



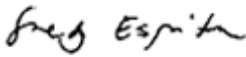
School of Graduate Studies

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

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

February 7, 2012

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, February 14, 2012** at **1:30 p.m.** in **MDCL-3413**.

Listed below are the agenda items for discussion.

Please email espiritu@mcmaster.ca if you are unable to attend the meeting.

A G E N D A

- I. Minutes of the meeting of December 6, 2011
- II. Business arising
- III. Graduate curriculum revisions

Global Health (Ms. Laurie Kennedy)

- *704 – Field Placement – new course
- *715 – Independent Study Course – change in course title

Health Policy (Dr. Mita Giacomini)

- Ph.D. program – change in course requirements
- *747 – Qualitative and Conceptual Methods for Health Policy – new course

Health Research Methodology (Dr. Steve Hanna)

- M.Sc. and Ph.D. programs – change in course requirements

Health Science Education (Dr. Kareen McCaughan)

Master of Science in Health Science Education - calendar copy

New courses:

#700 – Health Science Education I

*701 – Cognition & Curriculum in Health Science Education

*702 – Educational Research Methods in Health Science Education

Medical Sciences (Dr. Jim Mahony)

Course cancellations:

*706 – Topics in Cardiovascular Physiology

*729 – Molecular and Cellular Pathology

*744 – Functional Neuroanatomy of Selected Psychiatric Disease

*746 – Exercise Physiology in Health and Disease

Nursing (Dr. Dr. Jennifer Skelly)

Graduate Diploma in Advanced Neonatal Nursing Program – addition of clinical practicum sites in Edmonton and Calgary, Alberta

Course cancellations:

CHS *601 – Spiritual Worklife: Applied to Healthcare

CHS *700 – Spirituality and Health

CHS *701 – The Wounded Spirit in the Secular World

CHS *702 – The Impact of Spirituality & Religious Traditions on Suffering

CHS *703 – Suffering vs. Pain

Occupational Therapy (Dr. L. Letts)

M.Sc. program – change to the calendar description of the “Program Requirements” - adding sentences regarding possible termination of clinical practicum

Physiotherapy (Dr. Vanina Dal Bello-Has)

Changes to the calendar descriptions of the “Program Requirements” and “Admission Requirements”

**FACULTY OF HEALTH SCIENCES GRADUATE POLICY AND CURRICULUM COUNCIL
DECEMBER 6, 2011, 1:00 P.M.
MDCL-3024**

PRESENT: Dr. C. Hayward (Chair), Ms. S. Baschiera (Secretary), Dr. P. Baxter, Dr. B. Coombes, Dr. V. Dal Bello-Has, Dr. S. Hanna, Dr. A. Holloway, Dr. L. Letts, Ms. M. Liu, Dr. J. Mahony, Ms. R. Mason, Dr. K. Murphy, Ms. L. Ramsingh, Dr. L. Schwartz, Mrs. M. Espiritu (Assistant Secretary)

BY INVITATION: Ms. M. Bennett

REGRETS: Dr. M. Giacomini, Dr. B. Lichty, Dr. J. MacDermid, Dr. A. McKibbin

Dr. Hayward recalled that at the recent meeting of the Faculty of Health Sciences Graduate Programs Executive, there was a discussion concerning the process of approving graduate curriculum recommendations. She then asked Ms. Baschiera to update the Council concerning the issue.

Ms. Baschiera reminded the Council of the change in the graduate calendar production timeline—the graduate curriculum committee for each Faculty will meet the week of February 13th and the target date for the publication of the 2012-2013 Graduate Calendar is May 2012. The procedure for obtaining Dean’s approval for graduate curriculum changes was discussed. The Dean’s approval is a special permission that can only be obtained for a course to be offered in the current academic year. Seeking Dean’s approval to offer a course in the current academic year is necessary because prior to the date that curriculum committee meetings are scheduled, departments/programs will have already submitted all of their proposed curriculum changes for the academic year. The request will be submitted to the AVP and Dean of Graduate Studies for review and approval. Once approval is obtained, the document is then forwarded to the appropriate Faculty Dean for review/approval. The approval of the course is valid for only one academic year, which is the current academic year. If the department wants the course included and listed in the next edition of the graduate calendar, the document must be presented and approved at the next meeting of the appropriate graduate curriculum and policy committee.

Ms. Baschiera then introduced Ms. Michelle Bennett, Assistant University Secretary from the Senate Secretariat. Ms. Bennett briefly discussed the University’s Student Appeal Procedures. She explained that it is McMaster’s responsibility to provide fair procedures for the lodging and hearing of student complaints arising from University regulations and policies that directly affect the students. In light of the discussion concerning approval of curriculum changes, Ms. Bennett reminded Council members that the undergraduate/graduate calendar serves as the contract between the student and McMaster University. Any changes to the undergraduate/graduate curriculum should be done in a timely manner and these changes require approval from several committees within the University before they can be implemented. Failure to follow this process may result in a student filing an appeal against the

University. Ms. Baschiera added that she requested all graduate programs to provide her with a copy of their graduate student handbook. The School of Graduate Studies will review the contents of the handbooks to ensure that they align with University policies and procedures that are in the Graduate Calendar. After the discussion, a document outlining the approval process for graduate curriculum changes was distributed to the members.

Graduate Curriculum Revisions

Biochemistry

The Department of Biochemistry and Biomedical Sciences has requested a change in title and description for course *6E03 – Gene Regulation and Stem Cell Development. The change is necessary to match the equivalent 400-level undergraduate course.

Dr. Coombes moved, and Dr. Mahony seconded,

“that the Faculty of Health Sciences Graduate Policy and Curriculum Council approve the change in title and description for Biochemistry *6E03, as described in the document.”

The motion was carried.

Health Management

The Master of Health Management program recommended the following graduate curriculum changes.

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

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

Dr. Letts moved, and Dr. Coombes seconded,

“that the Faculty of Health Sciences Graduate Policy and Curriculum Council approve the graduate curriculum changes proposed by the Master of Health Management program, as described in the document.”

The motion was carried.

Medical Sciences

The Medical Sciences program proposed the following graduate curriculum changes.

Change in course title and description

*713 – Integrated Systems in Gastrointestinal Health and Disease I

This course will be offered in September 2012.

New courses

*769 – Integrated Systems in Gastrointestinal Health and Disease II

This course will be offered in January 2012 on Dean's approval.

*770 – Advanced Introductory Immunology

Dr. Mahony moved, and Dr. Baxter seconded,

“that the Faculty of Health Sciences Graduate Policy and Curriculum Council approve the proposed graduate curriculum changes for the Medical Sciences program, as described in the documents.”

The motion was carried.

Occupational Therapy

The Occupational Therapy program proposed the following changes to its graduate curriculum.

Change in course requirements and calendar description

Dr. Letts explained that the current calendar description for the M.Sc. Occupational Therapy program does not specify the course requirements for the program. She said the proposal will now include in the description, under “Program Requirements,” that all courses listed in the graduate calendar are required for the program. In the Admissions Requirements section, Dr. Letts explained that a paragraph has been added concerning the Police Check Policy, in particular, the paragraph states that a clear police check is required as a condition of admission.

Changes to courses:

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

*619 – Occupational Therapy Practicum I – new course

*626 – Foundational Knowledge II – change in prerequisite

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

*629 – Occupational Therapy Practicum II – new course

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

Dr. Letts moved, and Dr. Hanna seconded,

“that the Faculty of Health Sciences Graduate Policy and Curriculum Council approve the curriculum changes proposed by the M.Sc. in Occupational Therapy program, as described in the documents.”

The motion was carried.

Rehabilitation Science

The School of Rehabilitation Science has proposed changes to its graduate curriculum.

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

Referring to the document, Dr. Letts said that the proposed changes to the comprehensive examination process for the Ph.D. program in Rehabilitation Science will clarify timelines; explain that the scholarly paper must not be on the thesis topic; clarify committee involvement in the process; and place restrictions on the length of the proposal.

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

Dr. Letts explained that the proposed change will require students in the program to take Rehabilitation Science *705, *706, *708 as mandatory courses, and four elective courses.

Changes to courses:

*702 – Participation and Community Living (*to be offered on Dean’s approval for January 2012*)

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

For *702, it was decided to assign a new number for this course to avoid confusion among the students.

Dr. Hanna moved, and Dr. Letts seconded,

“that the Faculty of Health Sciences Graduate Policy and Curriculum Council approve the graduate curriculum changes proposed by the School of Rehabilitation program, as described in the document, and subject to the above amendment for course *702.”

The motion was carried.

Health Research Methodology

Dr. Hanna reviewed the proposed graduate curriculum changes from the Health Research Methodology program.

*771 – Fundamentals of Health Research and Evaluation Methods (Online) – clarification of prerequisites, change in description, change in content, change in method of evaluation

*772 – Introduction to Research Methods for Randomized Controlled Trials (Online) – change in description and prerequisites

*773 – Systematic Review Methods (Online) – change in description and prerequisites

*774 – Introduction to Biostatistics (Online) – change in prerequisites and method of evaluation

Dr. Hanna moved, and Dr. Baxter seconded,

“that the Faculty of Health Sciences Graduate Policy and Curriculum Council approve the proposed graduate curriculum changes from the Health Research Methodology program, as described in the documents.”

The motion was carried.

There was no other business and the meeting adjourned at 2:40 p.m.



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).
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		MSc Global Health		
COURSE TITLE		Field Placement		
COURSE NUMBER	704	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (X)	QUARTER (MODULE) ()
INSTRUCTOR(S)		Andrea Baumann and Christy Gombay		
PREREQUISITE(S)		Registration in the MSc Global Health Program		

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

NEW COURSE	<input checked="" type="checkbox"/>	DATE TO BE OFFERED: September, 2012	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO 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 WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.

CHANGE IN COURSE TITLE		PROVIDE THE NEW COURSE TITLE:
-------------------------------	--	--------------------------------------

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		CHANGE TO HALF COURSE		CHANGE TO QUARTER COURSE
------------------------------	--	------------------------------	--	---------------------------------

COURSE CANCELLATION		PROVIDE THE REASON FOR COURSE CANCELLATION:
----------------------------	--	--

OTHER CHANGES		EXPLAIN:
----------------------	--	-----------------

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

All students in the Master of Science in Global Health program are required to complete a Field placement, working in an approved public or private organization engaged in the prevention of disease, health promotion, health service delivery, health policymaking, or research in a global context.

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

Integrating the theory and practice of global health is a critical part of problem-based learning. Each student will develop their own learning goals on the basis of previous courses completed in the Masters program.

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>The placement provides students with the opportunity to become familiar with the kinds of organizations that put into practice the theory, concepts, and methods taught in the Master's program. The course</p>
<p>2. EXPECTED ENROLMENT:</p> <p>35 students</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>Each student will establish their own self-directed learning goals for the field work.</p>
<p>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.)</p> <p>Students will be required to present an scholarly paper proposal (35%) and a final scholarly paper (65%).</p>
<p>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).</p> <p>No</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>No</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: L. Kennedy Email: kennedyl@mcmaster.ca Extension: 22206 Date: January 19, 2012</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).
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		MSc Global Health		
COURSE TITLE		Supervised Knowledge Opportunity		
COURSE NUMBER	GLOB HTH 715	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (x)	QUARTER (MODULE) ()
INSTRUCTOR(S)				
PREREQUISITE(S)				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? 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.				
CHANGE IN COURSE TITLE	<input checked="" type="checkbox"/>	PROVIDE THE NEW COURSE TITLE: Independent Study Course		
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	<input type="checkbox"/>
		CHANGE TO QUARTER COURSE		
COURSE CANCELLATION	<input type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION:		
OTHER CHANGES	<input type="checkbox"/>	EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar. This half-course is designed to allow students to tailor their learning to address specific knowledge gaps identified by the program or supervisory committee. In consultation with a faculty member with expertise in the area, a course outline will be developed that is tailor made to meet the student's knowledge gaps and learning requirements. Students will engage on a faculty member-supervised exploration of relevant concepts and scholarly literature. It is expected that the level of learning is consistent with expectations for 700-level courses. Please see detailed description on the M.Sc. Global Health Website. Prerequisite: Registration in the M.Sc. (Global Health) Program. Proposals are welcome at any time and will normally be approved within 48 hours. The approval (and permission) of the student, instructor, program director/academic coordinator are required.				
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.				

