



School of Graduate Studies

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February 14, 2013

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

From : Medy Espiritu *Medy Espiritu*  
Assistant Secretary & SynApps System Administrator

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The next meeting of the Faculty of Health Sciences Graduate Curriculum and Policy Council will be held on **Wednesday, February 20, 2013 at 2:00 p.m. in MDCL 2218.**

Listed below are the agenda items for discussion.

#### A G E N D A

- I. Minutes of the meeting of February 14, 2012
- II. Business arising
- III. 2013-2014 Graduate Curriculum Changes

#### **Biochemistry**

- \*6EE3 – Advanced Topics in Gene Expression – course cancellation
- \*6S03 – Biophysics – change in title

#### **Global Health**

##### Change in course descriptions:

- \*701 – Global Health Foundations I
- \*702 – Global Health Foundations II
- \*707 – Global Burden of Disease
- \*710 – Learning Symposium and Field Orientation
- 711 – Scholarly Paper

- Proposal for field placements to be mandatory
- Revision to page 345 of the Graduate Calendar – to clarify procedures which include the mandatory field placements
- M.Sc. thesis calendar description – add a statement to indicate that all requirements are completed in one academic year

### **Health Research Methodology**

- \*724 – Fundamentals of eHealth and the Canadian Health Care System (*cross-listed as eHealth \*724*) – change in description and method of evaluation
- \*733 – Statistical and Methodologic Issues in Randomized Clinical Trials – change in description and method of evaluation
- \*735 – Geographies of Health (*cross-listed as Geography \*736*) – change in description
- \*738 – Health Policy Analysis – change in description and method of presentation
- \*740 – Advanced Decision Analysis in Health Technology Assessment – change in description and prerequisites
- \*741 – Introduction to Health Technology Assessment – change in description and method of evaluation
- \*742 – Ethical Issues in Research Involving Human Subjects – change in description and method of evaluation
- \*743 – Systematic Review Methods – change in description and content/rationale

### **Health Science Education**

- Change in course requirements
- #700 – Health Science Education Residency I – change in title and description
- \*701 – Learning and Curriculum in Health Science Education – change in title
- \*702 – Educational Research Methods in Health Science Education – change in description
- \*703 – Assessment and Evaluation – change in description
- \*704 – The Acquisition of Technical and Non-technical Skills – change in title and description
- \*705 – E-Learning – change in description
- \*706 – Leadership – change in description
- #707 – Health Science Education Residency II – change in title and description

### **Medical Sciences**

#### **Remove cross-listing of courses with Neuroscience:**

- \*705 – Neurochemistry
- \*709 – Clinical Neuroanatomy
- \*711 – Psychoneuroimmunology
- \*740 – Advanced Concepts of Drug Interaction

## **Nursing**

\*714 – Scholarly Paper – new course

Advanced Neonatal Nursing Graduate Diploma program – additional clinical practicum sites across Canada

## **Occupational Therapy**

\*616 – Foundational Knowledge I – change in description and method of evaluation

\*626 – Foundational Knowledge II – change in description and method of evaluation

\*717 – Complexities of Practice I: Children, Youth and Adults – Inquiry and Integration – change to full course, change in title, description and method of evaluation

\*718 – Complexities of Practice I: Children, Youth and Adults – Professional Reasoning and Skills – change to full course, change in title, description and method of evaluation

\*727 – Adulthood, Community and Participation: Inquiry and Integration V – course cancellation

\*728 – Adulthood, Community Participation: Professional Roles and Experiential Practicum V – course cancellation

\*729 – Occupational Therapy Practicum III – new course

\*737 – Complexities of Practice II: Older Adults and Transition to Practice – Inquiry and Integration – change to full course, change in title, description and method of evaluation

\*738 – Complexities of Practice II: Older Adults and Transition Practice – Professional Reasoning and Skills – change to full course, change in title, description and method of evaluation

\*739 – Occupational Therapy Practicum IV – new course

\*747 – Complexities of Practice I: Enhancing Evidence-based Practice Skills – change to full course, change in title, description and method of evaluation

\*748 - Transition to Practice: Evidence Based Practice V – course cancellation

\*749 - Complexities of Practice II: Enhancing Evidence-based Practice Skills – change to full course, change in title, description and method of evaluation

## **Physiotherapy**

\*624 – Physiotherapy Clinical Practice I – change in description and method of evaluation

\*634 – Physiotherapy Clinical Practice II – change in description and method of evaluation

\*714 – Physiotherapy Clinical Practice III – change in description and method of evaluation

\*724 – Physiotherapy Clinical Practice IV – change in description and method of evaluation

\*734 – Physiotherapy Clinical Practice V – change in description and method of evaluation

## **Rehabilitation Science**

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

\*714 – Statistical Methods in Rehabilitation Science – change in method of evaluation

715 – Advanced Orthopaedic Manipulative Musculoskeletal Physiotherapy Specialization – new course

735 – Rehabilitation Research Project – new course

## **Interdisciplinary Programs**

### **M.Sc. eHealth**

- Change in course requirements

\*705 – Statistics for Health – new course

\*724 - Fundamentals of eHealth and the Canadian Health Care System – change in description and method of evaluation

### **Master of Health Management**

#### **Change in course descriptions:**

\*700 – Health Systems and Policy Analysis

\*705 – Evaluating Sources of Evidence for Management and Evaluation

\*706 – Health Management Foundations I

\*707 – Health Management Foundations II

\*708 – Leadership in Health Organizations

730 – Scholarly Paper

**FACULTY OF HEALTH SCIENCES GRADUATE POLICY AND CURRICULUM COUNCIL  
FEBRUARY 14, 2012, 1:30 P.M.  
MDCL-3413**

**PRESENT:** Dr. C. Hayward (Chair), Ms. S. Baschiera (Secretary), Dr. B. Coombes, Dr. V. Dal Bello-Has, Dr. J. Foster, Dr. A. Holloway, Dr. L. Letts, Ms. M. Liu, Dr. J. MacDermid, Dr. J. Mahony, Ms. R. Mason, Dr. J. Skelly, Mrs. M. Espiritu (Assistant Secretary)

**BY INVITATION:** Dr. C. Gombay, Dr. K. McCaughan

**REGRETS:** Dr. P. Baxter, Dr. M. Giacomini, Dr. S. Hanna, Dr. B. Lichty, Dr. L. Schwartz

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**I. Minutes of meeting**

On a motion by Dr. Letts, seconded by Dr. Skelly, the Faculty of Health Sciences Graduate Policy and Curriculum Council approved the minutes of the meeting of December 6, 2011.

**II. Business arising**

There was no business arising from the minutes of the previous meeting.

**III. Graduate curriculum revisions**

M.Sc. Global Health

Dr. Gombay presented the proposed curriculum changes from the M.Sc. Global Health program. The proposed new course, \*704 – Field Placement, was withdrawn from the agenda. There was a proposal to change the title of course \*715 – Supervised Knowledge Opportunity to “Independent Study Course.”

Dr. Foster moved, and Dr. Coombes seconded,

**“that the Faculty of Health Sciences Graduate Policy and Curriculum Council approve the change in course title for \*715, as described in the document.”**

The motion was carried.

Ph.D. Health Policy

The Ph.D. Health Policy program has proposed the following changes to its graduate curriculum:

A change in course requirements will clarify that all students enrolled in the program are required to take a minimum of five courses (including three doctoral seminar half-courses),

regardless of waived requirements, to ensure that their doctoral preparation involves substantial post-Master's level training.

The program also introduced a new course, \*747 – Qualitative and Conceptual Methods for Health Policy.

Dr. Foster moved, and Dr. Mahony seconded,

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

The motion was carried.

#### Health Research Methodology

The change in course requirements for the Health Research Methodology programs will clarify the courses for the Health Research Methodology M.Sc. program and the specialization in Health Technology Assessment. The proposed changes also include the possible additional make-up courses for the Ph.D. program, and clarification of electives for the Health Technology Assessment field of specialization.

Dr. Mahony moved, and Dr. Skelly seconded,

**“that the Faculty of Health Sciences Graduate Policy and Curriculum Council approve the proposed change in course requirements for the M.Sc. and Ph.D. programs in Health Research Methodology, as described in the document.”**

The motion was carried.

#### M.Sc. in Health Science Education

Dr. McCaughan reviewed the proposed calendar copy for the M.Sc. in Health Science Education program. After the discussion, the members made the following comments:

- The introduction section does not specify if the program is offered to full- or part-time students.
- The duration of the program was not clearly specified in the document.
- The admission requirements were not clearly explained in the document.
- The section discussing the TOEFL should be removed since this is already included in other parts of the graduate calendar.
- The format for listing the courses should be revised.

Because of several substantial revisions to the document, the Council members suggested referring the document back to the proponents.

Dr. Foster moved, and Dr. Mahony seconded,

**“that the Faculty of Health Sciences Graduate Policy and Curriculum Council approve the decision to refer back to the proponents, the M.Sc. in Health Science Education calendar copy for revision in order to address the issues raised by the Council.”**

The motion was carried.

Dr. Hayward suggested conducting an email ballot election should a revised copy of the document be submitted to the Council.

The M.Sc. in Health Science Education also proposed three new courses: #700 – Health Science Education I; \*701 – Cognition & Curriculum in Health Science Education; and \*702 – Educational Research Methods in Health Science Education.

Dr. Holloway moved, and Dr. Mahony seconded,

**“that the Faculty of Health Sciences Graduate Policy and Curriculum Council approve the proposed new courses, #700, \*701, and \*702, for the M.Sc. in Health Science Education program, as described in the documents.”**

The motion was carried.

### Medical Sciences

The Medical Sciences program proposed cancellation of the following courses: \*706 – Topics in Cardiovascular Physiology; \*729 – Molecular and Cellular Pathology; \*744 – Functional Neuroanatomy of Selected Psychiatric Disease; and \*746 – Exercise Physiology in Health and Disease.

Dr. Skelly moved, and Dr. Letts seconded,

**“that the Faculty of Health Sciences Graduate Policy and Curriculum Council approve cancellation of Medical Sciences courses, \*706, \*729, \*744, and \*746, as described in the documents.”**

A member suggested clarifying with the program if course \*744 – Functional Neuroanatomy of Selected Psychiatric Disease is cross-listed with another course.

The motion was carried, subject to clarifying the issue raised regarding course \*744.

## Nursing

The School of Nursing recommended adding clinical practicum sites in Edmonton and Calgary, Alberta to address the growing needs of distance education for nurse practitioners. In addition, the School proposed cancellation of courses 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, and CHS \*703 – Suffering vs. Pain.

Dr. Skelly moved, and Dr. Mahony seconded,

**“that the Faculty of Health Sciences Graduate Policy and Curriculum Council approve the following proposals from the School of Nursing: (1) addition of clinical practicum sites in Edmonton and Calgary, Alberta; and (2) cancellation of courses CHS \*601, CHS \*700, CHS \*701, CHS \*702, and CHS \*703, as described in the documents.”**

The motion was carried.

## Occupational Therapy

The M.Sc. in Occupational Therapy program has recommended a change in the calendar description of its requirements by adding a statement regarding possible termination of clinical practicum.

Dr. Letts moved, and Ms. Liu seconded,

**“that the Faculty of Health Sciences Graduate Policy and Curriculum Council approve the proposed change to the program requirements calendar description of the M.Sc. in Occupational Therapy program, as described in the document.”**

The motion was carried.

## Physiotherapy

The M.Sc. in Physiotherapy program recommended including a statement in the calendar description that all courses listed are required for the program. A statement regarding possible termination of clinical placement or research project will also be added. The inclusion of a section specifying that a clear police check is required as a condition of admission was also proposed.

Dr. Dal Bello-Has moved, and Dr. Skelly seconded,

**“that the Faculty of Health Sciences Graduate Policy and Curriculum Council approve the proposed changes from the M.Sc. in Physiotherapy program, as described in the documents.”**



The motion was **carried**.

Other business

A member suggested discussing issues concerning the method of evaluation for special topics courses, such as percentage breakdown, flexibility, and ways to communicate with students. Dr. Hayward said this matter will be discussed at future meetings of the Council.

