

GRADUATE COUNCIL

Tuesday, June 26, 2012, 2.00p.m.

GH 111

PRESENT: Allison Sekuler (Chair), Brooke Gordon, Heather Sheardown, Stephanie Baschiera, Elizabet Service, Allison Holloway, Rhaman Khokhar, Alan Chen, Don Goellnicht, Sara McGuire, Joe McDermid, Pamela Baxter, Doug Welch, Ana Campos, Patrick Bennett, Peter Self, Cathy Hayward, Christina Sinding, Phil Zylla, Lonnie Magee, Jason Jaskolka, Sarah McGuire, Trevor Chamberlain, Vivien Lewis

Minutes recorded by: Mrs. J. Birch

REGRETS: Dr. S. Fast, Dr. P. Graefe, Dr. A. Guarne, Dr. T. Maibaum

I. Report from the Associate Vice-President and Dean of Graduate Studies

The OGS Scholarship will be introducing a new system for their awards and more details will be released shortly.

Winners of the Prestige scholarships for this academic session will be released soon.

One of our Ph.D. students from the Kinesiology program has received the CAGS award for his doctoral thesis.

QPR training was offered for a group of staff yesterday and was well attended by both SGS Staff and other representatives from program offices.

Three new Associate Deans will be starting new terms as of July 1, 2012. The Dean for Humanities will be Bonnie I, the Dean for Social Sciences will be Tony Porter. There will also be a new Dean for Science and the search is currently underway.

The Dean thanked the Members of Graduate Council who are stepping down at the end of their terms for the commitment to Graduate Council and Graduate Studies.

The School of Graduate Studies is still in growth mode but no details still to be confirmed by the government.

2. Report from the Associate Dean for Science – Doug Welch

Dr. Welch reported on the Astrobiology program, which it is hoped will still be on target to start in September 2012.

3. Report from the Associate Dean for Health Sciences – Cathy Hayward

Dr. Hayward reported on the student evaluation project, which is due to be launched in July on a university wide basis.

4. Report from the Associate Dean for Engineering – Heather Sheardown

Dr. Sheardown reported on upcoming workshops on the post-doctoral fellowship application process which will take place on July 11. Other workshops on NSERC and other major scholarships will take place in the early fall.

5. Report from the Associate Dean for Humanities, Social Sciences & Business – Don Goellnicht

Dr. Goellnicht reported that the committee for the Hooker Awards took place yesterday, and results should be announced shortly.

6. Report from the Assistant Dean, Graduate Student Life and Research Training – Peter Self
The relocation of the Phoenix is almost completed, and that the move will take place during the summer months, pending completion of last minute renovations and approval of the liquor licence.

7. Report from the Associate Registrar and Graduate Secretary – Stephanie Baschiera
IQAP Reviews will take place for Neuroscience and Biochemistry in July. A number of other reviews are also scheduled for the Fall.

8. Report from the Acting University Librarian – Vivien Lewis
The guide for university users is currently being updated and it is anticipated that this will assist graduate students in particular with research.

The creation of the study space for graduate students in Mills Library, room 405 will be ready for the fall.

There was a brief discussion about the liaison program for graduate students. The contact for advance studies is Olga Perkovic and it hoped that development of this program will continue.

9. Graduate Scholarships The following Scholarships were presented for approval:

The McMaster Immunology Research Centre Faculty Scholarship Fund

Established in 2011 by faculty members within the McMaster Immunology Research Centre in support of graduate students. To be awarded annually by the School of Graduate Studies, upon recommendation by the Associate Dean of Graduate Studies (Health Sciences), to an outstanding full time M.Sc. or Ph.D. candidate enrolled in the Medical Sciences Graduate Program in the Faculty of Health Sciences at McMaster University. The award will be given to a student studying within the infection and immunity field.

The Philomathia Fellowship Fund

Throughout the seed funding period, the fund will support Fellowships which are eligible as matching funds

for the Ontario Trillium Scholarships. The Philomathia Trillium Scholarships will be awarded to incoming international Ph.D. students at McMaster University who are undertaking studies in water policy or water-based research. Preference will be given to Engineering or Social Sciences students who are also pursuing certification through Water Without Borders, the collaborative program with the United Nations University-Institute for Water, Environment & Health (UNU-INWEH).

Terms of reference for the Philomathia Fellowships beyond the five-year seed funding period will be established subsequently through consultation between the Foundation and the University.

Philomathia Travel Scholarships in Water Policy and Research

Throughout the seed funding period, the fund will support a travel scholarship, valued at \$4,000 annually, to support travel to Kenya, India and other locations identified with the Philomathia project. To be awarded to graduate students pursuing studies in water policy or water-related research at McMaster University. Preference will be given to recipients of the Philomathia Fellowships and, where possible, granted on the recommendation of the United Nations University-Institute for Water, Environment & Health (UNU-INWEH).

Terms of reference for the Philomathia Travel Scholarships in Water Policy and Research beyond the five-year seed funding period will be established subsequently through consultation between the Foundation and the University.