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: Andrea Baumann Email: kennedy1@mcmaster.ca Extension: 22206 Date: January 19, 2012

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 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.

DEPARTMENT		Cross-departmental interdisciplinary program						
NAME OF PROGRAM		Health Policy PhD Program						
PROGRAM DEGREE	Ph.D. (x)	M.A. ()	M.A.Sc. ()	M.B.A. ()	M. Eng. ()	M.Sc. ()	Diploma Program ()	Other (Specify)
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)								
CHANGE IN ADMISSION REQUIREMENTS		<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE		<input type="checkbox"/>	CHANGE IN COURSE REQUIREMENTS		<input checked="" type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR			EXPLAIN:					
OTHER CHANGES	EXPLAIN:							
DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:								
<p>Students must complete between 15 and 36 units (5-12 half courses) of course work. Required coursework includes 3 terms of the Doctoral Seminar in Health Policy, 2-3 specialty field courses, 0-2 breadth field courses outside the student's specialty field, and 0-4 methodology courses, including both quantitative and qualitative or mixed methods.</p> <p>Students without prior graduate training in a given area are required to take the maximum number of required courses for that area. Students who have completed some relevant training prior to admission may have relevant course requirements waived at the time of admission to the Health Policy Ph.D. program. A minimum of 5 half-courses (3 doctoral seminar courses, 2 specialty field courses) may not be waived and must be completed while the student is enrolled in the Health Policy Ph.D. program.</p>								

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

Propose changing the last sentence in the above description to:

"A minimum of 5 half-courses (including the 3 doctoral seminar courses) may not be waived and must be completed while the student is enrolled in the Health Policy Ph.D. program."

That is, we are allowing students to waive specialty field courses if they have already taken relevant coursework in their Master's programs and these courses would be redundant.

We are preserving the requirement that Health Policy PhD students take no fewer than 5 of their required half-courses while enrolled at McMaster in the Health Policy PhD Program.

RATIONALE FOR THE RECOMMENDED CHANGE:

When the HP PhD curriculum was initially designed, we did not anticipate that some students might arrive with substantial specialty field coursework completed. However, we have now enrolled more than one student with adequate specialty field preparation from their Master's level training. We would like these students to be able to waive the specialty field requirements (as other students are currently allowed to do with breadth field and methodology course requirements), so that they can open up space in their curricula for methods, breadth, and elective courses that will benefit them more. All students will be required to take a minimum of 5 courses while at McMaster, regardless of waived requirements, to ensure that their doctoral preparation involves substantial post-Master's level training at McMaster University.

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.

No

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

The passage in the calendar copy that currently reads:

"A minimum of 5 half-courses (3 doctoral seminar courses, 2 specialty field courses) may not be waived and must be completed while the student is enrolled in the Health Policy Ph.D. program."

Should be changed to:

"A minimum of 5 half-courses (including the 3 doctoral seminar half-courses) may not be waived and must be completed while the student is enrolled in the Health Policy Ph.D. program."

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Lydia Garland Email: garlndl@mcmaster.ca Extension: 22952 Date: 3 November 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.



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).
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		Health Policy		
COURSE TITLE		Qualitative and Conceptual Methods for Health Policy		
COURSE NUMBER	HP 747	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (x)	QUARTER (MODULE) ()
INSTRUCTOR(S)		Mita Giacomini		
PREREQUISITE(S)		permission of instructor		

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

NEW COURSE	<input checked="" type="checkbox"/>	DATE TO BE OFFERED: 2012-13	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO 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 WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE		PROVIDE THE NEW COURSE TITLE:		
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		CHANGE TO HALF COURSE		CHANGE TO QUARTER COURSE
COURSE CANCELLATION		PROVIDE THE REASON FOR COURSE CANCELLATION:		
OTHER CHANGES		EXPLAIN:		

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.
 This course covers principles and methods for qualitative and conceptual analyses in the field of health policy. Qualitative methods include descriptive or interpretive empirical investigation of social and personal phenomena. Conceptual methods analyze concepts and ideas, including their genesis, meanings, and further development for policy discourse. We focus primarily on analysis of qualitative information, and the development of theoretical and conceptual findings. We also address how analytic aims and processes affect the design of qualitative research projects.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.
 Please see course outline, attached.
 A prototype of this course was offered as a "special topics" (HP 750) course in Winter 2011; complete student evaluation feedback from that offering is also attached to illustrate the value to HP students.

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>Health Policy PhD students are required to take 1-2 qualitative research methods courses. Over the first 4 years of the PhD program, we have found that too few qualitative methodology graduate courses at McMaster are available and accessible to our students. Their primary option has been HRM 745, which focusses on empirical qualitative research design and data collection. The proposed course, HP 747, complements HRM 745 by addressing conceptual (non-empirical) qualitative analysis as well as empirical qualitative methods, and by focusing primarily on the analysis of data rather than design and data collection. It also covers some qualitative approaches particularly relevant to policy, such as historiography. HP 747 will not require HRM 745 or any other qualitative course as prerequisite; the material is appropriate for students both with and without previous qualitative methodology training.</p>
<p>2. EXPECTED ENROLMENT:</p> <p>7-14 students</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>Instructor-led lecture/discussion seminars are held every other week to introduce material and instruction for analysis. Lecture material is complemented by readings and bi-weekly student essays to synthesize the readings and reflect on key methodological principles and their application. Readings include both "how-to" methodology instruction and examples of policy research using the method of interest, for critique in class.</p> <p>On alternating weeks, students complete analytic workshop exercises on their own data (collected in the first two weeks of class). They present their exercise results to peers in class, and hold a collaborative discussion of analytic processes, problems and solutions.</p>
<p>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.)</p> <p>35% Written essays 35% Workshop exercises, including student presentation and class discussion of each exercise 30% Participation</p>
<p>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).</p> <p>The course content is unique at McMaster. It has a complementary relationship with HRM 745, as described above.</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>n/a</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Lydia Garland Email: garlndl@mcmaster.ca Extension: 22952 Date: 3 November 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

**HLTH POL 747:
Qualitative and Conceptual Methods for Health Policy**

DRAFT Course Outline, for 2012-2013

Course Coordinator & Instructor:

Mita Giacomini
Professor, Clinical Epidemiology & Biostatistics
Office: 218 CRL
Email: giacomini@mcmaster.ca

Course Assistant:

Terry Martens
Office: CHEPA area, 2nd floor CRL
Phone: 905-525-9140 x22879
Email: marten@mcmaster.ca

Meeting times and place:

CRL-B119, weekday and time TBA

Course description:

This course covers principles and methods for qualitative and conceptual analyses in the field of health policy. *Qualitative methods* include descriptive or interpretive empirical investigation of social and personal phenomena such as events, experiences, meanings, culture, social dynamics, etc. *Conceptual methods* explore, analyze and develop concepts and ideas, including understanding their genesis and meanings, tracing their uses and effects in policy, and cultivating their further development in policy discourse. Conceptual work is inherent to most empirical qualitative methods, but is also used in non-empirical scholarly research in health policy.

We focus on the analysis of qualitative information and the development of findings that contribute new theory to the field. Course content focuses on analysis (methods for making sense of data and generating findings), rather than research design (methods for sampling, data collection, etc.). Wherever relevant, we address how analytic problems, aims, and processes affect the design of research projects and data collection. In keeping with the interdisciplinary nature of the field of health policy, we draw on methodological principles and tools from across several social science and humanities disciplines, focusing primarily on: historiography, case study, interpretive grounded theory, and ‘generic’ descriptive methodologies typical of health policy research. We address the distinctive contributions of *interpretive* and *descriptive* methods, and address in turn techniques for analyzing four types of qualitative phenomena important in health policy: *concepts*, *arguments*, *narratives*, and *figures*. Illustrative examples and exercises are drawn from the field of health policy. However, the methods taught in this course will interest students across a variety of disciplines, and graduate students from related fields are welcome to participate.

Methods are taught through (1) Lectures and readings introducing principles and procedures, (2) Critiques of existing research, and, (3) Analysis of original data. Much of the data for the latter component are supplied by the student. Instructions and sources for collecting the necessary data will be provided in the course. Wherever appropriate to the methodological topic, students are welcome to use their own primary qualitative data from a project initiated outside of the course. However, students

using their own data are responsible for ensuring that course use is consistent with both McMaster's research ethics policies (see caveat below), and academic integrity policies. Students are encouraged to use data already in the public domain, gathered from the internet, library, or archival sources.

Seminars follow a mixed lecture, discussion, and workshop format. The instructor introduces principles and techniques, and provides exercises for the students to apply the methods directly and interactively on either assigned or original (their own) data. Students complete assigned readings, analytic exercises, and brief written assignments regularly outside of class. A final paper is required (more details below).

Prerequisites. There are no prerequisite courses. To register, students must have graduate status and permission of the instructor. Before beginning the course, students should have an introductory-level acquaintance with the basic aims and approaches of qualitative methodology. This may be gained informally through research experience, formally through a research methods survey course, or by other means. Students must also understand the legitimate role of qualitative inquiry in health research: no course time is devoted to debating the merits of qualitative versus quantitative methods, or whether qualitative research is valid. Students lacking this basic level of familiarity should contact the instructor ahead of the course for introductory reading, to be completed before the beginning of the term.

Ethics. Data analyzed in this course are subject to policies governing the ethical treatment of human research participants. Original research data collected directly from human participants, or indirectly from confidential or private data sources, is admissible for coursework only if: (1) The data were collected under McMaster REB-approved research and ethics protocols, (2) Their use during the course (including sharing the data as necessary with other students and the instructor to complete analytic exercises) remains within McMaster REB-approved research protocols, and, (3) The student submits written, signed permission from the project's Principal Investigator allowing use of the data for coursework purposes and attesting to conditions (1) and (2). ***Students are encouraged to use public domain, non-confidential data sources*** whose use is not subject to REB protocol review and approval. Good public domain data sources are readily available for many health policy research topics and questions. Sources and collection strategies will be described in class, and time will be allowed for collecting the necessary data.

Sessions. Course, topics, readings, and assignment due dates are listed in detail by session and date at the end of this course outline.

Readings and resources:

Most assigned articles and documents are available directly from the publisher, the McMaster Library shelves, or McMaster Library's e-resources. A copy of all assigned readings is also available for short-term loan from the course secretary.

Several chapters from the following textbooks are assigned in the course, and recommended for purchase:

Yin, Robert K. 2009. *Case Study Research: Design and Methods*, 4th Edition, Applied Social Research Methods Series. Los Angeles: Sage Publications.

Charmaz, Kathy. 2006. *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Los Angeles: Sage Publications.

The following books are also recommended as useful resources for qualitative researchers in health policy (and related fields), but are not assigned:

Thorne, Sally. 2008. *Interpretive Description*. Walnut Creek, California: Left Coast Press, Inc.

Miles, M., and M. Huberman. 1994. *Qualitative Data Analysis*. London: Sage Publications.

Assignments and grading:

Students should expect substantial reading, written, and analytic exercise work between class meetings, and schedule their time accordingly. Evidence of adequate preparation for each session should be apparent in written work, workshop exercises, and in-class participation. All assignments must be completed to pass the course. Please familiarize yourself with McMaster's policy on academic integrity, which you can download at: <http://www.mcmaster.ca/academicintegrity/>.