There was no other business and the meeting adjourned at 3:00 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](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		Biochemistry and Biomedical Sciences		
<b>COURSE TITLE</b>		ADVANCED TOPICS IN GENE EXPRESSION		
<b>COURSE NUMBER</b>	6EE3	<b>COURSE CREDIT</b>		
		FULL COURSE ( )	HALF COURSE (x)	QUARTER (MODULE) ( )
<b>INSTRUCTOR(S)</b>		Trigatti and Truant		
<b>PREREQUISITE(S)</b>				
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> If Yes, Provide the Date:	
WILL THE COURSE BE <u>CROSS-LISTED</u> WITH ANOTHER DEPARTMENT?      If Yes, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). <b>NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	PROVIDE THE NEW COURSE TITLE:		
<b>CHANGE IN COURSE DESCRIPTION</b>	<input type="checkbox"/>	600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>	<input checked="" type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION: BIOCHEM 4EE3 changed to 3EE3 (third year course).		
<b>OTHER CHANGES</b>	<input type="checkbox"/>	EXPLAIN:		
<b>BRIEF DESCRIPTION FOR CALENDAR</b> - Provide a brief description ( <i>maximum 6 lines</i> ) to be included in the Graduate Calendar.				
<b>CONTENT/RATIONALE</b> - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.				

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 ( <u>percentage breakdown, if possible</u> ): (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:
<p> <i>BRIAN COOMBES</i>      <i>coombes@mcmaster.ca</i>      <i>X22159</i>      <i>Jan 18/13</i>  Name:                      Email:                      Extension:                      Date submitted: </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/2012



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<b>DEPARTMENT/PROGRAM</b>		Biochemistry and Biomedical Sciences		
<b>COURSE TITLE</b>		Introduction to Molecular Biophysics		
<b>COURSE NUMBER</b>	6S03	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		P Higgs		
<b>PREREQUISITE(S)</b>				

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

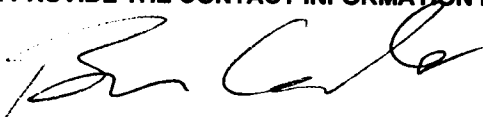
<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>		<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b>	
				<b>IF YES, PROVIDE THE DATE:</b>	
WILL THE COURSE BE <u>CROSS-LISTED</u> WITH ANOTHER DEPARTMENT? <input type="checkbox"/> <b>IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>					

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

<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> The undergraduate course on which this graduate course is based has changed its name to Biophysics 4S03 (formerly Physics 4S03) as there is now an honours Biophysics program. This needs to be clarified in order that the room assignment and on-line grade submission process will work properly. The primary course title is now Biophysics 4S03, and the graduate versions Physics *6S03 and Biochemistry *6S03 are both linked to this. There are no changes to course content and assessment methods.
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**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**  
Unchanged

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

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>Unchanged</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>Unchanged</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>Unchanged</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Unchanged</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>Unchanged</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>Unchanged</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p></p> <p>Name: Brian Coombes    Email: coombes    Extension: 22159    Date submitted: 01/23/2013</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/2012



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<b>DEPARTMENT/PROGRAM</b>		MSc Global Health		
<b>COURSE TITLE</b>		Global Health Foundations 1		
<b>COURSE NUMBER</b>	GLOB HTH 701	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Dr. Christy Gombay		
<b>PREREQUISITE(S)</b>				

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

<b>NEW COURSE</b>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> If YES, PROVIDE THE DATE:		
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>	PROVIDE THE NEW COURSE TITLE:			
<b>CHANGE IN COURSE DESCRIPTION</b>	X	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>		<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>	PROVIDE THE REASON FOR COURSE CANCELLATION:			
<b>OTHER CHANGES</b>	EXPLAIN:			
<b>BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.</b> This course addresses policy and interrelated features of the health problems, issues, and concerns that transcend national boundaries. It explores the relationships between policy development in health, health care, education, economic development, and business management using a case-study approach. Ethical issues in global health are also addressed. Students use web-based synchronous learning platforms and learn with students from partner universities in transcontinental small groups (learning pods). The course includes lectures from faculty and leading experts in the fields of global health; group work; and student presentations.				
<b>CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.</b>				

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION ( <u>percentage breakdown, if possible</u> ): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
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PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:
Name: Christy Gombay    Email: gombayc@mcmaster.ca    Extension: 22206    Date submitted: February 2013

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/2012



**SCHOOL OF GRADUATE STUDIES**

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<b>DEPARTMENT/PROGRAM</b>		MSc Global Health Proram		
<b>COURSE TITLE</b>		Global Health Foundations II		
<b>COURSE NUMBER</b>	GLOB HTH 702	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Dr. Christy Gombay		
<b>PREREQUISITE(S)</b>				
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> If YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>	<input checked="" type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER CHANGES</b>	<input type="checkbox"/>	<b>EXPLAIN:</b>		
<b>BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.</b>				
This course introduces students to project development and program management in global health. Building on policy analysis learnt in Foundations I, students use a case-study approach to develop proposals in the three Global Health program fields. Students learn to translate theory into practice in the context of global health. Incisive decision-making and cross-cultural negotiations are key elements of the process. Students continue to learn in in transcontinental learning pods; participate in seminars led by faculty and other experts in the field; and make presentations which synthesize the course materials.				
<b>CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.</b>				



1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION ( <u>percentage breakdown, if possible</u> ): (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: Christy Gombay    Email: gombayc    Extension: 22206                      Date submitted: February 2013

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/2012



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		MSc Global Health Program		
<b>COURSE TITLE</b>		Global Burden of Disease		
<b>COURSE NUMBER</b>	GLOB HTH 707	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Dr. Tim O'Shea and Dr. Christian Kraeker		
<b>PREREQUISITE(S)</b>				

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

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

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**  
 This course will introduce students to the concepts of the global burden of disease. The course consists of two explanatory components that aim to examine how disease burden is measured and the causes of morbidity and mortality on a global scale. An overview of diseases and conditions responsible for a significant portion of the global disease burden will then be presented, focusing on epidemiology, clinical aspects, management and prevention. The course employs a combination of lecture and group presentation.

**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 ( <u>percentage breakdown, if possible</u> ): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
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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: Christy Gombay    Email: gombayc@mcmaster.ca    Extension: 22206    Date submitted: February 2013

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/2012



**SCHOOL OF GRADUATE STUDIES**

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

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

<b>DEPARTMENT/PROGRAM</b>		M.Sc. Global Health		
<b>COURSE TITLE</b>		Learning Symposium and Field Orientation		
<b>COURSE NUMBER</b>	GLOB HTH 710	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Dr. Andrea Baumann and Dr. Christy Gombay		
<b>PREREQUISITE(S)</b>				

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

<b>NEW COURSE</b>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:		
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>	PROVIDE THE NEW COURSE TITLE:			
<b>CHANGE IN COURSE DESCRIPTION</b>	X	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>		<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>	PROVIDE THE REASON FOR COURSE CANCELLATION:			
<b>OTHER CHANGES</b>	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 Global Health Learning Symposium/Field Orientation in India. The objective of the course is to consolidate collaboration and decision-making in transcontinental teams. In the Symposium students are required to present a scholarly paper/thesis research project in a real life, peer reviewed environment. It is interactive in nature where the students are challenged to integrate critical feedback from interdisciplinary faculty members and other experts in the global health field.

The field orientation is designed to deepen critical thinking and research methods in a real life setting. It provides the opportunity to enhance assessment skills and cross-cultural intuition in a diverse complex setting. The experience includes field visits, small group discussions and final group presentations based on the findings from the field visits.

**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 ( <u>percentage breakdown, if possible</u> ): (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: Christy Gombay    Email: gombayc@mcmaster.ca    Extension: 22206    Date submitted: February 2013

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/2012



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		MSc Global Health Program		
<b>COURSE TITLE</b>		Scholarly Paper		
<b>COURSE NUMBER</b>	GLOB HTH 711	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( X )</b>	<b>HALF COURSE ( )</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Dr. Andrea Baumann and Dr. Christy Gombay		
<b>PREREQUISITE(S)</b>				

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

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

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**  
 This course requires students to complete a scholarly paper and a field placement with an approved public or private organization working in Global Health. The placement links the theory, the concepts, and health research methods taught in the program to real life practices. The student identifies a topic, writes a proposal and completes a scholarly paper under supervision. The scholarly paper should demonstrate integrative thinking at a theoretical and practical level.

**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 ( <u>percentage breakdown, if possible</u> ): (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: Christy Gombay    Email: gombayc@mcmaster.ca    Extension: 22206    Date submitted: February 2013

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SGS/Medy/2012



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

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

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

<b>DEPARTMENT</b>								
<b>NAME OF PROGRAM</b>		MSc Global Health						
<b>PROGRAM DEGREE</b>	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)**

<b>CHANGE IN ADMISSION REQUIREMENTS</b>	<input type="checkbox"/>	<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>	<input type="checkbox"/>	<b>CHANGE IN COURSE REQUIREMENTS</b>	<input type="checkbox"/>
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<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>	<input type="checkbox"/>	<b>EXPLAIN:</b>
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<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Field placements will become mandatory instead of optional for course work based MSc. students.
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**DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:**

Summer Term (May-August) Courses (Both M.Sc. by Course Work and M.Sc. by Thesis)

Students are expected to be well along in the development of a research proposal, including a literature review by the end of the winter term. Indeed, thesis students may have already completed their proposals and begun their research projects, since their course load in the winter term is limited to one required and one elective course. Upon return to McMaster from the symposium, Course Work option students will proceed to complete a scholarly paper, relevant to the field they selected, during the remainder of the summer. This may involve the analysis of secondary empirical data or it may involve a model or conceptual design based on a literature review undertaken prior to the workshop. The scholarly study will be submitted as the student's Master's scholarly paper and may in some cases be suitable for publication in the academic literature.

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

Summer Term (May-August) Courses (Both M.Sc. by Course Work and M.Sc. by Thesis)

Upon return to McMaster from the Global Health symposium students will proceed to their field placements or continue with their thesis research. The field placements can be anywhere from four weeks to two months depending on the student's learning objectives. Course work option students will then complete a scholarly paper relevant to the field they selected during the remainder of the summer. Thesis students continue with their thesis work throughout the summer semester.



**RATIONALE FOR THE RECOMMENDED CHANGE:**

The revised wording reflects the decision to require a field placement for non-thesis students as an integral part of the program. The field placement is intended to consolidate the theoretical learning during the first two semesters and transfer that learning to 'practical global health settings.' The Scholarly Paper will then be a synthesis of the theoretical and applied learning.

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

September 2013

**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:**

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Christy Gombay    Email: gombayc@mcmaster.ca    Extension: 22206    Date submitted: Feb. 2013

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/2012



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT</b>								
<b>NAME OF PROGRAM</b>		MSc Global Health						
<b>PROGRAM DEGREE</b>	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)**

<b>CHANGE IN ADMISSION REQUIREMENTS</b>	<input type="checkbox"/>	<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>	<input type="checkbox"/>	<b>CHANGE IN COURSE REQUIREMENTS</b>	<input type="checkbox"/>
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Page 345 of the Graduate Calendar under section, "Fields in the Program."			
<b>OTHER CHANGES</b>	<input type="checkbox"/>	<b>EXPLAIN:</b>			

**DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:**

Page 345 of the Graduate Calendar under section, "Fields in the Program"

Finally, all students will be required to attend Global Health \*710, a collaborative Learning Symposium/Field Orientation, that will feature seminars by experts in the field, student presentations on selected research topics, and (where feasible) fields visits to sites that involve development activities in global health, relevant to the program.

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

Finally, all students will be required to attend Global Health \*710, an international Global Health Symposium/Field Orientation with students from partner universities; seminars by experts in the field; student presentations on selected research topics, and fields visits to sites that involve research activities in global health. This will be followed research and thesis writing for thesis option students and a field placement and scholarly paper writing for all others.

**RATIONALE FOR THE RECOMMENDED CHANGE:**

Clarity of description of proposed procedures which take into account proposed inclusion of mandatory field placement for Scholarly Paper students.

