICF in clinical practice
- To develop skills to teach the ICF to stake holders including peer professionals, clients/patients and families, policy makers / service providers/ clinical program leaders

- To understand how ICF training and implementation will affect service delivery and evaluation

In this session we will review what has been done to promote awareness, increase knowledge and use of the ICF since its publication in 2001. Examples of knowledge translation activities, including teaching and resources will be provided. The importance of dissemination of knowledge on the ICF to overcome barriers within and across systems will be discussed. An exercise in translation of clinical information, reports or policy documents will be performed. Knowledge translation strategies for implementing ICF and evaluating impacts will be discussed. Participants will discuss their own interests and experiences with respect to implementation of ICF; or in planning its impact on their future professional careers.

### Readings:

1. Neubert S, Sabariego C, Stier-Jarmer M, Cieza A. Development of an ICF-based patient education program. *Patient Educ Couns*. 2010 Aug 10. [Epub ahead of print]
- 2: Adolfsson M, Granlund M, Björck-Akesson E, Ibragimova N, Pless M. Exploring changes over time in habilitation professionals' perceptions and applications of the International Classification of Functioning, Disability and Health, version for Children and Youth (ICF-CY). *J Rehabil Med*. 2010 Jul;42(7):670-8.
3. Gorter JW, Visser-Meily A, Ketelaar M. The relevance of family-centred medicine and the implications for doctor education. *Med Educ*. 2010 Apr;44(4):332-4.
- 4: Pless M, Ibragimova N, Adolfsson M, Björck-Akesson E, Granlund M. Evaluation of in-service training in using the ICF and ICF version for children and youth. *J Rehabil Med*. 2009 May;41(6):451-8.
- 5: Rauch A, Cieza A, Stucki G. How to apply the International Classification of Functioning, Disability and Health (ICF) for rehabilitation management in clinical practice. *Eur J Phys Rehabil Med*. 2008 Sep;44(3):329-42. Review.

## **Module 5 Individual project work: Meetings to be determined with project mentor**

### One Page Proposal

Format:

1 page single-spaced typewritten, (not counting references)

Rationale, Objective(s) and Method:

The course project can be an original idea proposed by the student or the development of a topic/project proposed by the student's chosen mentor. If a student is interested in

developing a mentor's work into a project, he/she is advised to approach the mentor and have decided on a general topic prior to the end of week

The proposal, due in week 3, should outline and propose a project such as a research study (e.g., secondary analysis of data or analysis of instruments), a knowledge-translation module based on the ICF or an applied outcome such as a needs assessment or report for a clinical program. The project proposal should demonstrate clear evidence of how the ICF will inform the rationale or design of the project. Students will be provided with a summary of the areas of interest and expertise for the course instructors and will be required to choose a project mentor.

### Final Written Report

Format: The default format is 15 double-spaced typewritten (not counting title page, table of contents & references) in Times New Roman font, one-inch margins. Students may describe alternative formats that align with their proposed project. The format of final submitted project should be complementary to the chosen project of the student. For example, research studies should be in manuscript form (attach journal guidelines), while clinical or knowledge translation reports should be presented in a format that is suitable to the intended audience. The grading rubric for the final project is attached.

### Final Project Oral Presentation

Format

20 minute timeslot (15-minute presentation, 5-minute Q&A, feedback)

Use audiovisual aids (power point presentation)

### Grading Rubric for Oral Presentation

Content: 60 %  
 Organization: 30 %  
 Style: 10 %  
 TOTAL 100 %

Week	Scheduled Activities/Deliverables
	Introductory Class: Date:
1	Review and discuss course format . Complete ICF Knowledge Survey Meet Course instructors present backgrounds and areas of interest and expertise (Peter Rosenbaum, Deb Stewart, Marilyn Wright & Nora Fayed)
	Module 1 In Class: Date:
2	Meet Course instructors present backgrounds and areas of interest and expertise (Olaf-Kraus de Camargo, Jan-Willem Gorter and Joy MacDermid)  Instructors: Olaf Kraus de Camargo, & Marilyn Wright Topic: ICF in clinical practice
	Module 2 In Class: Date:

3	Instructors: Peter Rosenbaum & Deb Stewart Topic: Conceptual basis & history of ICF  Project Target: Mentor should be identified and general topic chosen
Module 3 In Class: Date	
4	Instructors: Nora Fayed & Joy MacDermid Topic: ICF to create, select or evaluate outcome tools for research and practice  Due Date: One-page project proposals due (include requested mentor) Instructor meeting to finalize mentors and peer-review partners
Module 4 In Class: Date:	
5	Instructors: Olaf Kraus de Camargo & Jan-Willem Gorter Topic: ICF in teaching and knowledge-translation
Module 5 Project Phase: February 11th- March 31st	
6	Independent study: projects
7	Independent study: projects
8	Independent study: projects
9	Independent study: projects
10	March XX': Final Class 9:30-3:30 (6 hours) Due Date: Final presentations Complete ICF Knowledge Survey Course wrap-up
11	Independent study: complete written projects
12	March 24 <sup>th</sup> Due Date: Final written reports
13	March 31 <sup>st</sup> Due Date: Peer-Review of final presentation and written report due