- 35% **Short methodology essays** (~2-3 pages each) submitted every 2 weeks throughout the term. Topics for the essays will be distributed in class the week before essays are due.
- 35% **Workshop exercises** completed and presented every 2 weeks throughout the term (due on alternating weeks with the essays, above). Depending on the topic and exercise of the week, the submission will consist of written notes or slides, in support of a brief **oral presentation**. Exercise instructions will be distributed in class the week before each exercise is due.
- 30% **Participation**, which will be evaluated according to the following criteria: (1) Quantity and quality of verbal comments and discussion, demonstrating adequate preparation for all sessions (readings, exercises or study questions, etc.); (2) Quality of presentations of work in progress, especially in the workshop sessions; and, (3) Attendance, including punctuality. Absences will be excused only in the case of a genuine emergency (such as illness or family crisis – note that conferences, meetings, vacations etc. are *not* emergencies). Unexcused absences will affect the participation mark. Students with more than 2 absences for any reason will be asked to withdraw from the course.

Student support:

If you have a disability, or encounter unexpected difficulties (personal, physical health, mental health etc.) during the term, McMaster University can help with support services, assistance, or resources.

Please let the Instructor or Course Assistant know as early as possible if you have any special needs or concerns, questions about classroom or course accessibility, or suggestions for improving accessibility for you. Excellent resources and information are also available through McMaster's Centre for Student Development, which provides health, counseling, wellness and disability support: <http://csd.mcmaster.ca/>.

Health Policy 747: Weekly Schedule

Session 1: Introduction

Topics

- Course overview
- Conceptual analysis: concepts and their role in health policy
- Qualitative research: ontology & epistemology

Readings

- Giacomini, M. 2010. Theory matters in qualitative research. In *Handbook of Qualitative Health Research*, edited by I. Bourgeault, R. DeVries and R. Dingwall. Thousand Oaks, California: SAGE Publications.
- Charmaz, Kathy. 2006. An invitation to grounded theory. In *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Los Angeles: SAGE Publications.
- Yin, Robert K. 2009. Introduction: How to know whether and when to use case studies as a research method. In *Case Study Research: Design and Methods, 4th Edition*. Los Angeles: Sage Publications.

Session 2: Description & Interpretation

Topics

- Epistemological aspects of, and boundaries between, description and interpretation
- Principles of descriptive methodologies
- Principles of interpretive methodologies
- Student topics
- Data sources

Assignment due: Short essay

Readings

* Research examples

- Phillips, Denis C. 1995. The good, the bad and the ugly: the many faces of constructivism. *Educational Researcher* 24 (7):5-12.
- Neergaard, Mette Asbjorn, Frede Olesen, Rikke Sand Andersen, and Jens Sondergaard. 2009. Qualitative description – the poor cousin of health research? *BMC Medical Research Methodology* 9:52.
- Yin, Robert K. 2009. Designing case studies: Identifying your case(s) and establishing the logic of your study. In *Case Study Research: Design and Methods, 4th Edition*. Los Angeles: Sage Publications.
- * Wright, David, Nathan Flis, and Mona Gupta. 2008. The 'brain drain' of physicians: historical antecedents to an ethical debate, c. 1960-79. *Philosophy, Ethics, and Humanities in Medicine* 3 (24):8 pages, unnumbered e-publication.

- * Dobrow, MJ, V Goel, and REG Upshur. 2004. Evidence-based health policy: context and utilisation. *Social Science & Medicine* 58 (1):207-217.

Session 3: Topics & Data Workshop

Topics

- Data collection
- Introduction to coding procedures

Assignment due: Exercise

Readings

- Yin, Robert K. 2009. Collecting case study evidence: The principles you should follow in working with six sources of evidence. In *Case Study Research: Design and Methods, 4th Edition*. Los Angeles: Sage Publications.
- Charmaz, Kathy. 2006. Gathering rich data. In *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Los Angeles: SAGE Publications.
- Saldaña, Johnny. 2009. An introduction to codes and coding. In: *The Coding Manual for Qualitative Researchers*. Los Angeles: SAGE
- Saldaña, Johnny. 2009. Writing analytic memos. In: *The Coding Manual for Qualitative Researchers*. Los Angeles: SAGE

Session 4: Concepts

Topics

- Descriptive analysis of concepts: description, definition, classification
- Interpretive analysis of concepts: meaning, hermeneutics, categories, coding

Assignment due: Short essay

Readings

* Research examples

- Charmaz, Kathy. 2006. Coding in grounded theory practice. In *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Los Angeles: SAGE Publications.
- Charmaz, Kathy. 2006. Memo-writing. In *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Los Angeles: SAGE Publications.
- Sandelowski, Margarete. 2000. Whatever happened to qualitative description? *Research in Nursing & Health* 23:334-340.
- Kaminsky, Alexis. 2000. Beyond the literal: metaphors and why they matter. *New Directions for Evaluation* 86:69-80.
- * Paik, Leslie. 2006. Organizational interpretations of drug test results. *Law & Society Review* 40 (4):931-962.
- * Racine, E, S Waldman, J Rosenberg, and J Illes. 2010. Contemporary neuroscience in the media. *Social Science and Medicine* 71 (4):725-33.

Session 5: Concepts Workshop

Topics

- Descriptive analysis of concepts: qualitative content analysis
- Interpretive analysis of concepts: coding processes, working with categories
- Developing concepts: reflexivity in policy research

Assignment due: Exercise

Readings

- Charmaz, Kathy. 2006. Theoretical sampling, saturation, and sorting. In *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Los Angeles: SAGE Publications.
- Charmaz, Kathy. 2006. Reconstructing theory in grounded theory studies. In *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Los Angeles: SAGE Publications.
- Woolgar, Steve, and Dorothy Pawluch. 1985. Ontological gerrymandering: The anatomy of social problems explanations. *Social Problems* 32 (3):214-227.

Session 6: Arguments

Topics

- Analyzing arguments descriptively: logic and inference of arguments
- Analyzing arguments interpretively: rhetorical tropes

Assignment due: Short essay

Readings

* Research examples for discussion

- Wikipedia, *Figure of Speech* (entry) http://en.wikipedia.org/wiki/Figure_of_speech
- Root, Michael. 1993. The fact-value distinction. In *Philosophy of Social Science: The Methods, Ideals, and Politics of Social Inquiry*. Cambridge, Massachusetts: Blackwell.
- * Saguy, Abigail C. , and Kevin W. Riley. 2005. Weighing both sides: Morality, mortality, and framing contests over obesity. *Journal of Health Politics Policy and Law* 30 (5):869-921.
- * Buchanan, D, S Shaw, A Ford, and M Singer. 2003. Empirical science meets moral panic: An analysis of the politics of needle exchange. *Journal of Public Health Policy* 24 (3-4):427-444.

Session 7: Arguments Workshop

Topics

- Analyzing arguments descriptively: identifying claims & inferences
- Analyzing arguments interpretively: identifying normative messages
- Developing arguments: crafting compelling arguments

Assignment due: Exercise

Readings

- Yin, Robert K. 2009. Analyzing case study evidence: How to start your analysis, your analytic choices, and how they work. In *Case Study Research: Design and Methods, 4th Edition*. Los Angeles: Sage Publications.
- Stone, Deborah. 1998. Causes. In *Policy Paradox: The Art of Political Decision Making*. New York: W.W. Norton: 188-209.

Session 8: Narratives

Topics

- Descriptive analysis of narratives – historical accounts
- Interpretive analysis of narratives – historiographic tropes

Assignment due: Short essay

Readings

* Research examples

- Hooker, Claire. 2010. History and social change in health and medicine. In *The Sage Handbook of Qualitative Methods in Health Research*, edited by I. Bourgeault, R. Dingwall and R. de Vries. Los Angeles: SAGE.
- Rüsen, Jörn. 1987. Historical narration: Foundation, types, reason. *History and Theory Beiheft 26: The Representation of Historical Events*:1987.
- * Blume, S, and J Tump. 2010. Evidence and policymaking: The introduction of MMR vaccine in the Netherlands. *Social Science and Medicine* 71 (6):1049-55.
- * Mayes, Rick, and Allan V. Horwitz. 2005. DSM-III and the revolution in the classification of mental illness. *Journal of the History of the Behavioral Sciences* 41 (3):249–267.

Session 9: Narratives Workshop

Topics

- Descriptive analysis of narratives – organizing timelines and accounts
- Interpretive analysis of narratives – storylines as arguments
- Developing narratives: creating new accounts

Assignment due: Exercise

Readings

* Research examples

Gale, Trevor. 2001. Critical policy sociology: historiography, archaeology and genealogy as methods of policy analysis. *Journal of Education Policy* 16 (5):379-393.

Miles, M. and M. Huberman (1994). Time-ordered displays [excerpt]. *Qualitative Data Analysis*. London, Sage Publications: 110-122.

* Duke, K. 2002. Getting beyond the 'official line': Reflections on dilemmas of access, knowledge and power in researching policy networks. *Journal of Social Policy* 31:39-51.

Session 10: Figures

Topics

- Descriptive analysis of figurative imagery: maps and models
- Interpretive analysis of figurative imagery: semiotics

Assignment due: Short essay

Readings

* Research examples

Hyerle, David, and Robert J. Marzano. 2009. Conceptual mapping for integrating creative and analytical thinking. In *Visual Tools for Transforming Information into Knowledge*, 2nd ed. Thousand Oaks, California: Corwin Press.

Miles, M., and M. Huberman. 1994. Within-case displays: Exploring and describing. In *Qualitative Data Analysis*. London: Sage Publications.

Radnofsky, Mary L. 1996. Qualitative models: visually representing complex data in an image/text balance *Qualitative Inquiry* 2 (4):385-410.

* Mairal, Gaspar 2008. Narratives of risk. *Journal of Risk Research* 11 (1-2):41-54.

Revisit:

* Dobrow, MJ, V Goel, and REG Upshur. 2004. Evidence-based health policy: context and utilisation. *Social Science & Medicine* 58 (1):207-217.

Session 11: Figures Workshop

Topics

- Descriptive analysis of figurative imagery: maps & models; elements & dynamics
- Interpretive analysis of figurative imagery: making sense of visual symbols
- Developing figures: Using figurative images to convey findings, theories, and arguments

Assignment due: Exercise

Readings

Rose, Gillian. 2001. Semiology: Laying bare the prejudices beneath the smooth surface of the beautiful. In *Visual Methodologies: An Introduction to the Interpretation of Visual Materials*. London: SAGE Publication.

Optional:

Williams, Robin. 2008. *The Non-Designer's Design Book, 3rd ed.* Berkeley: Robin Williams Peachpit Press.

Session 12: Synthesis

Topics

- Understanding qualitative research protocol design, from your knowledge of data analysis
- Review of course and cross-cutting themes in qualitative and conceptual analysis
- Mixing methods: epistemological considerations and methodological issues
- Credibility, corroboration, and critical appraisal

Assignment due: Exercise (for discussion but not for presentation, this time)

Readings

* Research examples

Morgan, David L. 2007. Paradigms lost and pragmatism regained: methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research* 1 (1):48-76.

Melia, Kath M. 2010. Recognizing quality in qualitative research. In *Handbook of Qualitative Health Research*, edited by I. Bourgeault, R. DeVries and R. Dingwall. Thousand Oaks, California: SAGE Publications.

Revisit:

Yin, Robert K. 2009. Collecting case study evidence: The principles you should follow in working with six sources of evidence. In *Case Study Research: Design and Methods, 4th Edition*. Los Angeles: Sage Publications.

Charmaz, Kathy. 2006. Gathering rich data. In *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Los Angeles: SAGE Publications.