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

September 2013

**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:**

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Christy Gombay    Email: gombayc@mcmater.ca    Extension: 22206    Date submitted: Feb. 2013

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/2012



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT</b>								
<b>NAME OF PROGRAM</b>		MSc Global Health						
<b>PROGRAM DEGREE</b>	Ph.D. ( )	M.A. ( )	M.A.Sc. ( )	M.B.A. ( )	M. Eng. ( )	M.Sc. ( X )	Diploma Program ( )	Other (Specify)
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>								
<b>CHANGE IN ADMISSION REQUIREMENTS</b>			<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>			<b>CHANGE IN COURSE REQUIREMENTS</b>		
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>			X	<b>EXPLAIN:</b> Add a statement in the M.Sc. by Thesis section to indicate that all requirements are completed in one academic year				
<b>OTHER CHANGES</b>	<b>EXPLAIN:</b>							
<b>DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:</b>								
M.Sc. by Thesis								
<b>X Insert here highlighted text below</b>								
Requirements for thesis-based students include:								
1. Completion of the program with at least a B- standing, a minimum of five graduate half courses which must include: GLOB HTH *701, GLOBALST *710, HRM *721, BUS C721, GLOBALST *702, and one additional half course from the selected field of interest decided by the student in conjunction with his/her supervisory committee which may be at the 600 level.								
2. Successful completion of the learning symposium/field orientation(GLOB HTH *710).								
3. Completion of a thesis on an approved global health issue and defend the thesis at a final oral examination.								
<b>PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (Attach additional pages if space is not sufficient.)</b>								
Students taking the thesis option will spend the remainder of the summer and, can take the fall term to complete their research and theses, which may involve the collection and analysis of field data or developing major conceptual works based on the literature.								

**RATIONALE FOR THE RECOMMENDED CHANGE:**

Experience from the first two years with thesis students is that with only one exception, they have all completed their thesis within the calendar year.

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

September 2013

**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:**

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Christy Gombay    Email: gombayc@mcmaster.ca    Extension: 22206    Date submitted: Feb 2013

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/2012

**RE: GPCC Curriculum HRM Course Changes**

Att: Reviewers for HRM courses

From: Kristina Vukelic c/o HRM Program

Cc: Steve Hanna, Assistant Dean – HRM  
Medy Espiritu

Date: February 6, 2013

The updates to the following HRM courses include and specific details are provided below;

- HRM 724: eHealth: Fundamentals of eHealth and the Canadian Health Care System
- HRM 733: Statistical and Methodological Issues in Randomized Clinical Trials
- HRM 735 (same as Geog 736): Geographies of Health
- HRM 738: Health Policy Analysis
- HRM 740: Advanced Decision Analysis in Health Technology Assessment
- HRM 741: Introduction to Health Technology Assessment
- HRM 742: Research Ethics
- HRM 743: Systematic Review Methods

**HRM 724: eHealth: Fundamentals of eHealth and the Canadian Health Care System**

	2012-2013	2013-2014
Calendar description	This tutorial-based course will cover a broad range of eHealth topics from the perspective of health care delivery. Topics include a definition of eHealth; health care data; hospital and primary care information systems (i.e. electronic health records [EHR] systems); specialty components of an EHR system; how health professionals use data; human/cognitive factors in development and implementation of eHealth applications; standards, vocabulary and nomenclatures and how used; aggregation of health information, especially for research purposes; patient information systems and consumer eHealth; research and evaluation of eHealth applications and research using eHealth applications; <del>implementation issues and privacy, security, and confidentiality; and the future of eHealth.</del>	This tutorial-based course will cover a broad range of eHealth topics from the perspective of health care delivery. Topics include a definition of eHealth; health care data; hospital and primary care information systems (i.e. electronic health records [EHR] systems); specialty components of an EHR system; how health professionals use data; human/cognitive factors in development and implementation of eHealth applications; patient safety; standards, vocabulary and nomenclatures and how used; aggregation of health information, especially for research purposes; patient information systems and consumer eHealth; and research and evaluation of eHealth applications and research using eHealth applications.
Methods of Evaluation	The three core courses for the MSc in eHealth are built using content recommendations from COACH—Canada’s Health Informatics Association. Most of the students will be registered in the eHealth program or HRM (Department of Clinical Epidemiology and Biostatistics). The course emphasizes understanding the needs, information tools and use, and culture of healthcare delivery in Canada with respect to acquisition and handling of health data/information. Secondary emphasis is on the evaluation of eHealth interventions. Because some students may not have a strong health background the course will require a 1-	<b>This is one of the 3</b> core courses in the MSc eHealth program. These three courses are built using content recommendations from COACH—Canada’s Health Informatics Association. Most of the students will be registered in the eHealth program or HRM (Department of Clinical Epidemiology and Biostatistics). The course emphasizes understanding the needs, information tools and use, and culture of healthcare delivery in Canada with respect to acquisition and handling of health data/information. Secondary emphasis is on the evaluation of eHealth interventions. Because some students may not have a strong health background the course will require a 1-day orientation session (optional for health-based students with

	<p>day orientation session (optional for health-based students with Canadian experience) to the Canadian health care system and care delivered across hospitals, communities, and homes. The course presents a variety of relevant issues in an integrated manner that will help to prepare students for more focused study in research and evaluation in eHealth and more advanced courses in the MSc in eHealth program. The course will be illustrated by real life examples, current and historical journal publications, invited speakers, and visits. Textbook is Biomedical Informatics. Computer Applications in Health Care and Biomedicine by Shortliffe and Cimino, 3<sup>rd</sup> ed. Springer Verlag (also available online).</p>	<p>Canadian experience) to the Canadian health care system and care delivered across hospitals, communities, and homes scheduled as the first class of the course. The course presents relevant issues in an integrated manner that will prepare students for more focused study in research and evaluation in eHealth and more advanced courses in the MSc eHealth program. The course will be illustrated by real life examples, current and historical journal publications, invited speakers, and visits. Textbook is Biomedical Informatics. Computer Applications in Health Care and Biomedicine by Shortliffe and Cimino, 3<sup>rd</sup> ed. Springer Verlag (also available online).</p>
Method of evaluation	<p>Evaluation will include a mid-term examination, and a term paper on a specific topic of interest to the student group, to be presented and submitted in written form at the end of the term. The paper will be in the form of an evaluation protocol or research project related to an eHealth intervention or system, probably done as an interdisciplinary project. Students will be matched in groups of 2 or 3 with a mix of backgrounds in each group.</p> <p>Class participation 15% (1 mark/unit plus 2 for student facilitation and 1 for completing online evaluations)  Case studies (2 at 10 points each) 20%  Hand in assignments (2 at 10%) 20%  Final project 45% (presentation 10%, 30% final report, and 5% from peer assessment)</p>	<p>Evaluation will include a mid-term examination, and a term paper on a specific topic of interest to the student group, to be presented and submitted in written form at the end of the term. The paper will be in the form of an evaluation protocol or research project related to an eHealth intervention or system, probably done as an interdisciplinary project. Students will be matched in groups of 2 or 3 with a mix of backgrounds in each group.</p> <p><b>Class participation 10%</b>  <b>Thought papers ( total) 20%</b>  <b>Pop quizzes (2) 10%</b>  <b>Final project 50 % (presentation 20% 30% final report)</b></p>

### HRM 733: Statistical and Methodological Issues in Randomized Clinical Trials

	2012-2013	2013-2014
Instructor	Stephen Walter	Jemila Hamid
Calendar Description	<p>This course will consider important statistical issues relating to the design, analysis and interpretation of randomized clinical trials. Specific topics will include issues in sample size determination, large simple trials, factorial designs, cluster randomization, cross-over trials, missing data in RCTs, meta-analysis, non-inferiority trials, subgroup analysis, composite outcomes in RCTs, stopping rules, cost-effectiveness analysis, statistical analysis of cost-effectiveness data, and repeated measures in RCTs</p>	<p>This course will consider important statistical issues relating to the design, analysis and interpretation of randomized clinical trials. Specific topics will include issues in sample size determination, large simple trials, factorial designs, cluster randomization, cross-over trials, missing data in RCTs, meta-analysis, non-inferiority trials, subgroup analysis, composite outcomes in RCTs, stopping rules, cost-effectiveness analysis, statistical analysis of cost-effectiveness data, <b>survival analysis</b> and repeated measures in RCTs.</p>
Expected enrolment	Up to 16 students	Up to <b>20</b> students
Method of evaluation	<p>Final Project</p> <ul style="list-style-type: none"> <li>•verbal presentation of your own project at the end of the term (1/3)</li> <li>•write-up of your project (1/3)</li> </ul> <p>Weekly contributions to class (1/3)  These are set session instructors and will vary from week to week but will include</p> <ul style="list-style-type: none"> <li>•short assignments for some weekly sessions</li> <li>•participation in group discussions</li> </ul>	<p>Final Project <b>(60% of the final grade)</b></p> <ul style="list-style-type: none"> <li>• verbal presentation of your own project at the end of the term <b>(30% of the final grade)</b></li> <li>• write-up of your project <b>(30 %of the final grade)</b></li> </ul> <p>Weekly contributions to class <b>(40% of the final grade)</b>  These are set by session instructors and will vary from week to week but will include</p> <ul style="list-style-type: none"> <li>• short assignments for some weekly sessions including <b>presentations and write-ups</b></li> </ul>

	<p>The most significant components of the evaluation will be the presentation and write up of your term project; the presentation and write up will each be worth 1/3 (33%) of the total for the course. The remaining 1/3 will be based collectively on the other components (attendance at and participation in class, and weekly assignments that are set by session instructors).</p>	<ul style="list-style-type: none"> <li>•participation in group discussions</li> </ul>
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**HRM 735/GEOG 736: Geographies of Health**

	2012-2013	2013-2014
Calendar Description	<p>This course initially reviews the social theories that underpin the apparently atheoretical geographies of health. Specific modules will emphasize key research areas, including but not limited to, environment, place and space, boundaries and access to resources, population characteristics and the role of different actors in shaping health geographies. These actors, including government, business, civil society, will also be examined with respect to their impacts on health status, health inequities and the distribution of costs and benefits to health.</p>	<p><b>This course examines the role of meanings, models, measurement and evidence for selected content areas concerning environments, life style and structural and contextual factor</b></p>
Content/rationale	<p>No text provided.</p>	<p><b>This course now examines key dimensions in determining the strength of evidence in qualitative, quantitative and mixed method approaches in the following sub-topics: the meanings of health and well-being, models used in health research, measurement and operationalization issues, the role of evidence, and a series of case studies, depending on class list. Readings are largely from current journal articles</b></p>
Statement of Purpose	<p>This is an existing course which serves the needs of graduate students working in the area of medical geography. <del>The change in title serves to distinguish this course from a new environment and health course by the same title at the senior undergraduate level.</del></p>	<p>This is an existing course which serves the needs of graduate students working in the area of medical geography and health research.</p>

**HRM 738: Health Policy Analysis**

	2012-2013	2013-2014
Calendar description	<p>This course introduces students to the interdisciplinary field of health policy analysis, providing the concepts and tools needed to be able to critically appraise and conduct policy analyses at a variety of policy levels (e.g., clinical, administrative/managerial or public policy). Students learn how to analyze the relative roles played by different actors in the health system and explore the independent and combined influence of three major determinants of health policy: ideas, interests and institutional structures. Each week a different analytic concept is presented, discussed and applied to a particular problem or case study.</p>	<p>This course introduces students to the interdisciplinary field of health policy analysis, providing the concepts and tools needed to be able to critically appraise and carry out policy analyses in a variety of settings. <b>Students are introduced to the field of policy studies, the stages of the policy process, and to the different purposes and methods for policy analysis. Through critical examination of key policy analysis concepts and frameworks,</b> students learn how to analyze the relative roles played by different actors in the health system and explore the independent and combined influence of three major determinants of health policy: ideas, interests and institutions. Each week different concepts and/or analytic frameworks are presented, discussed and applied to a particular problem or</p>



		case study.
Rationale	This course introduces students to the interdisciplinary field of health policy analysis, providing the concepts and tools needed to be able to critically appraise and conduct policy analyses at a variety of policy levels (e.g., clinical, administrative/managerial or public policy). Students learn how to analyze the relative roles played by different actors in the health system and explore the independent and combined influence of three major determinants of health policy: ideas, interests and institutional structures. Each week a different analytic concept is presented, discussed and applied to a particular problem or case study.	<b>Topics covered include an introduction and background to the field of policy studies and health policy analysis, an overview of the key stages in the policy process (e.g., agenda setting, policy development, implementation and evaluation) and the different purposes and methodological approaches for conducting policy analysis. Students are exposed to and learn how to apply key frameworks for analyzing policy and the three major categories of influence on policy making (ideas, interests and institutions). Course readings are comprised of a combination of theoretical and empirical works drawn from published articles and major policy analysis texts. News media sources and other web-based material are used to explore current health policy issues.</b>
Method of presentation of course material	Lecture and class discussion	<b>A seminar format is used including a combination of instructor- and student-led presentations and class discussion each week.</b>