## **Evaluation components of the oral presentation**

### Content

- research question or project objectives clearly identified
- project methods and implementation flow from research question or stated objectives
- consistency with ICF approach, clear evidence of ICF influence
- clear progression from project proposal phase or justification for deviating from original proposal

### Organization

- agenda for talk clearly & succinctly outlined
- carefully adhered to agenda & time limit
- engaging introduction, thoughtful conclusion
- logical, smooth flow & development of ideas
- sense of organization & planning is conveyed

### Style

- demonstrating clarity concerning the topic of interest
- effective use of AV aids to augment presentation
- material free from spelling, grammar, terminology errors
- speaker conveys enthusiasm, interest & familiarity with the topic

• PLAGIARISM AND OTHER FORMS OF ACADEMIC DISHONESTY<sup>1</sup>

When a graduate student submits an essay or a thesis, it is assumed that the work is solely that of the student. Plagiarism is an inexcusable offence in the academic world, but some students seem uncertain about what in fact constitutes plagiarism. The basic rules are straightforward:

Do not copy out text from articles which have been written by others and offer it as your own paper. If you need to quote text written by another author(s), copy the passage accurately, enclose it in quotation marks and reference it appropriately. If you wish to paraphrase (or summarize) experimental results, conclusions, or an original idea or opinion which has been published by another author(s), give a reference to the article.

TO KNOWINGLY SUBMIT UNORIGINAL WORK WITHOUT APPROPRIATE ACKNOWLEDGEMENTS AND REFERENCES IS AN ACT OF PLAGIARISM. THIS FORM OF ACADEMIC DISHONESTY IS A VERY SERIOUS MATTER.

Supervisors, course coordinators and examiners faced with instances of academic dishonesty will charge those responsible and impose the appropriate penalty as defined by Senate regulations; the penalty is high and may lead to withdrawal from the Programme.<sup>2</sup>

Procedure for Declaration of Academic Integrity

Purpose: This declaration is intended to remind students of their obligation to submit original work on assignments. It further reminds students that they are to reference any ideas or words which are not their own.

Procedure: Students are to attach one copy of the signed form to the front of all written assignments in this course. The assignment is graded and returned to the student. If the tutor/instructor has concerns that there may be a breach in academic integrity, then she or he is to follow the procedure as outlined by the Office of Academic Integrity. The assignment will not be marked until the signed form, below, is attached.

=====  
=====

Declaration of Academic Integrity

I, \_\_\_\_\_ declare that this work is my own and, where portions of text have been excerpted in their original form from the work of other authors, I have cited the original source using APA or another approved citation format.

Date \_\_\_\_\_  
Course Code # \_\_\_\_\_  
Assignment # \_\_\_\_\_  
Signature \_\_\_\_\_

\_\_\_\_\_  
1  
2



## Feedback and Marking Rubric For ICF Project

<b>Rating</b> (the appropriate level on the rubric is marked- unless not applicable)					
<b>Item</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>	<b>COMMENTS</b>
<b>Writing Style</b>					
<b>Organization of Thought</b>	Sequence of thoughts are disjointed and the specific arguments are not clearly articulated.	Reader has difficulty following work; some thoughts are disjointed.	Student presents thought/ arguments in logical sequence which reader can follow.	Information in logical, compelling sequence which reader can easily follow.	
<b>Organization of Paragraphs</b>	Thoughts are not separated into paragraphs; and overly long confusing paragraphs/sentences	Thoughts not in separate paragraphs OR long /confusing paragraphs /sentences.	Generally , thoughts are partitioned into separate compartments	Consistent clear partitioning of thoughts between paragraphs and sentences.	
<b>Grammar and Spelling</b>	Work has many spelling errors and grammatical errors.	Paper has multiple misspellings and/or grammatical errors.	Paper has a few misspellings and/or grammatical errors.	Paper has no misspellings or grammatical errors.	
<b>Balanced structure</b>	The majority of the paper is comprised of background and concluding statements, with minimal attention to the specifics of the planned approach and evaluation.	Inadequate amount of paper spent on the planned approach and evaluation.	Generally well balanced with adequate attention to the details of the plan and evaluation	A clear background is established, there is clear detailing of the plan and evaluation	
<b>Balance - concepts and specifics</b>	Paper entirely uses broad conceptual statements or specific examples; but does not link	Use of some concepts and specifics; but inadequate linking	Concepts are presented with specific supporting examples in some cases	There is clear and sufficient presentation of overarching concepts with	