Health Policy 750: Special Topics, Winter 2011

PLEASE COMPLETE THE COURSE & LECTURER EVALUATION.

**Health Policy 750:
Special Topics: Qualitative and Conceptual Methods for Health Policy**

<u>Please rate the Course:</u>	<u>Poor</u>							<u>Excellent</u>	<u>Mean</u>
C OVERALL rating	1	2	3	4	5	6	7	6.85	
C Clarity of objectives	1	2	3	4	5	6	7	6.71	
C Organization	1	2	3	4	5	6	7	6.85	
C Relevance to your education, career, interests	1	2	3	4	5	6	7	6.43	
C How your needs and expectations were met	1	2	3	4	5	6	7	6.85	
C Usefulness of...									
...lectures	1	2	3	4	5	6	7	7	
...instruction materials (readings etc.)	1	2	3	4	5	6	7	6.43	
...assignments and exercises	1	2	3	4	5	6	7	6.85	
...class discussions.....	1	2	3	4	5	6	7	6.71	

What are the BEST FEATURES of this Course?

- **Workshop exercises that were shared in class. It was helpful to apply principles learned in class, and sharing our work with our peers meant we received a lot of feedback, and learned from others' insights. These workshop exercises made learning enjoyable and participatory.**
- **The course features really different and deep tools and ways to seeing and thinking daily and academic phenomena, issues that we took for granted, brainwashed /biased by previous disciplinary knowledge and training! People who haven't taken courses like this before might not realize how important a COMPLETE mind is. Please see the detailed features I commented on each session rating in the Special Evaluation Form.**
- **There are many great features about this course. 1. Alternating classes – workshop/lecture, lecture/workshop, made the class dynamic, hands-on, challenging and fun. 2. Essays really made you think about the material and readings before class, which really helped to understand and clear up on areas during the lecture. 3. Interactive – Dr, Giacomini was very effective at engaging us in discussion of lecture material which allowed us to build and develop new skills in qualitative analysis, and helped to express our opinions and views.**
- **It is very interactive both between the lecturer and the student among students. This aspect of it makes it very engaging. Although the course work looks and perhaps is heavy, if it is a joy to do the workshop assignments and short essays. To me, this course was very refreshing and it is unlike any other course that I've taken in my academic life.**
- **The instructor (Knowledge base, teaching expertise)**
- **The format (exercises, lectures)**
- **It inspired relativity It was very enjoyable. The methods and the way the course is organized are the best features of the course. I was going to say that the best features were the workshops but it was combination of the topics and workshops and essays**
- **The course is very creative both the workshop sessions and the presentations by the lecturer were great**

What features of this Course do you recommend CHANGING?

- **None**
- **Maybe add an example – a qualitative research design winning a grant, to vividly show us how a successful design could be; Add a HyperResearch hands-on-introduction; Add more Ethics content in the “interpretation” session.**
- **Deadline for workshop presentation slides. I found it difficult to make the deadline every week, at times stressful enough to ask for an extension.**

Health Policy 750: Special Topics, Winter 2011

- | |
|---|
| - Workshop classes extended in length, if necessary so that every student has 30-40 minutes to present. Although it would make the class very long, I don't think that it would be unbearable, especially with two short breaks (eg 10 minutes) |
| - Perhaps a longer time slot can be dedicated to this course. Alternatively, the students can be encouraged to continue their discourse after each session. |
| - Sometimes I would have preferred more lecture and less student participation |
| - The final assignment |
| - I enjoyed all the session they were good |

Would you RECOMMEND this Course to colleagues? Why or why not?

- | |
|--|
| - Yes. Importantly, as I am a student in the Health Policy Program, focused on policy relevant research, which is lacking from other qualitative methodology research courses available at McMaster. |
| - Definitely will recommend it to other students! It changed my way of looking at things! |
| - Yes I would recommend this course to colleagues. Due to the course structure delving into each of the concepts that were taught by preparing workshop presentation really solidified the concepts and was a great learning experience. Moreover, the essays were great because it prepared me for the lecture and helped to clear up the material that I read. All-in-all it's a great course. |
| - Yes, because for a quantitative person it is perhaps the best way to get to know qualitative research techniques. It is not burdensome, but at the same time teaches you a lot on the way due to the way the course is designed with a hands-on approach. |
| - Yes already have |
| - Yes it will give him the opportunity to know how to analyze qualitative data not in theory but in practice. |
| - Yes it will help the person to learn both grounded theory and case study theory and the various techniques in qualitative studies |

Any additional comments about the Course:

- | |
|--|
| - Great Course! Met my learning needs through a variety of practical exercises to complement lectures. |
| - Prefer to refer to all comments on each session rating in the special evaluation form |
| - This is one of the best courses that I have taken my entire graduate studies career. |
| - None |
| - It was an excellent course the materials for each session were excellent |

Health Policy 750: Special Topics, Winter 2011

LECTURER – Mita Giacomini

Please rate the LECTURER:	<u>Poor</u>					<u>Excellent</u>		<u>Mean</u>
C OVERALL rating of lecturer	1	2	3	4	5	6	7	7
C Organization and preparedness	1	2	3	4	5	6	7	7
C Expertise in the topic area	1	2	3	4	5	6	7	7
C Enthusiasm for teaching the subject	1	2	3	4	5	6	7	7
C Clarity of communication	1	2	3	4	5	6	7	7
C Success in making learning enjoyable	1	2	3	4	5	6	7	7
C Facilitation of discussions.....	1	2	3	4	5	6	7	7

Additional comments about this lecturer:

- I really enjoyed having Mita lead this course. She was very supportive and encouraging and it was obvious she is knowledgeable and passionate about qualitative research. As students we were involved in discussions and sharing of our work. The workshop session exercises that Mita prepared made applying concepts both challenging and rewarding. Overall, a great lecturer and a great class!
- You did a good job stimulating us to think differently, and encouraging us to freely speak those thoughts out, not worrying about did I ask stupid questions, was it thought premature or wrong.. Especially readings and assignments pushed us to think more, and more, deeper and deeper-they were not easy at all, but after this tough journey, I've tasted the exciting fruit of new thinking
- Dr. Giacomini was an excellent lecturer this past semester. Her enthusiasm for the material was clear, and her enthusiasm for our work was also encouraging. Dr. Giacomini's expertise in the tropic area complemented with great facilitation of discussions made learning enjoyable.
- Dr. Giacomini is very respectful towards her students. She is very knowledgeable and has a great ability to communicate her knowledge with her students. She is very encouraging and open to new ideas
- She is nice knowledgeable articulate and very organized. She is a great professor.



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.

DEPARTMENT		Clinical Epidemiology & Biostatistics						
NAME OF PROGRAM		Health Research Methodology Graduate Program						
PROGRAM DEGREE	Ph.D. (X)	M.A. ()	M.A.Sc. ()	M.B.A. ()	M. Eng. ()	M.Sc. (X)	Diploma Program ()	Other (Specify)
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)								
CHANGE IN ADMISSION REQUIREMENTS			CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE			CHANGE IN COURSE REQUIREMENTS		X
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR			X	EXPLAIN: Pages 392-395 (MSc in HTA by thesis and course-work; possible additional make-up courses for Ph.D.; electives for HRM in Ph.D. in HTA.				
OTHER CHANGES	EXPLAIN:							
DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:								
<p>#1. Pages 392-393: At the master's level, HRM students specializing in Health Technology Assessment are currently required to complete the following course requirements:</p> <p style="padding-left: 40px;">Current courses required for HRM MSc (thesis-based) specialization in HTA: Common courses: *721, *702 Field-specific courses: *737, *741 Electives: 1</p> <p style="padding-left: 40px;">Current courses required for HRM MSc (course-based), specialization in HTA: Common courses: *721, *702 Field -specific courses: *787, *737, *743, *741 Electives: 1</p> <p>#2. Page 394: Students who have not taken courses that represent an introduction to health research methods (HRM *730 or HRM *751 [or their equivalents]) and basic biostatistics (HRM *702 [or equivalent]), and theory and practice of measurement (HRM *727 [or its equivalent]) will be required to take these courses in addition to the regular course load.</p> <p>#3. Page 395: Electives for the Health Technology Assessment (HTA) field of specialization, currently listed as "2".</p>								

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

#1 CHANGE: Reduce the number of field-specific courses for HTA and include recommendation for the elective:

At the master's level, HRM students specializing in Health Technology Assessment are now required to complete the following course requirements:

courses required for HRM MSc (thesis-based), specialization in HTA:

Common courses: *721, *702

Field -specific courses: *737, *741

Electives: 1 (usually *787)

courses required for HRM MSc (course-based), specialization in HTA:

Common courses: *721, *702

Field-specific courses: *743, *737, *741

Electives: 2 (usually *787)

#2 CHANGE: Ph.D. Degree

Students who have not taken courses that represent an introduction to health research methods (HRM *730 or HRM *751 [or their equivalents]) and basic biostatistics (HRM *702 [or equivalent]), and theory and practice of measurement (HRM *727 [or its equivalent]) may be required to take these courses in addition to the regular course load. Students should consult program documentation for the specific requirements for the fields of specialization.

#3 CHANGE: clarification of electives for HTA field of specialization:

Health Technology Assessment, electives "2 (usually 787, 743)

RATIONALE FOR THE RECOMMENDED CHANGE:

Clarified courses for the HRM MSc degree, specialization in Health Technology Assessment; possible additional make-up courses for the Ph.D. degree; clarification of electives for the Health Technology Assessment field of specialization.

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

September 1, 2012

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

N/a

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

see attached

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Steve Hanna Email: hannas@mcmaster.ca Extension: 27851 Date: January 17, 2012

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

HEALTH SCIENCE EDUCATION

The Master of Science in Health Science Education (MScHS Education) is an interprofessional program designed to meet the learning needs of health care practitioners (clinical educators) who teach in the health sciences. It is well known that the innovations in curriculum design and teaching strategies pioneered over a quarter of a century ago in the Faculty of Health Sciences at McMaster University, such as Problem-based Learning (PBL) have changed the practice of teaching and learning worldwide.

The MScHS Education program offers core courses in teaching and learning, educational leadership, assessment and evaluation, research methods, and an elective in online learning in health science education. The program offers two completion pathways: a course-based option or a thesis based option. The program will be highly accessible through blended delivery of online and classroom formats and will be offered part-time with expected completion time of two-to three years. The program will be offered to health educators who are currently employed in a clinical and/or academic teaching capacity in any health care sector in Canada or internationally.

The objectives of the program are to present a graduate level curriculum specifically designed for health educators that:

- Integrates graduate level training in interprofessionalism, leadership and McMaster FHS signature health science curriculum (e.g. Problem-based Learning, concept based learning) as core themes that span the curriculum.
- Enables knowledge, academic skill and attitude building pertaining to health science education at the graduate level
- Enhances preparedness for advanced professional and inter-professional academic roles including leadership in health science education
- Is delivered in a format accessible to health practitioners working in diverse settings
- Engages learners with interactive learning strategies in classroom and online
- Provide learners with more in-depth exposure to McMaster models of problem centred learning experiences in health sciences education
- Enables learners to utilize information technology for classroom and online learning, communication and assessment
- Incorporates learning outcomes consistent with the Ontario Council of Academic Vice Presidents (OCAV) Graduate Degree Learning Expectations.

Enquiries: Tel.