### HRM 740: Advanced Decision Analysis in Health Technology Assessment

	2012-2013	2013-2014
Prerequisites	HRM 741 and HRM 737	HRM 741 and HRM 737 <b>or HRM711/C711</b>
Calendar Description	This is an advanced course in methods for Health Technology Assessment (HTA). It is a combined theoretical and practical 'hands-on' course that teaches students the essential components of contemporary HTA. Students will be exposed to national and international HTA agencies and government decision making bodies, and their HTA guidelines and requirements. The course covers areas of systematic literature reviews, economic evaluation, analyses of uncertainty, value of information analyses, Bayesian decision analyses, quality assurance in economic appraisal, budget impact analysis, and knowledge translation. There is a heavy emphasis in this course on 'hands-on' learning-by-doing with computer application of 'real world' practical examples to cement student learning.	This is an advanced course in methods for Health Technology Assessment (HTA). It is a combined theoretical and practical 'hands-on' course that teaches students the essential components of contemporary HTA. Students will be exposed to national and international HTA agencies and government decision making bodies, and their HTA guidelines and requirements. The course covers areas of systematic literature reviews, economic evaluation, analyses of uncertainty, value of information analyses, Bayesian decision analyses, quality assurance in economic appraisal, budget impact analysis, and knowledge translation. There is a heavy emphasis in this course on 'hands-on' learning-by-doing with computer application of 'real world' practical examples to cement student learning. <b>Prior knowledge of Excel is essential.</b>

### HRM 741: Introduction to Health Technology Assessment

	2012-2013	2013-2014
Calendar Description	Health Technology Assessment (HTA) has the tremendous potential to transform the delivery of health care services, and improve health outcomes and quality of life. Decisions about whether to purchase and use new health technologies should be based on high-quality evidence of its impact on health outcomes, the	Health Technology Assessment (HTA) has the tremendous potential to transform the delivery of health care services, and improve health outcomes and quality of life. Decisions about whether to purchase and use new health technologies ( <b>e.g. drugs, medical devices, surgical procedures, etc.</b> ) should be based on high-quality evidence of its impact on health outcomes, the

	health care system, and cost-effectiveness. Payers of health care face the challenge of aligning decision making with the best available evidence. Upon completion of this course, students will be equipped with the skills to evaluate the quality of an HTA, to critically appraise it to make a judgment about a study's methods, results and conclusions. Additionally, students will be become adept in conducting HTAs and be mindful of the barriers to, and facilitators of, evidence-based decision making in the real world.	health care system, and cost-effectiveness. Payers of health care face the challenge of aligning decision making with the best available evidence. Upon completion of this course, students will be equipped with the skills to evaluate the quality of an HTA, to critically appraise it to make a judgment about a study's methods, results and conclusions. Additionally, students will be become adept in conducting HTAs and be mindful of the barriers to, and facilitators of, evidence-based decision making in the real world.																						
Method of Evaluation	<p>Breakdown of Student Evaluation Components:  Grades for the course will be determined as follows:</p> <table> <tr> <td>In-class participation*:</td> <td>9%</td> </tr> <tr> <td>Submission of final project question:</td> <td>15%</td> </tr> <tr> <td>Assignments:</td> <td>20%</td> </tr> <tr> <td>Project presentation:</td> <td>15%</td> </tr> <tr> <td>Written HTA project:</td> <td>40%</td> </tr> <tr> <td>Completion of course evaluation:</td> <td>1%</td> </tr> </table> <p>* Students get marks for participation for each class (1.0 or 0.5 or 0).</p>	In-class participation*:	9%	Submission of final project question:	15%	Assignments:	20%	Project presentation:	15%	Written HTA project:	40%	Completion of course evaluation:	1%	<p>Breakdown of Student Evaluation Components:  Grades for the course will be determined as follows:</p> <table> <tr> <td><b>In-class participation:</b></td> <td><b>5%</b></td> </tr> <tr> <td><b>Submission of project question:</b></td> <td><b>10%</b></td> </tr> <tr> <td><b>Literature search</b></td> <td><b>15%</b></td> </tr> <tr> <td><b>Project presentation:</b></td> <td><b>10%</b></td> </tr> <tr> <td><b>Written HTA report:</b></td> <td><b>60</b></td> </tr> </table>	<b>In-class participation:</b>	<b>5%</b>	<b>Submission of project question:</b>	<b>10%</b>	<b>Literature search</b>	<b>15%</b>	<b>Project presentation:</b>	<b>10%</b>	<b>Written HTA report:</b>	<b>60</b>
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<b>Literature search</b>	<b>15%</b>																							
<b>Project presentation:</b>	<b>10%</b>																							
<b>Written HTA report:</b>	<b>60</b>																							

### HRM 742: Research Ethics

	2012-2013	2013-2014																		
Instructors	Lisa Schwartz	Elysee Nouvet																		
Calendar description	<p>This course is designed to prepare students to think creatively and proactively about ethical and legal issues in the design, conduct, analysis, and dissemination of research. Topics are divided into two categories: 1. ethical treatment of research participants and; 2. research integrity. Sessions will involve case discussion and critical analysis of ethical issues and the relevant principles, guidelines and laws. Exercises will coach students through mock-submission to a Research Ethics Board and provide insight of how REBs function.</p>	<p>This course is designed to prepare students to think creatively and proactively about ethical and legal issues in the design, conduct, analysis, and dissemination of research. Topics are divided into two categories: 1. ethical treatment of research participants and; 2. research integrity. Sessions will involve case discussion and critical analysis of ethical issues and the relevant principles, guidelines and laws.</p>																		
Method of evaluation	<p>Students will be evaluated on the basis of:</p> <table> <tr> <td>-preparation and participation</td> <td>10%</td> </tr> <tr> <td>-essay</td> <td>55%</td> </tr> <tr> <td>-presentation</td> <td>20%</td> </tr> <tr> <td>-mock REB application</td> <td>15%</td> </tr> </table>	-preparation and participation	10%	-essay	55%	-presentation	20%	-mock REB application	15%	<p>Students will be evaluated on the basis of:</p> <table> <tr> <td><b>Syntheses (2x10)</b></td> <td><b>20%</b></td> </tr> <tr> <td>Presentation</td> <td>20%</td> </tr> <tr> <td>Participation and preparation</td> <td>10%</td> </tr> <tr> <td><b>Essay outline</b></td> <td><b>5%</b></td> </tr> <tr> <td><b>Essay</b></td> <td><b>45%</b></td> </tr> </table>	<b>Syntheses (2x10)</b>	<b>20%</b>	Presentation	20%	Participation and preparation	10%	<b>Essay outline</b>	<b>5%</b>	<b>Essay</b>	<b>45%</b>
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Presentation	20%																			
Participation and preparation	10%																			
<b>Essay outline</b>	<b>5%</b>																			
<b>Essay</b>	<b>45%</b>																			

### HRM 743: Systematic Review Methods

	2012-2013	2013-2014
Calendar Description	<p>This course about research synthesis focuses on comparisons between alternative interventions. Rigorous review methods will be highlighted, such as searching for potentially relevant articles, selecting primary articles using explicit, reproducible criteria, appraisal of study architecture, quantitative data synthesis and interpretation. Old and new concepts and controversies in review methods will be highlighted. The work of the Cochrane Collaboration and in particular the Cochrane Handbook, forms the underpinning of much of the material</p>	<p>This course about research synthesis focuses on comparisons between alternative interventions. Rigorous review methods will be highlighted, such as searching for potentially relevant articles, selecting primary articles using explicit, reproducible criteria, appraisal of study architecture, quantitative data synthesis and interpretation. Old and new concepts and controversies in review methods will be highlighted. <b>The focus of the course is on issues of causation in the relation between exposures and outcomes, typically on randomized trials of therapeutic interventions. Students considering other sorts of questions (diagnostic accuracy, prognosis) may face special challenges and should think carefully if this is the right course for them.</b></p>
Content/Rationale	<p>This course about research synthesis focuses on comparisons between alternative interventions. Rigorous review methods will be highlighted, such as searching for potentially relevant articles, selecting primary articles using explicit, reproducible criteria, appraisal of study architecture, quantitative data synthesis and interpretation. Old and new concepts and controversies in review methods will be highlighted. The work of the Cochrane Collaboration and in particular the Cochrane handbook, forms the underpinning of much of the material</p>	<p>This course about research synthesis focuses on comparisons between alternative interventions. Rigorous review methods will be highlighted, such as searching for potentially relevant articles, selecting primary articles using explicit, reproducible criteria, appraisal of study architecture, assessing the risk of bias. quantitative data synthesis and interpretation. Old and new concepts and controversies in review methods will be highlighted. The Users' Guide to the medical literature, the Cochrane handbook, <b>and the work of the GRADE working group</b>, forms the underpinning of much of the material</p>



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>	Clinical Epidemiology & Biostatistics/ Health Research Methodology Graduate Program		
<b>COURSE TITLE</b>	EHealth: Fundamentals of eHealth and the Canadian Health Care System		
<b>COURSE NUMBER</b>	724	<b>COURSE CREDIT</b>	
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>
<b>INSTRUCTOR(S)</b>	Ann McKibbon		
<b>PREREQUISITE(S)</b>	Enrolled in eHealth MSc program or permission of instructor.		

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

<b>NEW COURSE</b>	<b>DATE TO BE OFFERED:</b> September annually	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:
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WILL THE COURSE BE **CROSS-LISTED** WITH ANOTHER DEPARTMENT? YES IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). **NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

<b>CHANGE IN COURSE TITLE</b>	PROVIDE THE CURRENT COURSE TITLE:
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<b>CHANGE IN COURSE DESCRIPTION</b>	X	<b>600-LEVEL COURSE (Undergraduate course for graduate credit)</b> <i>Please see #4 on page 2 of this form</i>
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<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>		<b>CHANGE TO QUARTER COURSE</b>	
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<b>COURSE CANCELLATION</b>	PROVIDE THE REASON FOR COURSE CANCELLATION:
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<b>OTHER</b>	X	<b>EXPLAIN:</b> Updating of content and changed methods of evaluation.
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**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

This tutorial-based course will cover a broad range of eHealth topics from the perspective of health care delivery. Topics include a definition of eHealth; health care data; hospital and primary care information systems (i.e. electronic health records [EHR] systems); specialty components of an EHR system; how health professionals use data; human/cognitive factors in development and implementation of eHealth applications; patient safety; standards, vocabulary and nomenclatures and how used; aggregation of health information, especially for research purposes; patient information systems and consumer eHealth; and research and evaluation of eHealth applications and research using eHealth applications.

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

This is one of the 3 core courses in the MSc eHealth program. These three courses are built using content recommendations from COACH—Canada's Health Informatics Association. Most of the students will be registered in the eHealth program or HRM (Department of Clinical Epidemiology and Biostatistics). The course emphasizes understanding the needs, information tools and use, and culture of healthcare delivery in Canada with respect to acquisition and handling of health data/information. Secondary emphasis is on the evaluation of eHealth interventions. Because some students may not have a strong health background the course will require a 1-day orientation session (optional for health-based students with Canadian experience) to the Canadian health care system and care delivered across hospitals, communities, and homes scheduled as the first class of the course. The course presents relevant issues in an integrated manner that will prepare students for more focused study in research and evaluation in eHealth and more advanced courses in the MSc eHealth program. The course will be illustrated by real life examples, current and historical journal publications, invited speakers, and visits. Textbook is Biomedical Informatics. Computer Applications in Health Care and Biomedicine by Shortliffe and Cimino, 3<sup>rd</sup> ed. Springer Verlag (also available online).