The Michael Kamin Hart Memorial Scholarship

Established in 2011 by the Michael G. DeGroot Institute for Infectious Disease Research, in honour of one of its students, Michael Kamin Hart. To be awarded to a student active in a M.Sc. program as of January in the current calendar year and associated with the Michael G. DeGroot Institute for Infectious Disease Research and who has demonstrated academic excellence. To be awarded annually by the School of Graduate Studies on the recommendation of the Executive Committee of the Michael G. DeGroot Institute for Infectious Disease Research.

The Woodburn Heron Ontario Graduate Scholarship

Established in 2012 by Norm Buckley, B.A. Hon. (Class of '77) and MD (Class of '82) and his wife Diane, in memory of Woodburn ("Woody") Heron, Professor of Psychology, to contribute to the funding of Ontario Graduate Scholarship programs. Up to two scholarships to be awarded by the School of Graduate Studies to master's or doctoral students enrolled full time at McMaster University. Preference will be given to students in the Neuroscience Graduate Program. If there are no eligible students from the Neuroscience program, the scholarship will be awarded to a master's or doctoral student from the Department of Psychology, Neuroscience and Behaviour.

The Xing (Scott) Jin Graduate Scholarship in Engineering

Established in 2012 by Xing (Scott) Jin, MBA (Class of '03). To be awarded by the School of Graduate Studies on the recommendation of the Chair of the Department to master's or doctoral students in the Faculty of Engineering's Department of Electrical and Computer Engineering. Preference will be given to students who demonstrate high academic achievement.

Friendly amendments were included to clarify the name of the recipient programs for the Woodburn Heron OGS and the process for selection for the Xing Jin graduate Scholarship in Engineering.

Dr. Baxter moved, and Dr. McDermid seconded,

"that Graduate Council approves the new scholarships as described above."

The motion was carried.

HEALTH SCIENCE EDUCATION

The Master of Science in Health Science Education (MSc HS Education) is an interprofessional program designed to develop skills in both research and scholarship in health professions education. The program is targeted to health care practitioners and clinical educators (physicians, nurses, occupational therapists, physiotherapists, midwives, physician assistants, social workers, etc.), and others who teach or would like to conduct research in health professions education. Non-Health practitioners will only be considered for the full-time, thesis stream. The MSc in Health Science Education program provides students with opportunities to develop a comprehensive understanding of current professional practice in health science pedagogy and research principles in health science education. This program strives to synthesize core competencies in the research scholarship of health professions education with practical application. Students will gain the research skills, pedagogical knowledge and professional experience necessary to succeed in a variety of areas of health science education and practice.

The MSc HS Education program offers online courses in cognition and curriculum, simulation/technical and non-technical skills, online learning, educational leadership, assessment and evaluation, and research methods. In addition, two mandatory in-person residency periods must be completed. The program offers students two completion pathways: a course-based option which is offered in online format through part-time studies (full time may be considered with special permission), or a thesis-based option offered in either part-time or full-time studies. The program will be highly accessible through blended delivery of online and in-class formats.

The objectives of the program are to:

- Integrate graduate level training in research scholarship, evidence-based education pedagogy, educational leadership, interprofessionalism, and McMaster's FHS signature health science curriculum
- Enable knowledge, academic skill and attitude pertaining to health science education at the graduate level
- Enhance preparedness for advanced professional and inter-professional academic roles including leadership and research in health science education
- Engage learners with interactive learning strategies in both classroom and online learning formats
- Enable learners to utilize theory and education pedagogy for classroom and online learning, communication and assessment

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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
Risdon, Cathy, MD (McMaster), DMan (Hertfordshire)/Family Medicine
Reiter, Harold, MD, (Toronto)/Radiation Oncology
Solomon, Patty, PhD (Waterloo)/Rehabilitation Science
Walsh, Allyn, MD, (Western)/Family Medicine

ASSOCIATE PROFESSORS

Cairney, John, PhD (Western)/Family Medicine
Marshall, Denise, MD (McMaster)/Family Medicine
McKey, Colleen, PhD (Capella)/Nursing
McNiven, Patricia, PhD (Toronto)/Midwifery
Noesgaard, Charlotte, MSc (Western)/ Nursing
Wainman, Bruce, PhD (York)/Pathology and Molecular Medicine)

ASSOCIATE CLINICAL PROFESSOR

Miller, Pat, PhD (McMaster)/Rehabilitation Science

ASSISTANT PROFESSORS

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
Kulatunga-Moruzi, Chan, PhD (McMaster)/Family Medicine
Martin, Lynn, PhD (Toronto)/Nursing
Musson, David, MD (Austin), PhD (Western)/Anesthesia
Salfi, Jennine, PhD (McMaster)/ Nursing
Sherbino, Jonathan, MD (Ottawa), MEd (Toronto)/Medicine