Fax:

Email:

Website: <http://fhs.mcmaster.ca/healthscienceeducation/>

Staff / Fall 2012

PROFESSORS

Baptiste, Susan, MHSc, (McMaster)/Rehabilitation Science
Law, Mary, PhD, (Waterloo)/Rehabilitation Science
Neville, Alan, MD, (Aberdeen), MEd, (Toronto)/Oncology
Norman, Geoff, PhD, (McMaster)/ Clinical Epidemiology and Biostatistics
Reiter, Harold, MD, (Toronto)/Radiation Oncology
Solomon, Patty, PhD (Waterloo)/Rehabilitation Science
Stratford, Paul, MSc, (McMaster)/Rehabilitation Science
Walsh, Allyn, MD, (Western)/Family Medicine

ASSOCIATE PROFESSORS

Marshall, Denise, MD, (McMaster)/Family Medicine
McNiven, Patricia, PhD, (Toronto)/Midwifery
Noesgaard, Charlotte, MSc(Western)/ Nursing
Risdon, Cathy, MD (McMaster) DMan (Hertfordshire)/Family Medicine

Assistant Professor

Bayer, Ilana, PhD, (Toronto)/ Pathology and Molecular Medicine
Carusone, Soo Chan, PhD, (McMaster)/Clinical Epidemiology and Biostatistics
Chen, Ruth, MSN, (Yale)/Nursing
Dore, Kelly, PhD (McMaster)/Clinical Epidemiology and Biostatistics
Grierson, Lawrence, PhD (McMaster)/Family Medicine
Jung, Bonny, PhD, (Western)/Rehabilitation Science
Martin, Lynn, PhD, (Toronto)/Nursing
McCaughan, Kareen, MEd (Brock) PhD (Simon Fraser)/Physician Assistant
McKey, Colleen, PhD, (Capella)/Nursing
Miller, Pat, PhD, (McMaster)/Rehabilitation Science
Musson, David, , MD (Austin), PhD (Western)/Anesthesia
Salfi, Jennine, PhD (McMaster)/ Nursing
Sherbino, Jonathan, MD, (Ottawa), MEd(Toronto)/Medicine
Wainman, Bruce, PhD,(York)/Midwifery
Whyte, Rob, MD (McMaster)/Anesthesia

ASSOCIATE MEMBERS

Agarwal, Gina, MBBS, (Guy's Hospital)/Family Medicine
Allaby, Cheyl, MD, (McMaster)/Family Medicine
Arnold, Donnie, MD (McGill), MSc (McMaster)/Medicine
Azzam, Khalid, MBBS (Rajasthan)/ Medicine
Bailey, Karen, MD, (McMaster)/Surgery
Ball, Alexander, PhD, (Dalhousie)/Pathology and Molecular Medicine
Baxter, Fred, MD, MSc, (McMaster), Illinois,/Anesthesia
Boblin, Sheryl, PhD, (Toronto)/Nursing
Bowdish, Dawn, PhD, (British Columbia)/Pathology and Molecular Medicine
Bracken, Keyna, MD, (McMaster)/Family Medicine
Brill, Herbert, MBA FRCPC (McGill)/Pediatrics
Brimble, Scott, MD (Toronto)MSc (Brock)/Medicine
Brozek, Jan, MD, PhD, (Krakow)/CE&B
Cairney, John, PhD, (Western)/Family Medicine
Cameron, Brian, MD (Queen's)/Surgery
Carter, Teresa, MBBS, MSc, (London)/Pediatrics
Chan, David, MD, MSc, (McMaster)/Family Medicine

Coman, Liliana, MSc, (Waterloo)/Rehabilitation Science
Cullimore, Amie, MD (McMaster) MSc (Alberta)/Obstetrics and Gynecology
Cunnington, John, MD, (McMaster)/Medicine
Cupido, Cynthia, MD, MSc, (McMaster)/Pediatrics
Cybulsky, Irene, MD (Western) MSc(Toronto)/Surgery
Demers, Catherine, MD, MSc(McMaster)/Medicine
Derrington-Fraser, Danielle, MD (McMaster)/Family Medicine
Finlay, Karen, MD (McMaster)/Radiology
Grant, Christina, MD, (McMaster)/Pediatrics
Guenter, Dale, MD (Calgary) MPH (Harvard)/Family Medicine
Harper, Will, MD, (Toronto)/Medicine
Huang, Lennox, MD, (Toronto)/Pediatrics
Hutton, Eileen, PhD, (Toronto)/Obstetrics and Gynecology
Kahnamoui, Kam, MD (Ottawa) MSc (McMaster)/Surgery
Kulatunga-Moruzy, Chan, PhD, (McMaster)/Family Medicine
Ladhani, Moyez, MD, (Toronto)/Pediatrics
Lau, Keith, MBBS, (Hong Kong)/Pediatrics
Lawlor, Yvonne, BN, Med, (Brock)/Nursing
Lee, Joe, MD, (Western)/Family Medicine
Lee, Linda, MD, (Western)/Family Medicine
Leyland, Nicholas, MD (Toronto) MHCM (Harvard)/Obstetrics and Gynecology
Magloire, Patrick, MD, (LaSalle)/Medicine
Marr, Sharon, MD, (McMaster) MEd, (Toronto)/Medicine
Marrin, Michael,(McMaster)/Pediatrics
Matsumoto, Eddie, MD, MEd (Toronto)/Surgery
McAssey, Karen, MD, (Queens)/Pediatrics
Miklea, Jon, MD,(Bucharest)/Family Medicine
Moore, Ainsley, MD, MSc, (McMaster)/Family Medicine
Niec, Anne, MD(Toronto)/Pediatrics
Noesgaard, Charlotte, MSc, (Western)/Nursing
O'Byrne, Paul, MB Bch (Dublin)/Medicine
O'Shea, Tim, MD (McMaster) MPH(Harvard)/Medicine
Panju, Akbar, MB ChB, (Liverpool)/Medicine
Patel, Tejal, MD, (Queen's)/Family Medicine
Portwine, Carol, MD, PhD(Toronto)/Pediatrics
Prebtani, Ally, MD, (McMaster)/Medicine
Price, David, MD, (British Columbia)/Family Medicine
Reid, Susan, MD, (McMaster)/Surgery
Ross, Cathy, MD, MSc, (McMaster)/Pathology and Molecular Medicine
Salehian, Omid, MD (Toronto)/Medicine
Scheinemann, Katrin, Md, PhD, (Julius-Maximilians)/Pediatrics
Shali, Ari, MBChB, (Salahaddin)/Pathology and Molecular Medicine
Shaw, Elizabeth, MD, (McMaster)/Family Medicine
Soth, Mark, MD,(McMaster)/Medicine
Stobbe, Karl, MD, (Western)/Family Medicine
Szalay, Dave, MD, (Toronto)/Surgery
Talman, Marianne, MSc, MD, (McMaster)/Medicine
Thoma, Achilles, MD, MSc(McMaster)/Surgery
Thompson, Penny, MD (McMaster)/Pediatrics
Treleaven, Darin, MD, MSc, (McMaster)/Medicine
Tse, Frances, MD, (Calgary)/Medicine
Waserman, Susan, MD (McGill)/Medicine
Wasi, Parveen, MD, MSc (Memorial)/Medicine

Waters, Heather, MD, (McMaster)/Family Medicine
Webert, Kathryn, MD(Western)MSc (McMaster)/Medicine
Wong, Anne, MD, (Toronto)/Anesthesia
Woods, Anne, MD. PhD, (Toronto)/Family Medicine
You, John, MD, MSc (Toronto)/Medicine
Zazulak, Joyce, MD, MSc, (McMaster)/Family Medicine

Admission Requirements

Candidates for admission to this health science education program will have an honours-equivalent, four-year bachelor's degree in a health science or related health professional degree (e.g. Bachelor of Health Sciences from the Nursing, Physician Assistant or Midwifery Programs), an MD, or a Master of Science in Physiotherapy or Occupational Therapy, etc. or others with special permission and health care qualifications. Additional requirements include:

- A four-year undergraduate degree with at least a B+ from an accredited university (equivalent to a McMaster 8.5 GPA out of 120 in the final year in all courses in the [a health science related] discipline.
- Health professional training (as discussed above).
- An official transcript of academic work completed to date at all post-secondary institutions attended, sent directly from the issuing institution(s). If the final degree does not show that a completed degree has been conferred, an official copy of the diploma is also required.
- Two confidential letters of recommendation from instructors most familiar with the applicant's academic work, sent directly from the instructors.
- Teaching experience in a health-related discipline. Applicants without teaching experience will be considered for special permission pending space availability.
- A personal Curriculum Vitae (resume).
- A written personal statement of Intent that explains why the applicant is seeking graduate education in this program. (500-800 words) with an:
 - Explanation of what is desired from this degree.
 - Explanation of their area of interest in scholarly work.
- If English is not the applicant's native tongue, an official copy of the applicant's TOEFL Test of English as a Foreign Language score or other evidence of competency in English must be submitted. A minimum TOEFL (iBT) score of 92(550 on the paper – base TOEFL or 237 on the computer-based test) is required.
- Full time thesis students will be accepted dependent upon arranging appropriate funding, such as may be obtained from working as a research assistant (RA) with a research unit, as a teaching assistant, or obtaining external scholarships

Admission is competitive. Meeting the minimum standards does not guarantee admission to the program.

To apply and pay the application fee online, consult the Graduate Studies website at <http://graduate.mcmaster.ca/prospective-students/application-procedure>.

Program Requirements

The minimum program requirement for all students in the FHS MSc Health Science Education program is 24 units of graduate work. Course-based option candidates must complete as an exit requirement at least a B- standing in the program's six required courses (two quarter courses and four half courses), an approved graduate course elective, and a scholarly paper. Thesis-based option students must complete as an exit requirement at least a B- standing in four of the program's required courses (two quarter courses and three half courses), and a thesis.

COURSES

	Course-based Option	Credits	Thesis Option	Credits
Year One	Health Science Education I: Fundamentals of health science education	1.5	Health Science Education I: Fundamentals of health science education	1.5
	Health Science Education II: Scholarly works	1.5	Health Science Education II: Scholarly works	1.5
	Cognition and curriculum design in health science education	3	Two of the four required courses: <ul style="list-style-type: none"> • Cognition and curriculum design in health science education • Assessment and evaluation in health science education • Educational research methods in health science education • Educational Leadership in Health Science Education 	6
	Assessment & Evaluation in Health Science Education	3		
Year Two	Educational research methods in health science education	3	One of the four required courses	3
	Educational Leadership in Health Science Education	3	Thesis	12
Year Three	Elective	3		
	Scholarly paper	6		
		24		24

All courses are half courses with the exception of the two quarter courses marked with a pound (#) sign, the scholarly paper which is a full course, and the thesis which is considered two full courses.

#700 / Health Science Education I: Fundamentals of Health Science Education

An overview of the program and courses including the over-arching goals, learning outcomes, instructional methods, content, resources, assessment methods, and faculty. Students will experience small group work, such as PBL tutorials. This course is designed for graduate students from a wide range of health science disciplines and is offered in an intensive summer on-campus format.

***701 / Cognition & Curriculum in Health Science Education**

This course explores the science of memory, thinking, learning and its application to teaching and curriculum design in health science education. Students will relate and apply epistemologies and theoretical frameworks from cognitive and educational psychology, teaching strategies and methods, such as PBL, concept-based learning, simulation-based learning, etc. to their teaching practice area. This course is offered online.

***702 / Educational Research Methods in Health Science Education**

In this course students are introduced to a range of research methods used to assess learning in health science programs. Major topics include psychometrics, epidemiology, experiments, quantitative, and qualitative methods. This course is offered online.

Course descriptions for all courses can be viewed at the Health Science Education website, <http://fhs.mcmaster.ca/healthscienceeducation/>.