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

1. Recognize the importance of the Canada Health Act and how health care is delivered at the federal, provincial, and local healthcare levels
2. Describe what eHealth encompasses and how it is inter-related with health care delivery
3. Apply the knowledge of the cultures of health care providers and patients and how these cultures affect planning, implementation, and use of information technologies. Also to integrate the cultures of health with that of business and computing and software.
4. To interpret how information flows in health care and how existing and future information technologies can support delivery of health care
5. Prioritize and select the main applications of eHealth for primary health care, hospital based care, and home care
6. Interpret and apply ethically appropriate interventions especially related to privacy, security, and confidentiality from the perspective of health care providers, administrators, researchers, and patients in relation to eHealth applications
7. Recognize the importance and existence of standards and interoperability

**2. EXPECTED ENROLMENT:**

Approximately 35-40 per year--3 tutorial groups.

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

This course will be run using tutorial based small group learning. Weekly sessions are 3 hours long. Each session will start with a visit or visitor for the first hour and the other 2 hours of the class will be discussions led by the tutor or student facilitator on that week's content. Students are expected to prepare the weekly material before coming to class. This preparation involves completing the readings and assignments for that session. Attendance is compulsory. Preparation work is designed to take approximately 6 hours per week (double the class time). Evaluation of class members is based on individual participation, 6 though pieces done on weekly content, and preparation of a final paper

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

Evaluation will include a mid-term examination, and a term paper on a specific topic of interest to the student group, to be presented and submitted in written form at the end of the term. The paper will be in the form of an evaluation protocol or research project related to an eHealth intervention or system, probably done as an interdisciplinary project. Students will be matched in groups of 2 or 3 with a mix of backgrounds in each group.

Class participation	10%
Thought papers ( total)	20%
Pop quizzes (2)	10%
Final project	50 % (presentation 20% 30% final report)

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

No. this course complements one in business and computer science but they are not overlapping but the 3 required courses for the MSc in eHealth.

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

not applicable

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

Name: Ann McKibbon      Email: mckib@mcmaster.ca      Extension: 22803

If you have any questions regarding this form, please contact the 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**

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3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		Health Research Methodology Program		
<b>COURSE TITLE</b>		Statistical and Methodologic Issues in Randomized Clinical Trials		
<b>COURSE NUMBER</b>	733	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Jemila Hamid		
<b>PREREQUISITE(S)</b>		HRM *702 and HRM *730 or permission of instructor		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	<b>PROVIDE THE CURRENT COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>	<input checked="" type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit)</b> <i>Please see #4 on page 2 of this form</i>		
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Change in instructor, course description; expected enrolment and method of evaluation.		
<b>BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.</b> This course will consider important statistical issues relating to the design, analysis and interpretation of randomized clinical trials. Specific topics will include issues in sample size determination, large simple trials, factorial designs, cluster randomization, cross-over trials, missing data in RCTs, meta-analysis, non-inferiority trials, subgroup analysis, composite outcomes in RCTs, stopping rules, cost-effectiveness analysis, statistical analysis of cost-effectiveness data, survival analysis and repeated measures in RCTs.				
<b>CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.</b> see above.				

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This course is designed to provide students with the opportunity for study of methodological and statistical issues raised in randomized clinical trials.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>Up to 20 students</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>Weekly handouts which include courses notes, readings from the literature, and problems. Each session will consist of a brief presentation by the tutor, followed by group discussion of the methodologic and statistical issues relevant to the weekly topic.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Final Project (60% of the final grade)</p> <ul style="list-style-type: none"> <li>• <input checked="" type="checkbox"/> 30% of the final grade) of your own project at the end of the term</li> <li>• <input type="checkbox"/> Up of your project (30 % of the final grade)</li> </ul> <p>Weekly contributions to class (40% of the final grade)  These are set by session instructors and will vary from week to week but will include</p> <ul style="list-style-type: none"> <li>• <input checked="" type="checkbox"/> Short assignments for some weekly sessions including presentations and write-ups</li> <li>• <input type="checkbox"/> participation in group discussions</li> </ul>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>No</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Jemila Hamid      Email: jhamid@mcmaster.ca      Extension: 73233</p>

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

SGS/December 2006



**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.

<b>DEPARTMENT/PROGRAM</b>	Clincial Epidemiology & Biostatistics/ Health Research Methodology Graduate Program		
<b>COURSE TITLE</b>	Geographies of Health		
<b>COURSE NUMBER</b>	735	<b>COURSE CREDIT</b>	
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>
<b>INSTRUCTOR(S)</b>	John Eyles		
<b>PREREQUISITE(S)</b>	Permission of the instructor.		

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

<b>NEW COURSE</b>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>			
<b>CHANGE IN COURSE TITLE</b>		<b>PROVIDE THE CURRENT COURSE TITLE:</b>	
<b>CHANGE IN COURSE DESCRIPTION</b>	x	<b>600-LEVEL COURSE (Undergraduate course for graduate credit)</b> <i>Please see #4 on page 2 of this form</i>	
<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>	<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>		<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>	
<b>OTHER</b>	x	<b>EXPLAIN:</b> Change in calendar description; content/rationale; statement of purpose.	
<b>BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.</b> This course examines the role of meanings, models, measurement and evidence for selected content areas concerning environments, life style and structural and contextual factors.			
<b>CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.</b> This course now examines key dimensions in determining the strength of evidence in qualitative, quantitative and mixed method approaches in the following sub-topics: the meanings of health and well-being, models used in health research, measurement and operationalization issues, the role of evidence, and a series of case studies, depending on class list. Readings are largely from current journal articles.			



<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This is an existing course which serves the needs of graduate students working in the area of medical geography and health research.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>8 students (both HRM and Geography)</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>It will consist of weekly meetings to discuss readings.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Assessment will consist of two essays, one on bases of evidence , the other on substantive issues and policy. Participation in all classes is mandatory. Every week a member of class will take the lead on being the discussant on the readings.</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>No</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>Course is cross-listed with Geography *736</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p>   <p>Name: John Eyles      Email: eyles@mcmaster.ca      Extension: 23152</p>

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

SGS/December 2006



**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.

<b>DEPARTMENT/PROGRAM</b>		Clinical Epidemiology & Biostatistics / Health Research Methodology		
<b>COURSE TITLE</b>		Health Policy Analysis		
<b>COURSE NUMBER</b>	HRM 738	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Julia Abelson		
<b>PREREQUISITE(S)</b>		Permission of Instructor		

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

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

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

<b>COURSE CANCELLATION</b>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>
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<b>OTHER</b>	X	<b>EXPLAIN:</b> Change in calendar description; content/rationale and method of presentation of course material.
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**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

This course introduces students to the interdisciplinary field of health policy analysis, providing the concepts and tools needed to be able to critically appraise and carry out policy analyses in a variety of settings. Students are introduced to the field of policy studies, the stages of the policy process, and to the different purposes and methods for policy analysis. Through critical examination of key policy analysis concepts and frameworks, students learn how to analyze the relative roles played by different actors in the health system and explore the independent and combined influence of three major determinants of health policy: ideas, interests and institutions. Each week different concepts and/or analytic frameworks are presented, discussed and applied to a particular problem or case study.

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

Topics covered include an introduction and background to the field of policy studies and health policy analysis, an overview of the key stages in the policy process (e.g., agenda setting, policy development, implementation and evaluation) and the different purposes and methodological approaches for conducting policy analysis. Students are exposed to and learn how to apply key frameworks for analyzing policy and the three major categories of influence on policy making (ideas, interests and institutions). Course readings are comprised of a combination of theoretical and empirical works drawn from published articles and major policy analysis texts. News media sources and other web-based material are used to explore current health policy issues.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>Course teaches theories, concepts and methods for health policy analysis</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>Maximum of 12 students.</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>A seminar format is used including a combination of instructor- and student-led presentations and class discussion each week.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>- in-class quiz (10%)  -2 written hand-in assignments (total 35%)  -Final assignment (40%)  -Student participation (15%)</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>No</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Julia Abelson      Email: abelsonj@mcmaster.ca      Extension: 22879</p>

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

SGS/December 2006



**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.

<b>DEPARTMENT/PROGRAM</b>	Clinical Epidemiology & Biostatistics / Health Research Methodology		
<b>COURSE TITLE</b>	Advanced Decision Analysis in Health Technology Assessment (HTA)		
<b>COURSE NUMBER</b>	740	<b>COURSE CREDIT</b>	
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>
<b>INSTRUCTOR(S)</b>	Ron Goeree, Jean-Eric Tarride, Feng Xie and Gord Blackhouse		
<b>PREREQUISITE(S)</b>	HRM 741 and HRM 737 or HRM711/C711		

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

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

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

This is an advanced course in methods for Health Technology Assessment (HTA). It is a combined theoretical and practical 'hands-on' course that teaches students the essential components of contemporary HTA. Students will be exposed to national and international HTA agencies and government decision making bodies, and their HTA guidelines and requirements. The course covers areas of systematic literature reviews, economic evaluation, analyses of uncertainty, value of information analyses, Bayesian decision analyses, quality assurance in economic appraisal, budget impact analysis, and knowledge translation. There is a heavy emphasis in this course on 'hands-on' learning-by-doing with computer application of 'real world' practical examples to cement student learning. Prior knowledge of Excel is essential

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

See Attached

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

The HRM program proposed a change to allow students to enrol in HRM "Fields" of Clinical Epidemiology, Biostatistics, Health Services Research, Population and Public Health, and HTA. These "fields" of specialization began in the fall of 2006. This field-specific course (HRM-740) students with the theoretical background and practical experience to pursue careers in the expanding field of HTA. An important goal of the Department of Clinical Epidemiology and Biostatistics (CE&B) is to promote the principles and practice of evidenced-based health care through knowledge translation research. This course is specifically geared toward these principles and practice as they relate specifically to economic evaluation and HTA. HRM-740 will help distinguish the HTA "field" from other fields in the program and due to leading edge policy-relevant content and effective practical application, will help distinguish the HRM program from other programs, bringing a competitive edge

**2. EXPECTED ENROLMENT:**

5 students per year

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

See Attached

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

See Attached

**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).**

N/A

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

N/A

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

Name: Ron Goeree      Email: goereer@mcmaster.ca      Extension: PATH

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

SGS/December 2006



**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.

<b>DEPARTMENT/PROGRAM</b>	Health Research Methodology Program		
<b>COURSE TITLE</b>	Introduction to Health Technology Assessment		
<b>COURSE NUMBER</b>	741	<b>COURSE CREDIT</b>	
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>
<b>INSTRUCTOR(S)</b>	Daria O'Reilly		
<b>PREREQUISITE(S)</b>	HRM 721 or permission from the instructor		

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

<b>NEW COURSE</b>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO</b> IF YES, PROVIDE THE DATE:
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WILL THE COURSE BE **CROSS-LISTED** WITH ANOTHER DEPARTMENT? NO IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). **NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

<b>CHANGE IN COURSE TITLE</b>	<b>PROVIDE THE CURRENT COURSE TITLE:</b>
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<b>CHANGE IN COURSE DESCRIPTION</b>	X	<b>600-LEVEL COURSE (Undergraduate course for graduate credit)</b> <i>Please see #4 on page 2 of this form</i>
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<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>		<b>CHANGE TO QUARTER COURSE</b>	
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<b>COURSE CANCELLATION</b>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>
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<b>OTHER</b>	X	<b>EXPLAIN:</b> Change in calendar description and method of evaluation.
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**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

Health Technology Assessment (HTA) has the tremendous potential to transform the delivery of health care services, and improve health outcomes and quality of life. Decisions about whether to purchase and use new health technologies (e.g. drugs, medical devices, surgical procedures, etc.) should be based on high-quality evidence of its impact on health outcomes, the health care system, and cost-effectiveness. Payers of health care face the challenge of aligning decision making with the best available evidence. Upon completion of this course, students will be equipped with the skills to evaluate the quality of an HTA, to critically appraise it to make a judgment about a study's methods, results and conclusions. Additionally, students will become adept in conducting HTAs and be mindful of the barriers to, and facilitators of, evidence-based decision making in the real world.