Student \_\_\_\_\_

Date \_\_\_\_\_

				examples where needed	
<b>References</b>	Work displays no references.	Work does not have the appropriate number or type of required references.	Mostly appropriate type of references; with an adequate number	Work displays the correct number and type of references, with accurate documentation of references used	
<b>Citing practices</b>	Many factual statements not referenced; use of secondary or incorrect referencing	No incorrect referencing and some of the facts are referenced	Consistent referencing practices; with few cases of unreferenced facts	Consistent accurate referencing; all facts referenced; use of multiple references where needed	
<b>Development of Ideas</b>					
<b>Accurate interpretation of background knowledge</b>	- majority of the information used has been misinterpreted/used incorrectly or is not relevant to the topic	- the majority of info used is correct with a couple of misrepresentations or misinterpretations	- with minimal exceptions the information is correctly used and interpreted	- all information is correctly used and interpreted	
<b>Demonstrates analysis and interpretation</b>	- little to no analysis evident - mostly restatements of evidence or summaries of content from other papers - thesis/premise is illogical	- some use of analysis and interpretation - very inconsistent "analysis" - some of the arguments do not match/make logical sense -thesis is overly simplistic	- fairly consistent use of analysis and interpretation - most of the premise is explained well and clearly - thesis displays a moderate level of analysis	- consistent and clear analysis and interpretation - premise is explained with consistent basis -thesis displays deep analysis	
<b>Current work is placed in proper context</b>	- writing contains no description of how the current work fits with current literature	- writing broadly places current work in a context	- writing includes some description of the scientific	- writing includes clear description of how the	

Student \_\_\_\_\_

Date \_\_\_\_\_

			foundation/ context in which the topic is addressed	students current work agrees/disagrees with current literature or builds on existing knowledge	
<b>Uses appropriate primary sources</b>	- most to all sources were secondary sources (few primary sources); no recent literature; key foundations missed	Primary resources used, but key citations missed.	- many primary sources were used with various viewpoints	- key older and recent relevant primary sources were used	
<b>Research is balanced</b>	- research incorporated in paper from only 1-2 kinds of opinions/views and ignores conflicting work	-Passing acknowledgement of controversy/differences but without explicit portrayal of the other side	- Contrary sides are portrayed although not fairly balanced	- fair balanced view of both sides of issues	
<b>Content Knowledge is Demonstrated</b>	Student demonstrates inadequate or incorrect understanding of content	Student demonstrates superficial or basic understanding of content	Student demonstrates understanding of content but fails to elaborate/extend.	Student demonstrates in-depth knowledge and integration.	
<b>Alignment with assignment criteria</b>					
<b>Clearly relates topic to ICF</b>	- does not communicate relationship between topic and theme	- attempts to communicate relationship between topic and theme	- communicates relationship between topic and theme	- clearly communicates relationship between topic and theme	
<b>Complies with assignment focus/task</b>	-does not address assigned task	- attempts to fulfill assigned task; but limited congruence	- addresses assigned task	- closely link with all elements of the assigned task	
<b>Establishes the importance of the ICF to the issue</b>	Inadequate explanation	Explains burden and gap using but without supporting evidence	Addresses the burden or practice gap using appropriate citations	Establishes both the burden and practice gap using appropriate data/citations	
<b>Appropriate use of ICF</b>	Misapplication/misunderstanding	No linkage between	Conceptual	Demonstrates a	

Student \_\_\_\_\_

Date \_\_\_\_\_

conceptual model/framework	of the framework	the ICF framework and elements of design or evaluation	understanding of ICF is demonstrated; some linkages between elements of the framework and project design or evaluation	clear understanding of how ICF applies and uses aspects of the model in design and evaluation	
<b>Provide a coherent justification for ICF methods/approach</b>	An inappropriate, ineffective or unclear approach is used; ICF not used	An appropriate ICF approach is used with minimal explanation of rationale	An appropriate ICF approach is selected and a clear rationale or support evidence is linked	Demonstrates a clear rationale with supporting evidence for why the specific ICF methods/approach was selected (and is superior to alternatives)	
<b>Clear feasible KT intervention described</b>	The intervention is poorly described	Components of the intervention are described	Components of the intervention and delivery method are described	The components of the intervention, its delivery method and dosage are described in sufficient detail that others might reasonably attempt replication	
<b>Clear and appropriate evaluation of outcomes to be evaluated</b>	Inappropriate, unclear or no outcome/evaluation measures are described	In appropriate evaluation plan or outcome measures are cited; with minimal documentation of the standardization or rationale criteria	An appropriate evaluation plan and outcome measures are documented; either standardization or rationale are addressed	Appropriate outcome measures are clearly articulated standardization criteria (content and timing; measurement properties are defined and justified within ICF	
<b>Figure/Picture – clear,</b>	An inappropriate; or incorrect	A figure is not used	A figure that is clear	A figure that is	

Student \_\_\_\_\_

Date \_\_\_\_\_

illustrates process or framework	figure is used		and accurate is used	clear and enhances understanding of the framework or intervention or study design is used	
<b>OVERALL</b> The paper grade will be based on an overall assessment of the above-evaluating how the individual ratings combine into an overall quality paper.	FAIL (F) - The assignment is poor quality and poorly presented; ignores key scholarship principles	Range (D to B-) The assignment has some strengths; but there is substantive weaknesses in content, interpretation, presentation or scholarship principles.	Good overall in all areas (Range B to A-)	A to A + - Excellence in all areas	

MARK: \_\_\_\_\_

Marked by \_\_\_\_\_

## Suggestions