Scholarly Paper

The scholarly paper (equivalent to a full course) is an opportunity for MSc HS Education students to demonstrate, in writing, their ability to integrate ideas that reflect their analysis and use of knowledge in areas of health science teaching and learning, research and leadership. The scholarly paper will demonstrate integrative thinking and focus on a topic selected by the student in consultation with their Scholarly Paper Supervisor. Students will develop a proposal individualized to the student's area of interest that addresses the MSc Health Science Education's Guidelines for Scholarly Papers. The scholarly paper is distinctive from a thesis as it does not require the collection or analysis of primary data or the conduct of research with subjects, although this may be an option in some circumstances. The scholarly paper will be graded by the scholarly paper Supervisor and a Second Reader. Some components of the paper maybe started in a preliminary form by the student during their program. Students will be encouraged to present part of their paper (e.g. literature review) during the Health Science Education II course. Depending on the specific topic, some students may need to conduct fieldwork to collect necessary data and in such cases appropriate ethics approval may be required. Supervisory feedback will be provided on an on-going basis online, by telephone videoconference, or in person should a face-to-face meeting at McMaster University be required.

Thesis

For the thesis option, students will complete a formal written research proposal that outlines their project plan prior to commencing research and submit it for approval to their Supervisory Committee within six months of entry into the program for full time students and within one year of entry for part-time students. The thesis will demonstrate integrative thinking, understanding and reviewing the relevant literature and involve conducting original research, and will focus on a health science education topic that is selected by the student in consultation with their thesis Supervisor.

The proposal will be individualized to the student's area of interest that addresses the Thesis Guidelines established by the MSc Health Science Education program. Some components of the paper maybe started in a preliminary form by the student during their program. Students will be encouraged to present part of their thesis research (e.g. literature review) during the Health Science Education II Scholarly paper presentations course. Students who plan to conduct fieldwork to collect necessary data will seek appropriate ethics approval. Supervision feedback will be provided on an on-going basis by email online, telephone, videoconference, or in person should a face-to-face meeting at McMaster University be required. Students who are enrolled in a residency program and are pursuing the thesis option of the MSc Health Science Education program, in conjunction with their training, such as McMaster's Clinical Clinician Investigator Program (CIP), may wish to alter between full time and part time enrollment.

Thesis students must submit a written thesis and oral defense (in person) before a committee comprising the Graduate Program Director, the student's Supervisory Committee and an external examiner.

Anticipated completion time

The anticipated completion time of all program requirements for students enrolled in the FHS Health Science Education program is 2-3 years (6-9 semesters) from initial enrollment, depending upon which pathway is taken, course-based or thesis-based. All requirements of the MSc Health Science Education degree must be completed within five calendar years of initial enrollment.



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).
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		Faculty of Health Sciences/Master of Science in Health Science Education		
COURSE TITLE		Health Science Education I		
COURSE NUMBER	700	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE ()	QUARTER (MODULE) (X)
INSTRUCTOR(S)		Dr. Bonny Jung, Dr. Geoff Norman, Dr. Alan Neville, Prof Sue Baptiste, Dr. Denise Marshall		
PREREQUISITE(S)				

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

NEW COURSE	<input checked="" type="checkbox"/>	DATE TO BE OFFERED: 2012	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO 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.				
CHANGE IN COURSE TITLE		PROVIDE THE NEW COURSE TITLE:		
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		CHANGE TO HALF COURSE		CHANGE TO QUARTER COURSE
COURSE CANCELLATION		PROVIDE THE REASON FOR COURSE CANCELLATION:		
OTHER CHANGES		EXPLAIN:		

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

An overview of the program and courses including the over-arching goals, learning outcomes, instructional methods, content, resources, assessment methods, and faculty. Students will experience small group work, such as PBL tutorials. This course is designed for graduate students from a wide range of health science disciplines and is offered in an intensive summer on-campus format

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

1. Overview of program
2. Overarching curriculum themes (leadership, PBL, interprofessionalism)
3. Learning strategies overview- e.g. PBL, small group learning
4. Course overviews: Introduction to broad content areas;
 - Leadership, How people learn, Curriculum planning, Assessment, Research methods in health science education
5. Resource training
 - Online learning with A2L and Elluminate (web conferencing)
 - Conducting online research
 - Simulated -based learning centre
 - Anatomy lab

Readings to be announced

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p>
<p>2. EXPECTED ENROLMENT:</p> <p>15 first year and 25 thereafter</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>Interactive classroom presentations and small group learning sessions</p>
<p>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.)</p> <p>Assignment 1 – Reflection activity 30% Assignment 2 – Paper that reviews one topic from the topics 1-4) submitted via A2L – 30 % Assignment 3 – Examination on topics 1-4 (MCE) – 40% Total 100%</p>
<p>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).</p> <p>NA</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>NA</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Kareen McCaughan Email: mccaugkl@mcmaster.ca Extension: 21585 Date: Jan 27, 2012</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).
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		Faculty of Health Sciences/Master of Science in Health Science Education		
COURSE TITLE		Cognition & Curriculum in Health Science Education		
COURSE NUMBER	701	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (X)	QUARTER (MODULE) ()
INSTRUCTOR(S)		Dr. Alan Neville, Dr. Geoff Norman, Dr. Kareen McCaughan, Dr. Dave Musson, Sue Baptiste ,		
PREREQUISITE(S)				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input checked="" type="checkbox"/>	DATE TO BE OFFERED: 2012	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO 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 WRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE		PROVIDE THE NEW COURSE TITLE:		
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		CHANGE TO HALF COURSE		CHANGE TO QUARTER COURSE
COURSE CANCELLATION		PROVIDE THE REASON FOR COURSE CANCELLATION:		
OTHER CHANGES		EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar. This course explores the science of memory, thinking, learning and its application to teaching and curriculum design in health science education. Students will relate and apply epistemologies and theoretical frameworks from cognitive and educational psychology, teaching strategies and methods, such as PBL, concept-based learning, simulation-based learning, etc. to their teaching practice area. This course is offered online.				
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>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>This course is one of the core courses in the FHS MSc Health Science Education program.</p>
<p>2. EXPECTED ENROLMENT:</p> <p>15 first year and 25 each year following</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>This course is offered online through Avenue to Learn. Participants will engage with course instructors and other classmates via online presentations in conjunction with small group asynchronous and synchronous discussions.</p>
<p>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.)</p> <p>See attached course information</p>
<p>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).</p> <p>See attached course information</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>NA</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Alan Neville Email: adedu@mcmaster.ca Extension: 22249 Date: Jan 27, 2012</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

MSc Health Science Education
Cognition and Curriculum

COURSE INFORMATION

1. Instructors: Dr. Alan Neville, Dr. Geoff Norman, Dr. Dave Musson, Dr. Kareen McCaughan, Professor Sue Baptiste

2. Course Description

This course explores the science of memory, thinking, learning and its application to teaching and curriculum design in health science education programs. Students will relate and apply epistemologies and theoretical frameworks from cognitive and educational psychology, teaching strategies and methods, such as PBL, concept-based learning, simulation-based learning, etc. to their teaching practice area. This course is offered online.

3. Topic outline:

Part 1: Dimensions of Cognition

- 1) the Architecture of the Mind
 - Short-term working memory, long term memory
 - Cognitive Load Theory
- 2) Memory and Learning
 - Memory as constructivism
 - Learning = integration of new knowledge with known
 - Importance of Meaning
 - Context and retrieval
- 3) Perception and the sense organs
 - Ambiguity and multiple examples
 - Sequencing
- 4) Transfer
 - Definition – applying old knowledge to new problems
 - Difficulty with transfer
- 5) Motor and Skill learning
 - Similarity / difference with cognitive learning
- 6) Metacognition, reflection, self-assessment
 - Implication for T&C
- 7) Clinical reasoning and problem-solving
 - The “dual process “(System 1 / System 2) model of reasoning
- 8) Cognitive biases
- 9) Motivation, emotion and learning
- 10) Cognitive development
- 11) Problem solving and Feedback
- 12) Skill acquisition and expertise

Part 2: Individual Differences

- 1) Intelligence, components of intelligence
- 2) Emotional Intelligence. Triarchic theory of intelligence, and other outliers
- 3) Personality and the “Big 5”
 - Conscientiousness, neuroticism, openness to change, extraversion, agreeableness
 - Predictive validity, for performance
- 4) Learning preferences
 - a) Entwistle, Kolb, and other variants

Part 3: Curriculum Design

- 1) Definitions of curriculum
- 2) Linking cognition to curriculum
- 3) Taxonomy of knowledge type for use in curriculum design
- 4) Constructivism (social and cognitive)
- 5) Curriculum design models;
 - a) product or objectives model (Tyler) or process models (Wheeler)
 - b) Prescriptive versus Descriptive models
- 6) Curriculum Outcomes and Objectives
- 7) Outcomes based curriculum
- 8) Spiral curriculum /PRISMS
- 9) Didactic versus Constructivist – Problem-based learning (PBL)
- 10) Group interaction models – e.g. collaborative learning, lecture-discussion model
- 11) Competency-based education
- 12) Curriculum mapping
- 13) Connecting outcomes with assessment and evaluation strategies
- 14) Validating and implementing a curriculum
- 15) Preliminary steps in a curriculum project

4. Principal texts and Readings

Schmidt HG, Norman GR. The psychological basis of problem-based learning. Acad Med, 1992

Swanwick, T. Understanding Medical Education, Wiley Blackwell, 2011

Regehr, G, Norman GR. Issues in cognitive psychology: Implications for professional education. Acad Med 71, 1991, 1996.

Pinker. S. How the Mind Works. 2009.

Others to be announce by the instructor

5. Statement of purpose (how the course fits into the program)

The science of education is all about adapting our instructional methods to reflect current understanding about how people learn. There are numerous examples of how a scientific understanding of learning can enormously increase effectiveness of instruction. This course intends to create a close symmetry between learning and instruction, thus is central to the knowledge of educational leaders.

6. Method of presentation

Weekly recorded lectures in each topic area. Readings from literature in research methods.
Active on-line tutorial group using Avenue to Learn.

7. Detailed method of evaluation

20% Develop a curriculum, course or module applying principles of cognition and learning to instructional design.

20% Written critique of the literature in some area of the course

20% Group presentation project via web conferencing (e.g. Elluminate)

3 x 10% Periodic quizzes

10% Regularly scheduled On-line discussion participation

8. Overlap with related courses in same area or another department

None



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).
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		Faculty of Health Sciences/Master of Science in Health Science Education		
COURSE TITLE		Educational Research Methods in Health Science Education		
COURSE NUMBER	702	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (x)	QUARTER (MODULE) ()
INSTRUCTOR(S)		Dr. Geoff Norman, Dr. Kelly Dore, Dr. Lawrence Grierson, Dr. Robert Whyte,, Ruth Chen		
PREREQUISITE(S)				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input checked="" type="checkbox"/>	DATE TO BE OFFERED: 2012	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO 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.				
CHANGE IN COURSE TITLE		PROVIDE THE NEW COURSE TITLE:		
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		CHANGE TO HALF COURSE		CHANGE TO QUARTER COURSE
COURSE CANCELLATION		PROVIDE THE REASON FOR COURSE CANCELLATION:		
OTHER CHANGES		EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar. In this course students are introduced to a range of research methods used to assess learning in health science programs. Major topics include psychometrics, epidemiology, experiments, quantitative, and qualitative methods. This course is offered online.				
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 course information sheet				

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>Students of health sciences education must be familiar with the literature, and have the intellectual tools to critically appraise the literature. To achieve this, they must learn some of the basic concepts of educational research. Further, a significant number of students may go on to active involvement in educational research. This course is intended to serve as an introduction to these ideas and concepts.</p>
<p>2. EXPECTED ENROLMENT:</p> <p>15 first year and 25 thereafter</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>This course is offered online through Avenue to Learn. Participants will engage with course instructors and other classmates via online presentations in conjunction with small group asynchronous and synchronous discussions.</p>
<p>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.)</p> <p>See attached</p>
<p>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).</p> <p>See attached</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>NA</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Geoff Norman Email: norman@mcmaster.ca Extension: 22119 Date: Jan 27, 2012</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

COURSE INFORMATION

Instructors:

Dr. Geoff Norman, PhD, (Coordinator); Dr. Kelly Dore, PhD, Dr. Lawrence Grierson, PhD, Ruth Chen, MSN, Dr. Rob Whyte, MD

Course Description:

In this course students are introduced to a range of research methods used to assess learning in health science programs. Major topics include psychometrics, epidemiology, experiments, quantitative, and qualitative methods.