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

Introduction to HTA, is a course developed for graduate students registered in the Masters and PhD Health Research Methodology (HRM) Program. Specifically, this course was designed for graduate students specializing in HTA and is intended to be a required course for PhD students in the HTA field of the HRM program and an elective course for Masters students. The objectives of the course are to:

1. introduce students to the basic framework for conducting an HTA; 2. learn how to apply the basic techniques required for an HTA (literature review; economic evaluation); 3. learn the basics of different types of economic models (decision trees, Markov models), and identify the type of modeling approach that is best suited for a particular disease and intervention; 4. understand the current practice and evaluation of public involvement in HTA; 5. appreciate the nature of social values and how they differ from, and relate to, evidence in the context of HTA; 6. understand the underlying ethical considerations that can enhance HTA by encouraging just process and socially responsible outcomes; 7. learn why some HTA problems progress through the HTA process while others do not with the aid of some case studies.

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

Since July 2007, the HRM program provides students the opportunity to specialize in one of five 'fields of specialization'. The five fields are: clinical epidemiology, biostatistics, health services research, public and population health and health technology assessment (HTA). Currently there is only one course offered dealing with HTA and this is an advanced course. The Introduction to HTA course proposed here will provide students with the basic skills required to understand the role of HTAs in health care decision making as well as be able to critique and conduct HTAs.

**2. EXPECTED ENROLMENT:**

8 students

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

The course consists of 13 sessions (3-hour session, once a week). The first 6 sessions consist of presentations by the instructors of topics related to conducting an HTA, sometimes followed by class discussion of specific methodological points and examples. Sessions 8-10 introduce students to the dissemination of HTA results and the ethical issues surrounding HTA. Session 11 outlines how HTA meets decision-maker's needs in order influence policy. In session 12, students are encouraged to meet with the course coordinator to ask any questions related to the final project or any other items the student wishes to discuss. Individual projects will be presented to the class in Session 13.

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

Breakdown of Student Evaluation Components:  
Grades for the course will be determined as follows:

In-class participation:	5%
Submission of project question:	10%
Literature search	15%
Project presentation:	10%
Written HTA report:	60%

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

No

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

N/A

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

Name: Daria O'Reilly      Email: oreilld@mcmaster.ca      Extension:

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

SGS/December 2006



**SCHOOL OF GRADUATE STUDIES**

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

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

<b>DEPARTMENT/PROGRAM</b>	Clinical Epidemiology & Biostatistics / Health Research Methodology		
<b>COURSE TITLE</b>	Ethical Issues in Research Involving Human Subjects		
<b>COURSE NUMBER</b>	742	<b>COURSE CREDIT</b>	
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>
<b>INSTRUCTOR(S)</b>	Elysee Nouvet		
<b>PREREQUISITE(S)</b>	HRM 721		

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

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

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**  
 This course is designed to prepare students to think creatively and proactively about ethical and legal issues in the design, conduct, analysis, and dissemination of research. Topics are divided into two categories: 1. ethical treatment of research participants and; 2. research integrity. Sessions will involve case discussion and critical analysis of ethical issues and the relevant principles, guidelines and laws.

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**  
 An understanding of ethics is essential to the design and conduct of research. Attention to ethics in research has grown over the past 60 years as a result of a number of prominent cases of misadventure. International and national standards have been developed to provide guidance to investigators in the design, conduct, and dissemination of research of high integrity and the safe and dignified treatment of research participants. This course is designed to prepare students to think critically and proactively about ethical and legal issues in their future research endeavours. Sessions will involve case discussion and critical analysis of ethical issues and the relevant principles, guidelines, and laws. Topics are divided into two categories, 1-ethical treatment of research participants and 2- research integrity. Practical elements of the course include exercises that will coach students through a mock-submission to a Research Ethics Board and provide insight of how REBs function. The focal text is: Ethical and Regulatory Aspects of Clinical Research. E.J. Emanuel, R.A. Crouch, J.D. Arras, J.D. Moreno, C. Grady (editors) John Hopkins University Press 2003 (ISBN 0-8018-7813-6). The Tri-Council Policy Statement on Ethics in Human Research will be used as a secondary text.



<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>To date, ethical issues in the conduct of research have not been addressed in a systematic fashion in the HRM program. This course will provide students with ethical principles and a conceptual framework that will allow students to apply these concepts across any of the Health Research Methods courses they take.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>12-14 students.</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>Small group sessions will be led by course designers or invited speakers with a special expertise in a relevant field. Each session will involve case discussion and critical analysis of relevant theory, law or policy.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Students will be evaluated on the basis of:          Syntheses (2x10) 20%          Presentation 20%          Participation and preparation 10%          Essay outline 5%          Essay 45%</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>N/A</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Elysee Nouvet      Email: <a href="mailto:nouvete@mcmaster.ca">nouvete@mcmaster.ca</a>      Extension: 22987</p>

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

SGS/December 2006



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		Clinical Epidemiology & Biostatistics / Health Research Methodology		
<b>COURSE TITLE</b>		Systematic Review Methods		
<b>COURSE NUMBER</b>	743	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Gordon Guyatt, Deborah Cook		
<b>PREREQUISITE(S)</b>		Permission of instructor (HRM 721, HRM 702 and one-page outline of the topic).		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	<b>PROVIDE THE CURRENT COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>	<input checked="" type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit)</b> <i>Please see #4 on page 2 of this form</i>		
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Change in 'Brief Description' and 'Content/Rationale'		
<b>BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.</b> This course about research synthesis focuses on comparisons between alternative interventions. Rigorous review methods will be highlighted, such as searching for potentially relevant articles, selecting primary articles using explicit, reproducible criteria, appraisal of study architecture, quantitative data synthesis and interpretation. Old and new concepts and controversies in review methods will be highlighted. The focus of the course is on issues of causation in the relation between exposures and outcomes, typically on randomized trials of therapeutic interventions. Students considering other sorts of questions (diagnostic accuracy, prognosis) may face special challenges and should think carefully if this is the right course for them.				
<b>CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.</b> This course about research synthesis focuses on comparisons between alternative interventions. Rigorous review methods will be highlighted, such as searching for potentially relevant articles, selecting primary articles using explicit, reproducible criteria, appraisal of study architecture, assessing the risk of bias. quantitative data synthesis and interpretation. Old and new concepts and controversies in review methods will be highlighted. The Users' Guide to the medical literature, the Cochrane handbook, and the work of the GRADE working group, forms the underpinning of much of the material				

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>Systematic reviews synthesize the results of multiple primary investigations using strategies that limit bias and random error; these strategies include a comprehensive search of all potentially relevant articles, and their selection using explicit, reproducible criteria. Primary research designs and study characteristics are appraised, data are synthesized, and the results are interpreted. Systematic reviews of previous research from the backbone of grant proposals and help to highlight what is known and yet to be discovered or clarified. Systematic reviews can help practitioners keep abreast of the medical literature by summarizing large bodies of evidence, and by helping to explain differences among several studies. Used increasingly to set clinical policy, systematic reviews may facilitate the link between best research evidence and optimal health care at the population level. Thus, this course will be of potential use and interest to many HRM students in several ways.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>20-25 Students</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>Weekly lectures, followed by small group tutorials</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>One assignment worth 20%, and one final paper worth 80%. The assignment will involve the development and presentation of student research questions, and the methods they will apply to answer the question. The assignment will allow the students to obtain instructor feedback prior to submission of their final paper (a completed systematic review and, when applicable, a meta-analysis).</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>N/A</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Gordon Guyatt    Email: <a href="mailto:guyatt@mcmaster.ca">guyatt@mcmaster.ca</a>    Extension: 22160</p>

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

SGS/December 2006



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT</b>		Faculty of Health Sciences/Education Services						
<b>NAME OF PROGRAM</b>		Masters of Science in Health Sciences Education						
<b>PROGRAM DEGREE</b>	Ph.D. ( )	M.A. ( )	M.A.Sc. ( )	M.B.A. ( )	M. Eng. ( )	M.Sc. ( x )	Diploma Program ( )	Other (Specify)
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>								
<b>CHANGE IN ADMISSION REQUIREMENTS</b>		<input type="checkbox"/>	<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>		<input type="checkbox"/>	<b>CHANGE IN COURSE REQUIREMENTS</b>		<input checked="" type="checkbox"/>
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>			<b>EXPLAIN:</b>					
<b>OTHER CHANGES</b>	<b>EXPLAIN:</b>							
<b>DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:</b>								
<ol style="list-style-type: none"> <li>1. The number of core courses the students are required to take is currently 4.</li> <li>2. The total number of courses being offered is 5</li> </ol>								
<b>PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (Attach additional pages if space is not sufficient.)</b>								
<ol style="list-style-type: none"> <li>1. Change the number of core courses from 4 to 2.</li> <li>2. The increased number of total courses offered from five to six.</li> </ol>								

**RATIONALE FOR THE RECOMMENDED CHANGE:**

1. Changing the number of core courses will accommodate the higher than anticipated number of thesis students who are only required to complete 3 courses and a thesis. The new requirement will allow thesis students to pick a third course that best fits their area of interest.
2. Increasing the number of courses offered for students to take also means increased flexibility in electives. This will allow students in the course based stream to better tailor the program to best suit their needs.

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

January 2013

**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:**

Course-based option students must:

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

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Kelly Dore

Email: dore@mcmaster.ca

Extension: 22956

Date submitted: January 17, 2013

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/2012



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		Faculty of Health Sciences/Master of Science in Health Science Education		
<b>COURSE TITLE</b>		Health Science Education I: Fundamentals of Health Science Education		
<b>COURSE NUMBER</b>	HS 700	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE ( )</b>	<b>QUARTER (MODULE) (x)</b>
<b>INSTRUCTOR(S)</b>		Drs. Kelly Dore & Lawrence Grierson		
<b>PREREQUISITE(S)</b>				

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

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

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

This course offers an overview of the program, including the over-arching goals, learning outcomes, instructional methods, content, resources, and assessment methods. This required course is designed for graduate students from a wide range of health science disciplines and is offered in an intensive on-campus format during a four-day residency period.

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

The week-long course will include an orientation session on the program as well as sessions on all 6 of the core and elective courses (Cognition and Curriculum, Assessment and Evaluation, Research Methods, Online Learning, Simulation/Technical & Non-Technical Skills, & Leadership in the Health Sciences). These sessions will provide an orientation to the course content and provide "core" information which will form the foundation of knowledge for students as they progress through the program. In addition to the content topics, sessions will be held on Research and Scholarship, Research in Education, and Fundamentals of Online Learning, as well as sessions on Student Support Resources, Research Ethics, Library Access and the Simulation-based Learning Labs. The in-person session will also provide students the opportunity to get to know their peers, faculty, and potential graduate supervisors.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This course is a mandatory four-day residency period for the FHS MSc Health Science Education program. It will provide an orientation and introduction to the program. Foundational elements of the programs content will be presented.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>25 students</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>This course takes place across four days and consists of all day student/professor contact time with various lectures, tours, information sessions, assignments, and problem-based learning groups</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>The residency period will be marked as a pass/fail. Evaluations may include mandatory attendance, as well as an evaluation of feedback given to peers using online tutorials. Students will be asked to give short presentations on their background and an existng problem in the field of health professions education that they have identified from their program or elsewhere. They will also be asked to synthesize articles (provided) from the viewpoint of that problem and post their synthesis online. Participants will then be paired into reader teams to provide feedback to each other online.</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>See attached course information</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>NA</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Kelly Dore      Email: dore@mcmaster.ca      Extension: 22956      Date: January 16, 2013</p>

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

SGS/Medy/2011



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		Faculty of Health Sciences/Master of Science in Health Science Education		
<b>COURSE TITLE</b>		Cognition & Curriculum in Health Science Education		
<b>COURSE NUMBER</b>	701	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Dr. Alan Neville, Dr. Geoff Norman, Sandra Monteiro		
<b>PREREQUISITE(S)</b>		HS #700		

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

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

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

<b>CHANGE IN COURSE TITLE</b>	<input checked="" type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b>	Learning and Curriculum in Health Science Education	
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<b>CHANGE IN COURSE DESCRIPTION</b>	<input type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>	<input type="checkbox"/>
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<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>	<input type="checkbox"/>
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<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>	<input type="text"/>	
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<b>OTHER CHANGES</b>	<input type="checkbox"/>	<b>EXPLAIN:</b>	<input type="text"/>	
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**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><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This course is one of the core courses in the FHS MSc Health Science Education program.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>25</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></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><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>See attached course information</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>See attached course information</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>NA</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p>    <p>Name: Geoff Norman      Email: norman@mcmaster.ca      Extension: 22119      Date: January 14, 2013</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

## M. Sc. Health Sciences Education 701: Learning and Curriculum

### 1. Instructors:

**Geoff Norman (coordinator)** – [norman@mcmaster.ca](mailto:norman@mcmaster.ca). Professor in Clinical Epidemiology and Biostatistics. Coordinator of Part 1.