ASSISTANT CLINICAL PROFESSORS

Whyte, Rob, MD (McMaster)/Anesthesia

Admission Requirements

In addition to the School of Graduate Studies requirements, candidates for admission to this health science education program will have an honours-equivalent, four-year bachelor's degree or related health professional degree (e.g. Bachelor of Health Sciences from the Nursing, Physician Assistant or Midwifery Programs, or Bachelor of Social Work), an MD, or a Master of Science in Physiotherapy or Occupational Therapy, etc. Additional requirements include:

- A four-year undergraduate degree with at least a B+ from an AUCC Member School (equivalent to a McMaster 8.5 GPA out of 12.0) in the final year in all courses in the [health science related] discipline.
- 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 recent mentors (either those in an academic position or health practitioners) most familiar with the applicant's academic work.
- Curriculum Vitae to include work experience and list of educational experiences.
- Written personal Statement of Intent that explains why the applicant is seeking graduate education in this program (2 pages, 12 pt font, 1" margins):
 - Explanation of what is desired from this degree, and if they are applying for the course-based or thesis-based stream, full or part time.
 - Explanation of their area of interest.
- Preference will be given to those with teaching experience in a health-related discipline. However, applicants without teaching experience will be considered.
- Full time thesis students can find information on funding at <http://sfas.mcmaster.ca/>, and item 5.2.1 (Financial Support for Full-time Students) in the Graduate Calendar.

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 general regulations for Master's degrees may be found at the beginning of this Calendar. Minimum requirements for candidates of the MSc in Health Science Education program are outlined below.

Course-based option students must:

- Complete, with at least a B- standing:
 - The program's four required courses (two quarter courses and two half courses)
 - Three graduate approved electives (half courses)
 - A scholarly paper

Thesis-based option students must:

- Complete, with at least a B- standing
 - The program's four required courses (two quarter courses and two half courses)
 - One graduate approved elective (half course)
 - A thesis

COURSES

All courses are half courses (*) with the exception of the two-quarter courses (#) (HS 700 & HS 707). Additional information on program courses can be viewed at the Health Science Education website, <http://fhs.mcmaster.ca/hsed/>

#HS 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. 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. *(Pending Graduate Council Approval)*

***HS 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.

***HS 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.

***HS 703/Assessment and Evaluation**

In this course students explore theories and concepts underlying assessment, assessment strategies, and evaluation planning for health science education at the course and program level. Assessment topics include theory of measurement, reliability, validity, and generalizability theory and its application to assessment and evaluation instruments appropriate for health science academic and clinical settings, written examination formats, such as multiple choice and performance measures. Students will develop a basic knowledge of program evaluation including conceptual frameworks for program evaluation, instrumentation, data collection and data sources, and reporting results. *(Pending Graduate Council Approval)*

***HS 704/Simulation and Technical & Non-Technical Skills**

In this course students will explore, characteristics of high fidelity and low fidelity simulations for teaching and clinical performance assessment. In addition, both technical and non-technical skills will be reviewed from the perspective of evidence based teaching and assessment. *(Pending Graduate Council Approval)*

***HS 705/E-Learning**

In this course students explore the theory and application of the pedagogies, knowledge and teaching skills relevant to current and emerging learning technologies. Topics include the benefits and challenges of online learning, managing faculty and student transformation from classroom to online teaching and learning, facilitation of online discussions, and the design of learning activities and selection of technological resources for online learning. *(Pending Graduate Council Approval)*

***HS 706/Leadership**

The goal of this course is to enable students to relate the theoretical and conceptual fundamentals of educational leadership in academic health sciences and community health care context, such as change management, mentorship and power relations to their own practice as a result of sustained inquiry into their own work. An Interprofessional team facilitates this course. *(Pending Graduate Council Approval)*

#HS 707/ Health Science Education II

This course explores scholarship and the process of writing and preparing a manuscript for journal submission, and development of programmatic research. Students present works in progress and provide feedback to their peers. This course is offered in an intensive summer on-campus format. *(Pending Graduate Council Approval)*

HS 708/ Scholarly Paper

The Scholarly Paper is the final degree requirement for the course-based MSc. The paper should reflect the student's ability to integrate ideas that reflect their analysis and use of knowledge in areas of health science teaching and learning, research and leadership in a scholarly way as well as the ability to independently apply and discuss these concepts in a concise, critical, and coherent manner. The paper will demonstrate integrative thinking and focus on a topic selected by the student in consultation with their Scholarly Paper Supervisor, Reader 1 and Reader 2 and submitted to the MSc HS Ed Administrative Assistant prior to commencement. 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 two additional Readers. The student may start some components of the paper in a preliminary form during their program. Students will be encouraged to present part of their paper 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. The Scholarly Paper Topic Approval form is available on the HS Ed website at <http://fhs.mcmaster.ca/healthscienceeducation/>

HS 709/ 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.

Thesis students must submit a written thesis and oral defense (in person) before a committee comprised of 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 years for a full-time student and 4 years for a part-time student from initial enrollment.

Dr. Baxter moved, and Dr. McDermid seconded,

“that Graduate Council approves the new program in Health Sciences Education, as described above.”

The motion was carried.

XI. Other business – There was no other business the meeting was adjourned at 3.00 p.m.