Topic outline:

1. The Research Question
2. Quantitative Research Methods
 - Experimental and Quasi-experimental Designs
 - Sampling, allocation, common designs
 - The Psychometric tradition
 - Reliability, validity, generalizability
 - The Correlation Tradition
 - Survey methods, questionnaire design
 - The epidemiologic tradition
 - Case-control, cohort, RCT study designs
 - Measurement
 - Statistics overview and review
3. Qualitative Research Methods
 - Designs and traditions
 - Ethnography
 - Grounded Theory
 - Phenomenology
 - Hermeneutics
 - Data collection tools
 - Interview
 - Focus group
 - Key informant
 - Analysis tools
 - Discourse analysis
 - Thematic analysis

Principal texts:

Swanwick, T. (ed) Understanding Medical Education. Wiley-Blackwell, 2011
Streiner D., Norman, G. Health Measurement Scales. Oxford University Press, 2008

Statement of purpose (how the course fits into the program)

Students of health sciences education must be familiar with the literature, and have the intellectual tools to critically appraise the literature. To achieve this, they must learn some of the basic concepts of educational research. Further, a significant number of students may go on to active involvement in educational research. This course is intended to serve as an introduction to these ideas and concepts.

Method of presentation

1. Weekly recorded lectures in each topic area presented online in the course's virtual classroom using Avenue to Learn (A2L).
2. Readings from literature in research methods.
3. Regularly scheduled on-line tutorial groups using Avenue to Learn.

Detailed method of evaluation

Critique of pre-assigned articles (3 over duration of course)	
3 x 15%	45%
Final project - Design of a study to answer your own question	25%
Brief on-line short answer/ multiple choice exam	20%
Class participation (online)	<u>10%</u>
Total	100%

Overlap with related courses in same area or another department

Some small overlap with HRM 721, although it focuses exclusively on clinical research methods and goes into much more detail about clinical trials, cohort studies, etc.

Some small overlap with advanced HRM courses on measurement, statistics, qualitative methods, but this is intended as an overview only.

See attached correspondence with Dr. Steven Hanna, Assistant Dean, Health Research Methods Program

From: [Hanna, Steven](#)
To: [Norman, Geoff](#); [McCaughan, Kareen](#)
Subject: HRM course overlap
Date: Wednesday, January 25, 2012 3:07:13 PM

Dear Geoff,

I have reviewed the description of your proposed course “Educational Research Methods in Health Science Education”. The proposed content correponds most closely to our HRM 721, which is our “fundamentals of health research”. However, HRM 721 is broader, with light coverage of many topics, and is much more oriented to clinical epidemiology. I expect that the handling of the material in your course is quite distinctly oriented to the needs of learners in educational research and consequently has minimal overlap in practice.

~Steve

Steven E. Hanna, PhD

Assistant Dean, Health Research Methods Program
Associate Professor, Dept. Clinical Epidemiology and Biostatistics
Investigator, *CanChild* Centre for Childhood Disability Research
Faculty of Health Science, McMaster University
905.525.9140 x. 27851 hannas@mcmaster.ca
fhs.mcmaster.ca/ceb www.canchild.ca

for inquiries about HRM, see: fhs.mcmaster.ca/grad/hrm



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).
3. A hard copy of this form must be signed by the department chair or graduate advisor and sent to the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, GH-212.
4. 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		
COURSE TITLE	Topics in Cardiovascular Physiology		
COURSE NUMBER	706	COURSE CREDIT	
		FULL COURSE ()	HALF COURSE (x)
INSTRUCTOR(S)	Dr. Heigenhauser		
PREREQUISITE(S)			

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

NEW COURSE	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? 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 APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.			
CHANGE IN COURSE TITLE	PROVIDE THE CURRENT COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	600-LEVEL COURSE (Undergraduate course for graduate credit) <i>Please see #3 on page 2 of this form</i>		
CHANGE TO FULL COURSE	CHANGE TO HALF COURSE	CHANGE TO QUARTER COURSE	
COURSE CANCELLATION	X	PROVIDE THE REASON FOR COURSE CANCELLATION: Dr. Heigenhauser retired years ago and no other faculty are willing to take on the course; there has been no demand for the course since	
OTHER	EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.			
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.			

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: (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: Email: Extension:

Department Chair or Graduate Advisor: _____ *J. Ross* _____ Date: *Jan 11/12*
 (Signature)

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

SGS/November 2005



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: espritu@mcmaster.ca).
3. A hard copy of this form must be signed by the department chair or graduate advisor and sent to the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, GH-212.
4. 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		
COURSE TITLE		Molecular and Cellular Pathology		
COURSE NUMBER	729	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (x)	QUARTER (MODULE) ()
INSTRUCTOR(S)		Steve Shaughnessy		
PREREQUISITE(S)				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? 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 APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE CURRENT COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input type="checkbox"/>	600-LEVEL COURSE (Undergraduate course for graduate credit) <i>Please see #3 on page 2 of this form</i>		
CHANGE TO FULL COURSE	<input type="checkbox"/>	CHANGE TO HALF COURSE	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input checked="" type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION: Instructor no longer able to offer course, no replacement available, demand had been diminishing.		
OTHER	<input type="checkbox"/>	EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.				
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.				

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: (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: Email: Extension:

Department Chair or Graduate Advisor: _____ *J. M. [Signature]* _____ Date: Jan 11/2012

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

SGS/November 2005



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).
3. A hard copy of this form must be signed by the department chair or graduate advisor and sent to the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, GH-212.
4. 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		
COURSE TITLE		Functional Neuroanatomy of Selected Psychiatric Disease		
COURSE NUMBER	744*	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE ()	QUARTER (MODULE) ()
INSTRUCTOR(S)		Geoff Hall, Jane Foster, Peter Bieling		
PREREQUISITE(S)		MS709*		

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? 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 APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.			
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE CURRENT COURSE TITLE:	
CHANGE IN COURSE DESCRIPTION	<input type="checkbox"/>	600-LEVEL COURSE (Undergraduate course for graduate credit) <i>Please see #3 on page 2 of this form</i>	
CHANGE TO FULL COURSE	<input type="checkbox"/>	CHANGE TO HALF COURSE	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input checked="" type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION: Faculty no longer able to teach the course, replacements not available; given deletion of NBS field, course will not meet minimum enrolment requirements to run.	
OTHER	<input type="checkbox"/>	EXPLAIN:	
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.			
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.			

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: (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: Email: Extension:

Department Chair or Graduate Advisor: _____ *J. M. Long* _____ Date: 9-11-12

(Signature)

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

SGS/November 2005



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).
3. A hard copy of this form must be signed by the department chair or graduate advisor and sent to the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, GH-212.
4. 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		
COURSE TITLE		Exercise Physiology in Health and Disease		
COURSE NUMBER	746	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (x)	QUARTER (MODULE) ()
INSTRUCTOR(S)		Dr. Heigenhauser		
PREREQUISITE(S)				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? 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 APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE		PROVIDE THE CURRENT COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) <i>Please see #3 on page 2 of this form</i>		
CHANGE TO FULL COURSE		CHANGE TO HALF COURSE		CHANGE TO QUARTER COURSE
COURSE CANCELLATION	X	PROVIDE THE REASON FOR COURSE CANCELLATION: Dr. Heigenhauser retired years ago and no other faculty are willing to take on the course; there has been no demand for the course since		
OTHER		EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.				
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.				

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: (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: Email: Extension:

Department Chair or Graduate Advisor: _____ *J. Brown* _____ Date: Jan 11/17
 (Signature)

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

SGS/November 2005



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.

DEPARTMENT		School of Nursing, Faculty of Health Sciences						
NAME OF PROGRAM		Graduate Diploma in Advanced Neonatal Nursing Program						
PROGRAM DEGREE	Ph.D. ()	M.A. ()	M.A.Sc. ()	M.B.A. ()	M. Eng. ()	M.Sc. ()	Diploma Program (X)	Other (Specify)

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>	CHANGE IN COURSE REQUIREMENTS	<input type="checkbox"/>
---	--------------------------	--	--------------------------	--------------------------------------	--------------------------

CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input type="checkbox"/>	EXPLAIN:
--	--------------------------	-----------------

OTHER	<input checked="" type="checkbox"/>	EXPLAIN: To request the addition of clinical practicum sites in Edmonton and Calgary, Alberta.
--------------	-------------------------------------	--

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

The Graduate Diploma in Advanced Neonatal Nursing is currently offered to on-site learners at McMaster University and off-campus learners located in Ottawa (approved March 2011). The clinical practicum requirements (NUR 721 and NUR 722) for on-site learners are completed at the McMaster Children's Hospital NICU site and for off-campus learners at Ottawa NICU sites (Champlain Maternal and Newborn Regional site) under the preceptorship of an established team of qualified preceptors and faculty including Neonatologists and Master's prepared nurse practitioners.

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

The Graduate Diploma in Advanced Neonatal Nursing (ANN) program is requesting the addition of clinical practicum sites in Edmonton and Calgary, Alberta.

The 2012-2013 ANN program would be offered as previously approved:

1. On-site education and clinical practicum at McMaster University and McMaster Children's Hospital
PLUS
2. Off-campus distance education, three 1-week residency periods at McMaster University, and clinical practicum at NICU sites in Edmonton (Stollery Children's Hospital) and Calgary (Foothills Hospital). Off-campus enrollment will be limited to two students/site with local qualified preceptors.

Similar with the process undertaken to assess and approve the Ottawa practicum site for the 2011-2012 ANN program, the McMaster faculty group will ensure and monitor clinical practicum standards at the Alberta sites using the following methods: (a) A site visit (May/June 2012) to determine preceptor development, planning, standards, clinical site selection, and evaluation methods; (b) an affiliation agreement; and (c) weekly meetings with preceptors and students during clinical practicums.

RATIONALE FOR THE RECOMMENDED CHANGE:

The School of Nursing is committed to developing advanced practice nurses and has offered the on-campus advanced neonatal nursing component in response to an ongoing demand for nurse practitioner education since 1986. The program has gained national and international recognition as a result of quality education and research.

There is a growing Canadian demand for advanced neonatal nursing education at McMaster University as a result of:
(1) newly funded nurse practitioner positions with expanded bed capacity (e.g., Level II and III Neonatal Intensive Care Units);
(2) recent closure of other Canadian programs (i.e., the University of Alberta and Dalhousie University programs, effective 2010); and
(3) an aging neonatal nurse practitioner work force, many of whom will retire over the next 5-to-10 years.

In response to the needs of our community partners, a distance education format was launched successfully in 2011 with the Ottawa site. We have since received requests from two Alberta sites - Edmonton (Executive Director, Stollery Children's Hospital) and Calgary (Dr. Sandra Young) for access to distance education to prepare nurse practitioners and meet their human health resource needs. The Alberta sites are an ideal position to support distance education and are in the process of securing education funding, have appropriate clinical practicum sites, and an established team of qualified and experienced preceptors including Neonatologists and PhD/Master's prepared neonatal nurse practitioners. The recommended change to the ANN program will serve to inform a future expansion in distance education, achieve increased accessibility for a critical mass of learners and ensure consistent program offerings.

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.

No

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

Graduate Calendar:

ADMISSION

Acceptance to this program follows the established procedures and standards for admission to the Master of Science (Nursing) degree program at McMaster University. Application materials and an explanation of procedures are provided in the Nursing brochure.