**Alan Neville (coordinator)** [neville@mcmaster.ca](mailto:neville@mcmaster.ca). Professor of Oncology. Associate Dean Health Sciences. Coordinator of Part 2.

Lawrence Grierson, Assistant Professor, Family Medicine

Juliana Kent – Ph.D. student in Psychology

Mahan Kulasegaram, Ph.D. Student in Health Research Methodology

Sandra Monteiro – Ph.D Student in Psychology.

### 2. Course Outline

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.

The basic curriculum flows from the first section, which selectively reviews fundamental aspects of mental operations; the cognitive perspective on learning. The second section discusses various aspects of learning, with each topic anchoring back to specific fundamental concepts from section 1. The third section, curriculum, in turn builds on the applied topics discussed in Section 2.

### 3. Topic outline

Psychology is a very old but very young discipline. One can track questions like the meaning of consciousness back to the Greeks. However, prior to about 1900, psychology was embedded in philosophical discussions and, to large degree, lacked an empirical basis. The first systematic school of scientific psychology was behaviourism, which sought to understanding the human mind through experimental manipulation of inputs and careful observation of outcomes. Mental processes like imagery were excluded from investigation. Behaviourism left a long shadow, in ideas like behavioural objectives, and the current movement to competency based education.

Around 1960, a new school, cognitive psychology, emerged, strongly linked to the computer as a metaphor of mind. One central preoccupation, common to both schools, is the nature of human learning. Although cognition began with the “mind as computer” much research has shown just how the mind is NOT like a computer. These findings from cognitive psychology are central to an understanding of human learning, and, in turn, to an informed approach to instructional design.

## **WEEK 1**

### **Section A – Basic Ideas of Psychology**

#### A.0 - Sandra Monteiro, Geoff Norman

##### History of psychology

Speculation about how the mind works (how we think) are as old as civilization. However until about 150 years ago, this was the purview of philosophers, not psychologists. Beginning in the mid-1800's the scientific method began to be employed in the quest for understanding. This empiricist agenda flourished under the behaviourists from about 1900 to 1960. However in the sixties, a new discipline, cognitive psychology, matured around the metaphor of the mind as computer (of course this had to await the invention of computers). The information processing model of human cognition has influenced our understanding of attention, perception, memory and reasoning. We will discuss these topics in turn.

#### A.1 Selective Attention and Perception – Juliana Kent

We rely on our perceptual system to identify and attend to relevant information. So if we are looking for a friend in a crowd, we will decide to attend more closely to people who fit her basic description. However, as a matter of basic survival, our perceptual system also allows information to grab our attention. So if we are crossing the road, a speeding car will attract our attention automatically. In addition, even unattended information can be processed and learned. For example, as we practice a motor skill, like suturing for example, we make associations between what we consciously observe visually and other sensory information. In this chapter we will discuss what kinds of information are perceived automatically.

## **WEEK 2**

#### A.2 Memory and Processing – Sandra Monteiro

A fundamental aspect of current models of memory is that there are two basic components – long term memory of almost infinite size (one estimate is 1,000,000 Gb) but with relatively slow access, and a working memory of very limited size (about 3 bits) in which computation takes place.

Although we tend to think of our mind as a biological computer with input and output devices connected to memory, the actual mechanisms are far more complex. The kind of tasks we are engaged in while learning has a major influence on what can be

recalled – so called “levels of processing.” What we select from our sensors (eyes and ears) is strongly influenced by memory.

Memory is associative, so the more associations we can create during learning, the easier it will be to retrieve the information we need.

A.3 Automaticity, Rationality, and the Illusion of cognitive control – Sandra Monteiro  
Perception (vision, hearing, touch etc.) is automatic and unconscious. That is, our senses are always working to select and process new information. Our reactions to new information are also largely automatic and unconscious. However, our unique human ability for introspection allows us to analyze our actions. By doing so we are able to convince ourselves that the majority of our thoughts and actions are well planned and controlled. Because of this illusion, we typically attempt to improve learning by focusing on improving conscious aspects, like focus and metacognition. Instead, to truly take advantage of the form and function of the human brain, we should be trying to improve the unconscious aspects of learning.

## **WEEK 3 - 6**

### **Section B: Mental Operations – How the Structure of the Brain Influences Learning**

The structural and processing aspect of memory that we discussed in Section A have major implications for education, as we will discover in this section.

## **WEEK 3**

B.1 Learning and e-learning – Geoff Norman

### Long Term Associative Memory

Meaning (interpreting new information in terms of what is known) is critical to learning, because of the associative properties of memory. One possibility is a series of studies by Woods who proposed that basic science provides a “scaffolding” or interpretive framework to impose meaning on the relation between diseases and signs/symptoms. She showed that the diagnostic performance of students who learned diseases with a basic science explanation actually improved over time.

### Working memory -- GN

The rate of acquisition is limited as a result of the limited size of working memory. Selective attention can be diverted by interesting distractions. Consequently teachers must be critically aware to not “overload” the amount of information to learn. This leads to the “cognitive load theory” of learning that has major implications for instructional design.

B.2 Retrieval, transfer and the influence of context – Mahan Kulasegaram

As teachers, we assume that once something is learned, and tested, then it is available from memory to solve new problems – it will “transfer”. However, evidence suggests that spontaneous transfer is much more difficult. Memory and learning are tied to particular contexts which limits the initial transfer of knowledge .If the associations between knowledge and context do not already exist, it is difficult to create them spontaneously. We explore why transfer is so difficult, and what strategies can facilitate transfer.

## **WEEK 4**

### **B.3 Practice and Learning -- GN**

It is now commonplace knowledge that it takes about 10,000 hours of deliberate practice to become an expert. However, when we think of the role of practice, we tend to revert to the classic views of rehearsal and repetition. This is a very inefficient approach to maximizing learning. Psychologists have explored two variants – mixed vs. blocked practice (examples from different categories are mixed up) and massed vs distributed practice (learning is distributed over time) and have shown dramatic improvements from mixed and distributed practice. More recently, a number of studies have shown that testing is a strategy that can lead to large learning gains over equivalent time studying.

### **B.4 Motor and Skill learning – Lawrence Grierson Similarity / difference with cognitive learning**

At the foundation of theories of motor control and learning are internal cortical representations that contain information about the specific efferent requirements and expected afference associated with particular actions. The idea is that these representations provide a framework for coordinated sequences of movement that influence the impact that practice has on motor adaptation. These theories provide a refined perspective regarding the best ways to schedule feedback, arrange the training environment, and manipulate practice regimens in order to enhance skill acquisition.

## **WEEK 5**

### **B.5 Clinical reasoning and problem-solving -- GN**

Research on clinical reasoning has a four decade history. Early research assumed that experts gradually acquired a general “problem-solving process.” More recent research shows that the process is universal, but experts have better mental representations (knowledge). This knowledge is of two forms – analytical explicit knowledge and implicit, non-analytical knowledge of individual examples drawn from experience. This “dual processing” model of reasoning has been studied extensively.

## B.6 Visual diagnosis -- Dermatology, radiology -- GN

Visual diagnosis in fields like dermatology, radiology and pathology appears to have very different characteristics than clinical diagnosis, relying on basic perceptual processes. There is an extensive literature in radiology particularly showing some of the specific aspects of visual diagnosis and how it differs from (and is similar to) other areas.

## WEEK 6

### Section C Individual Differences

That individuals differ on several factors is well known. This section of the course discusses individual differences that may have impact on learning. Specifically, we focus on intelligence, working memory, and personality factors. We will also ‘debunk’ some common myths about individual differences such as learning styles and emotional intelligence.

#### C.1 Intelligence --MK

Intelligence is a ‘common sense’ concept – we all have our own idea of what it is and who has it. This component of the course will introduce the science of intelligence; specifically the conceptualization of intelligence as a stable, measurable, and relevant individual difference. We will briefly cover common theories of intelligence, the subcomponents of intelligence, the importance of working memory capacity, and clear up common misconceptions about intelligence research. We will conclude by discussing important outcomes predicted by intelligence that are applicable to health professions education.

## WEEK 7

#### C.2 Personality Theory -- MK

Like intelligence, personality is a commonly used term. This component of the course will cover the basics of personality science. We will introduce the ‘Big-5’ personality factors: Neuroticism, Extraversion, Openness to Experience, Conscientiousness, and Agreeableness. The module will also briefly cover how these are measured and their useful application to education.

#### C.3 Learning Styles & Emotional Intelligence --MK

The last module of this section will briefly debunk some individual differences that may make intuitive sense but which have little empirical evidence or support. We will highlight the pitfalls and fallacies of Learning Styles and Emotional Intelligence

## **WEEK 8-12**

### **Section D Curriculum Design**

This section of the course puts into practice all that comes before. Topics range from philosophy – conceptual models of curriculum, to empirical – evidence of the superiority of different curriculum strategies, to practical – how to go about designing a curriculum.

## **WEEK 8**

### **D. 1 Models and Definitions -- Alan Neville**

There are a number of popular models of curriculum spanning 6 decades. Each makes certain assumptions about the nature of learning, frequently rooted in schools of thought in sociology or psychology. Broadly, these can be characterized as product or objectives models (Tyler) with a strong link to behaviourist psychology and process models (Wheeler) which are more closely allied with cognitive theories

## **WEEK 9**

### **D.2 Implementing a curriculum -- AN**

This module reviews the essential steps in developing a curriculum including defining the need and the characteristics of the learners, describing the objectives, selecting the learning formats and strategies, curriculum development and evaluation.

## **WEEK 10**

### **D.3 Outcomes and competencies -- AN**

There are many controversies surrounding the use of outcomes and competencies in health science education. Some of the issues are a revisit of issues around use of behavioural objectives in the 1970's, This unit reviews the controversies and evidence, with the view that the student should be able to design curriculum that embodies the important concepts of an outcomes based approach.

## **WEEK 11**

### **D.4 Cognitive load, memory, learning and constructivism -- AN**

There is an ongoing debate between advocates of guided discovery and those who endorse a constructivist perspective in which the learner devises her own mental

constructs. In this unit we review the arguments on both sides and explore PBL as an example. We also examine these curriculum designs from the perspective of transfer and cognitive load.

## **WEEK 12**

### D.5 Does PBL Work? -- AN

There have been literally hundreds of studies and several systematic reviews examining whether PBL is superior to “traditional” instruction. The results remain inconclusive. The debate illustrates the difficulty in designing a curriculum evaluation study.

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**4. 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.

**5. 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.

**6. Detailed method of evaluation**

30%            Develop a curriculum, course or module applying principles of cognition and learning to instructional design.