The Diploma Program is available to both full- and part-time students admitted from the Nursing M.Sc. (Category 1) or Post-Master's Degree students (Category 2). Pending approvals, effective September 2012, we will offer admission to selected applicants from approved sites using a combination of on-campus and distance delivery methods.

Meeting clinical course requirements in a learner's region is dependent upon the availability of appropriate clinical sites and qualified preceptors.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Marilyn Ballantyne Email: mballan@mcmaster.ca Extension: 21870 Date: January 9, 2012

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).
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		School of Nursing, Faculty of Health Sciences		
COURSE TITLE		Spiritual Worklife: Applied to Healthcare		
COURSE NUMBER	CHS601	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (x)	QUARTER (MODULE) ()
INSTRUCTOR(S)				
PREREQUISITE(S)				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? 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.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE NEW COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input type="checkbox"/>	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	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input checked="" type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION: Course no longer offered		
OTHER CHANGES	<input type="checkbox"/>	EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.				
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.				

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: Jennifer Skelly Email: skelly@mcmaster.ca Extension: 22259 Date: January 16 2012

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).
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		School of Nursing, Faculty of Health Sciences		
COURSE TITLE		Spirituality and Health		
COURSE NUMBER	CHS700	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (x)	QUARTER (MODULE) ()
INSTRUCTOR(S)				
PREREQUISITE(S)				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? 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.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE NEW COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input type="checkbox"/>	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	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input checked="" type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION: Course no longer offered		
OTHER CHANGES	<input type="checkbox"/>	EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.				
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.				

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: Jennifer Skelly Email: skelly@mcmaster.ca Extension: 22259 Date: January 16 2012

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).
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		School of Nursing, Faculty of Health Sciences		
COURSE TITLE		The Wounded Spirit in the Secular World		
COURSE NUMBER	CHS701	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (x)	QUARTER (MODULE) ()
INSTRUCTOR(S)				
PREREQUISITE(S)				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? 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.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE NEW COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input type="checkbox"/>	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	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input checked="" type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION: Course no longer offered		
OTHER CHANGES	<input type="checkbox"/>	EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.				
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.				

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: Jennifer Skelly Email: skelly@mcmaster.ca Extension: 22259 Date: January 16 2012

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).
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		School of Nursing, Faculty of Health Sciences		
COURSE TITLE		The Impact of Spirituality & Religious Traditions on Suffering		
COURSE NUMBER	CHS702	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (x)	QUARTER (MODULE) ()
INSTRUCTOR(S)				
PREREQUISITE(S)				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? 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.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE NEW COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input type="checkbox"/>	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	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input checked="" type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION: Course no longer offered		
OTHER CHANGES	<input type="checkbox"/>	EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.				
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.				

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: Jennifer Skelly Email: skelly@mcmaster.ca Extension: 22259 Date: January 16 2012

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).
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		School of Nursing, Faculty of Health Sciences		
COURSE TITLE		Suffering Vs Pain		
COURSE NUMBER	CHS703	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (x)	QUARTER (MODULE) ()
INSTRUCTOR(S)				
PREREQUISITE(S)				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? 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.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE NEW COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input type="checkbox"/>	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	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input checked="" type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION: Course no longer offered		
OTHER CHANGES	<input type="checkbox"/>	EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.				
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.				

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: Jennifer Skelly Email: skelly@mcmaster.ca Extension: 22259 Date: January 16 2012

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



**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.

DEPARTMENT		School of Rehabilitation Science						
NAME OF PROGRAM		Occupational Therapy						
PROGRAM DEGREE	Ph.D. ()	M.A. ()	M.A.Sc. ()	M.B.A. ()	M. Eng. ()	M.Sc. (X)	Diploma Program ()	Other (Specify)

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>	CHANGE IN COURSE REQUIREMENTS	<input type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN: Additions: Sentences added regarding possible termination of clinical practicum.			
OTHER CHANGES	<input type="checkbox"/>	EXPLAIN:			

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

The procedure to address serious concerns of student behaviour and safety have been in place through other documents, but the information related to this has not been explicit in the Graduate Calendar. We have a clear statement in the Professional Practica Handbook: "If, at any time during a placement, the PPC or university faculty member believes that the student's English language proficiency, communication, knowledge, clinical skills, or professional behaviours present a risk to clients, the site or university has the right and responsibility to withdraw the placement." However, the consequences of that may not always be completely clear to students.

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

Safety issues in clinical practicum have occurred in which students have not demonstrated needed knowledge, skills or professional behaviours and this has resulted in some situations in which clients/patients, staff, or the student have been put at risk for injury. If this has persisted after feedback and support to the student, there have been some incidents in which a practicum has had to be terminated because of safety concerns. Adding information about the possibility of terminating placement and consequent course failure will provide students information at application and beyond, and can be referred to in case of appeal.

The new content is below, and is inserted into the program requirements in the section below:

The University reserves the right to cancel the academic privileges of a student at any time should the student's scholastic record or conduct warrant so doing. Serious deficits in matters pertaining to work in clinical settings, research ethics, or professionalism when interacting with human or other subjects may result in termination of the work in a clinical practicum or research project. Serious deficits include, but are not limited to: patient safety, professionalism, ethical behavior and technical skills, as articulated in the Essential Competencies of Practice for Occupational Therapists in Canada and Occupational Therapy Standards of Practice (available at www.coto.org). Such termination of work in a clinical rotation or on research project will result in the student receiving a grade of F in the course, or an unsatisfactory rating for research work, and may result in dismissal from the program. For Health Sciences Graduate programs with clinical courses, all clinical activities associated with such courses must be successfully achieved for attainment of a passing grade in the course.

RATIONALE FOR THE RECOMMENDED CHANGE:

Although performance issues in the OT program most frequently arise as safety issues in practicum, experiences of other graduate and undergraduate health sciences programs suggest that a broader description in the graduate calendar are warranted so that the program can respond to other possible issues that indicate serious performance deficits.

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:

Program Requirements

The Master of Science in Occupational Therapy is a full time course-based accredited professional Master's program. It prepares students with 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. Regulations described in the Graduate Calendar over-ride these documents in cases of discrepancy. The University reserves the right to cancel the academic privileges of a student at any time should the student's scholastic record or conduct warrant so doing. Serious deficits in matters pertaining to work in clinical settings, research ethics, or professionalism when interacting with human or other subjects may result in termination of the work in a clinical practicum or research project. Serious deficits include, but are not limited to: patient safety, professionalism, ethical behavior and technical skills, as articulated in the Essential Competencies of Practice for Occupational Therapists in Canada and Occupational Therapy Standards of Practice (available at www.coto.org). Such termination of work in a clinical rotation or on research project will result in the student receiving a grade of F in the course, or an unsatisfactory rating for research work, and may result in dismissal from the program. For Health Sciences Graduate programs with clinical courses, all clinical activities associated with such courses must be successfully achieved for attainment of a passing grade in the course

Admissions Requirements:

No change to this section.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Lori Letts

Email: 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.



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.

DEPARTMENT		School of Rehabilitation Science						
NAME OF PROGRAM		Master of Science (Physiotherapy)						
PROGRAM DEGREE	Ph.D. ()	M.A. ()	M.A.Sc. ()	M.B.A. ()	M. Eng. ()	M.Sc. (x)	Diploma Program ()	Other (Specify)
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)								
CHANGE IN ADMISSION REQUIREMENTS			CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE			CHANGE IN COURSE REQUIREMENTS		
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR			x	EXPLAIN: Add: 1. Program: a. "All courses required"; b. program handbooks/guides; c. placement termination 2. Admissions: police check policy				
OTHER CHANGES	EXPLAIN:							
DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:								
The current entry in the graduate calendar reads as follows:								
<p>1. Program Requirements The Master of Science (PT) will meet professional accreditation and practice standards. Students will complete course work, clinical placements and an independent research project. All students will be required to complete the equivalent of 23 half-courses over 6 terms of full-time study across two extended study years.</p> <p>2. Admission Requirements To be eligible for admission to the M.Sc. (PT) 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. 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. Additional requirements include: (a) a minimum of one biological or life science course at any level with a grade of at least B (75%) or higher (b) a minimum of one social science or humanities course at any level with a grade of at least B (75%) or higher Please see program website for more details regarding prerequisites.</p>								
The information regarding "all courses required", program handbook/guides, placement termination and police check policy are found in other documents and the procedures related to the information have been in place within the program. However, this information is not explicitly stated in the Graduate Calendar.								

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

The Master of Science (Physiotherapy) program is an entry-level professional masters program that prepares students for clinical practice as physiotherapists. The program is accredited by the Physiotherapy Education Accreditation Canada and accreditation standards must be maintained. Accreditation standards criteria include making information to potential and current students (and public) available and ensuring that the information is transparent. Providing additional information regarding the possibility of placement or research project termination and subsequent course failure and possible program dismissal will provide students with clear and transparent information at time of application and beyond.

RATIONALE FOR THE RECOMMENDED CHANGE:

- 1a. All courses are required to graduate. Currently, this is not explicitly stated in the calendar.
- 1b. The program has handbooks and guides that are provided to students. These documents provide information regarding guidelines and procedures the student is to follow. Currently, information regarding these documents is not stated in the calendar.
- 1c. As per the recommendation of Dr. Cathy Hayward, we have noted in the program requirements section that a student's clinical placement or research project may be terminated (and subsequent course failure and possible program dismissal) if the student demonstrates significant deficits related to patient safety, technical skills or professionalism.
- 2. While admissions policy and process will not change, the addition to the graduate calendar will inform students of the Police Check Policy (approved by Senate in December 2010,) which requires a clear police check as a condition of admission. Currently, this is not stated in the calendar.

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:

See attached - recommended changes do not fit in allotted space.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Vanina Dal Bello-Haas
January 19, 2012

Email: vdalbel@mcmaster.ca

Extension: 27822

Date:

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

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

1. Program Requirements

The Master of Science (PT) will meet professional accreditation and practice standards. Students will complete course work, clinical placements and an independent research project. All students will be required to complete the equivalent of 23 half-courses over 6 terms of full-time study across two extended study years. All courses are required.

Students will receive a Student General Guide, a Curriculum Guide, a Clinical Education Handbook and Unit Handbooks which provide additional information and details regarding procedures, guidelines and requirements. In the event of a discrepancy between these documents and the Graduate Calendar, the Graduate Calendar represents the official policy.

The University reserves the right to cancel academic privileges of a student at any time should the student's scholastic record or conduct warrant so doing. Serious deficits in matters pertaining to work in clinical settings, research ethics or professionalism when interacting with human or other subjects may result in termination of the work in a clinical placement or research project. Unsatisfactory standing or serious deficits in matters pertaining to professional skills, which include but are not limited to patient safety, professionalism, ethical behavior and technical skills, as described in the *Essential Competency Profile for Physiotherapists in Canada* (www.physiotherapy.ca), may result in a decision to terminate the clinical placement or research project. Termination of the clinical placement or research project constitutes a failure and will result in the student receiving a grade of F in the Clinical Practice course or the Research and Evidence-Based Practice course, and may result in dismissal from the program. For Health Sciences Graduate programs with clinical courses, all clinical activities associated with such courses must be successfully achieved for attainment of a passing grade in the course.

2. Admission Requirements

To be eligible for admission to the M.Sc. (PT) 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.

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.

Additional requirements include:

- (a) a minimum of one biological or life science course at any level with a grade of at least B (75%) or higher
 - (b) a minimum of one social science or humanities course at any level with a grade of at least B (75%) or higher
- Please see program website for more details regarding prerequisites.

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://www.srs-mcmaster.ca/Portals/20/pdf/admission/OT_PT_Student_Police_Records_Check.pdf for the full policy.