30%            Written critique of the literature in some area of the course

3 x 10%        Periodic quizzes

10%            On-line participation



**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.

<b>DEPARTMENT/PROGRAM</b>		Faculty of Health Sciences/Master of Science in Health Science Education		
<b>COURSE TITLE</b>		Educational Research Methods in Health Science Education		
<b>COURSE NUMBER</b>	702	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Dr. John Cairney, Kulamakan Kulasegaram, Sandra Monteiro, Meredith Vanstone		
<b>PREREQUISITE(S)</b>		HS #700		

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

<b>NEW COURSE</b>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:		
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>	PROVIDE THE NEW COURSE TITLE:			
<b>CHANGE IN COURSE DESCRIPTION</b>	X	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>		<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>	PROVIDE THE REASON FOR COURSE CANCELLATION:			
<b>OTHER CHANGES</b>	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 investigate learning and education in the health sciences. The course will introduce the major traditions including psychometrics, epidemiology, experimentation, quantitative, and qualitative methods. General research issues such as ethical research, sampling, and data collection will also be covered. Students will be asked to integrate the course material as well as their preferred or chosen tradition into existing research projects or research questions. This course is offered online and is mandatory for students.

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

Objectives 1) Introduce students to using appropriate research methods to further programmatic research; 2) Survey designs in the quantitative and qualitative traditions of research used in education research; 3) measures to increase the validity and credibility of research as well as the strengths and weaknesses of research designs.

Outline of course topics:

1. Introduction to theory driven research & Researchable Questions
  2. Quantitative Traditions & general considerations of quantitative research: sample selection, measurement, internal and external validity
    - a. Experimental research: designs to build theory and study interventions
    - b. Epidemiologic research: observational studies
    - c. Psychometrics & assessment: designs to assess reliability and validation questions
    - d. Correlational and survey research designs: building effective surveys and analyzing survey results
- Qualitative Traditions: epistemology, role of the researcher, credibility and believability,
- a. Different schools: Ethnography, Grounded Theory, Narrative, Critical, Other (action, phenomenology, case study)
  - b. Data collection techniques: Interview, Observation, Focus Groups, Other (video, photovoice, online methods)
  - c. Data Analysis techniques: thematic, discourse, content
- Text: Creswell JW. Research Design: Qualitative, Quantitative and Mixed Methods Approaches 3<sup>rd</sup> Ed.



<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>The purpose of this course is to help students become familiar with health sciences education research, and have the intellectual tools to critically appraise the existing literature. This course will provide the tools to understand and develop a variety of basic research designs with the goal of encouraging students to pursue an active involvement in educational research.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>25 students</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></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. Course content will be presented as learning modules for each topic. Modules will consist of a narrated presentation, discussion questions, assigned readings.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>1. Two article critiques (1 qualitative, 1 quantitative): Assess strengths and weaknesses in methodology of a published research study (20% x 2)  2. Final Paper (research proposal): Submit a detailed research proposal with emphasis on methodology considerations using a research design of student's choice to answer a research question approved by course instructor (50%)  3. Moderating weekly discussion: Students will be responsible for leading and monitoring the discussion board for a specific topic for a particular week. Students will pose questions, identify critical issues, and summarize the weekly discussion. Students will be expected to moderate at least one time during the course (5%)  4. Contribution &amp; Participation: Students are expected to contribute and participate in weekly discussions on course topics throughout the course (5%)</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>N/A</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: John Cairney      Email: hsed@mcmaster.ca      Extension: 23114      Date: January 15, 2013</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.

<b>DEPARTMENT/PROGRAM</b>		Faculty of Health Sciences/Master of Science in Health Science Education		
<b>COURSE TITLE</b>		Assessment and Evaluation		
<b>COURSE NUMBER</b>	703	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Drs. Kelly Dore, Lawrence Grierson, Lynn Martin, Harold Reiter, Patricia Miller, Jenn Salfi		
<b>PREREQUISITE(S)</b>		HS #700		

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

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

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**  
 Students will explore theories and concepts of underlying assessment, assessment strategies and evaluation planning for Health Sciences Education at the course and program level. Characteristics of clinical performance assessment (including cognitive and motor skills) as well as professionalism and interprofessional assessment will be explored in both written examination formats, such as multiple choice and performance measures (i.e. the Objective Structured Clinical Exam). Students will develop a basic knowledge of the conceptual frameworks, instrumentation, data collection and data sources, and reporting results of program evaluation. Students will learn the skills needed to critically appraise assessment measures. 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.**  
 Students enrolled in this course will be focusing on the following theories and concepts of assessment: subjectivity/objectivity, error in measurement, content specificity, types of assessment (i.e. formative, summative, program). This course will also teach students how to define competencies, assess professional clinical performance and personal characteristics, measurement theory, examinations, program evaluation and admissions processes.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>Students of health sciences education must be familiar with the theories and concepts of medical education and must be able to apply them in order to become competent leaders in the health sciences professions. To achieve this, they must learn how to apply the best theories, concepts, assessment and evaluation methods associated with education research. This course is intended to outline the best practices of the assessment and evaluation methods applied in educational research and management.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>Approximately 25</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>This course is offered online through Avenue to Learn. Participants will engage with course instructors and other classmates via in conjunction with small group asynchronous and synchronous discussions, in addition in person presentations will be facilitated during the second residency (a mandatory component).</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Participation: (participation in synchronous/asynchronous discussions - 5%, providing feedback to peer on their final paper outline - 5%) total 10%, Quizzes: (multiple choice and short answer, 3 x 10%) total - 30%, Proposal Outline of final paper: 10%, Final paper submission - 35%, Presentation on Final Paper 15%.</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>No</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Harold Reiter      Email: reiterh@mcmaster.ca      Extension: 23114      Date: January 14, 2013</p>

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

SGS/Medy/2011



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		Faculty of Health Sciences/Master of Science in Health Science Education		
<b>COURSE TITLE</b>		Simulation and Technical and Non-technical Skills		
<b>COURSE NUMBER</b>	704	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Drs. Kelly Dore, Lawrence Grierson, Ranil Sonnadara, and Jim Lyons		
<b>PREREQUISITE(S)</b>		HS #700		

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

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

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**  
 This course explores the basic theories of motor, procedural, and team-based learning and their application to simulation-based learning and assessment. Students will apply these frameworks in a way that promotes an evidence-based approach to the many questions that surround clinical skill learning including: appropriate assessment, the role of the instructor in self-directed pedagogy, and choosing the right simulator, among others; and the implications for simulation-based teaching. 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.**  
 Topics will include an introduction to simulation-based education, Fundamentals of technical and non-technical skills performance, simulation in practice, human factors in simulation, simulation for assessment and evaluation and for research. The course will utilize a course-specific courseware package that will include articles such as:

- Schmidt RA, Lee TD. Motor control and learning: a behavioral emphasis. 3rd ed. Champaign, IL: Human Kinetics; 1999.
- Schmidt RA, Wrisberg CA. Motor learning and performance: A situation-based learning approach (4th edition). Champaign, IL: Human Kinetics; 2008
- Reznick RK, MacRae H. (2006) Changes in the wind. New England Journal of Medicine, 355, 2664-9.
- Kneebone R. (2003). Simulation in surgical training: educational issues and practical implications. Medical Education, 37, 267-77.
- Elliott D, Grierson LEM, Lyons JL & Hayes S. (2011). Action representations in perception, motor control and learning: implications for medical education. Medical Education, 45, 119-31.
- Norman GR, Dore K, Grierson LEM (2012). The minimal relationship between simulation fidelity and transfer of learning. Medical Education, 46, 636-47.
- Teteris E, Fraser K, Wright B, McLaughlin K. (2012). Does training learners on simulators benefit real patients? Advances in Health Sciences Education Theory and Practice, 7, 137-44.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>The science of education is all about adapting our instructional methods to reflect current understanding about how people learn. This course explores the theoretical concepts that underpin technical and non-technical skill acquisition in a way that will inform educational leaders on the effective development and implementation of simulation-based modalities for learning and assessment.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>Upto 25 students</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></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><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>30% - Develop a simulation-based curriculum, course or module applying principles of motor, procedural, and/or team learning to instructional design.</p> <p>30% - Written critique of the literature in some area of the course</p> <p>30% - Periodic quizzes (3 total)</p> <p>10% - On-line participation</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>N/A</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>NA</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Lawrence Grierson Email: griersle@mcmaster.ca      Extension: 22738      Date: January 16, 2013</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: **The Acquisition of Technical and Non-Technical Skills**

### **1. Instructors:**

Lawrence Grierson, James Lyons, Kelly Dore, Geoff Norman, Ranil Sonnadara

### **2. Course Outline:**

This course explores the basic theories of motor, procedural, and team-based learning and their application to simulation-based learning and assessment. Students will apply these frameworks in a way that promotes an evidence-based approach to the many questions that surround simulation-based learning including: appropriate assessment, the role of the instructor in self-directed pedagogy, and choosing the right simulator, among others. This course is offered online.

### **3. Topic Outline:**

#### **a. Part 1 – Introduction to Simulation-based Education**

- i. A Brief History of Simulation-based Education in Medical Education**
- ii. Types of Skills**
  - Technical
    - Discrete → Continuous
  - Non-Technical
    - Sociology-Psychology of Crew Resource management
- iii. Types of Simulators and Simulations**

#### **b. Part 2 – Fundamentals of Technical Skill Performance**

- i. Sensory Contributions to Skill Performance**
- ii. Movement Production and Representations of Action**
- iii. Individual Differences and Motor Ability**

#### **c. Part 3 – Fundamentals of Non-Technical Skill Performance**

- i. Historical Perspective**
- ii. Best Evidence in Non-Technical Skill Performance**
- iii. Implications for Clinical Teaching**

#### **d. Part 4 – Simulation in Practice**

- i. Understanding Fidelity**
  - Modes of Fidelity
- ii. Principles of Simulation-based Skill Learning**
  - Stages of Skill Development – “towards automaticity”
  - Preparing the Learning Experience
    - In the Sim-Lab

- Remotely
- Supplementing the Learning Experience
  - Feedback Scheduling, etc.
- Structuring the Learning Experience
  - Conditions of Practice
    - i. Specificity of practice
    - ii. Practice variability
    - iii. Contextual interference
    - iv. Challenge Point Framework

### iii. Human Factors in Simulation

- Understanding Human Error
- Attention and Mental Workload
- Panic and High Anxiety
- Team Dynamics

### iv. Simulation for Assessment and Evaluation

- Predicting (or not predicting) clinical performance
- Developing simulation-based performance metrics
- Exploring the feasibility, reliability and validity of assessment tools using simulation

### v. Simulation for Research

- Simulation to answer research questions
- Research questions about simulation-based learning

## 4. Principal Texts:

This course will utilize a course-specific courseware package which will include:

- i. Schmidt RA, Lee TD. Motor control and learning: a behavioral emphasis. 3rd ed. Champaign, IL: Human Kinetics; 1999.
- ii. Schmidt RA, Wrisberg CA. Motor learning and performance: A situation-based learning approach (4th edition). Champaign, IL: Human Kinetics; 2008
- iii. Reznick RK, MacRae H. (2006) Changes in the wind. *New England Journal of Medicine*, 355, 2664-9.
- iv. Kneebone R. (2003). Simulation in surgical training: educational issues and practical implications. *Medical Education*, 37, 267-77.
- v. Elliott D, Grierson LEM, Lyons JL & Hayes S. (2011). Action representations in perception, motor control and learning: implications for medical education. *Medical Education*, 45, 119-31.
- ii. Norman GR, Dore K, Grierson LEM (2012). The minimal relationship between simulation fidelity and transfer of learning. *Medical Education*, 46, 636-47.
- iii. Teteris E, Fraser K, Wright B, McLaughlin K. (2012). Does training learners on simulators benefit real patients? *Advances in Health Sciences Education Theory and Practice*, 7, 137-44.
- vi. Guadagnoli M, Morin MP, Dubrowski A. (2012). The application of the challenge

- point framework in medical education. *Medical Education*, 46, 447-453.
- vii. Scalese RJ, Obeso VT, Issenberg SB. (2007). Simulation technology for skills training and competency assessment in medical education. *Journal of General Internal Medicine*, 23, 46-9.

**5. Statement of Purpose:**

The science of education is all about adapting our instructional methods to reflect current understanding about how people learn. This course explores the theoretical concepts that underpin technical and non-technical skill acquisition in a way that will inform educational leaders on the effective development and implementation of simulation-based modalities for learning and assessment.

**6. Method of Presentation:**

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

**7. Detailed Method of Evaluation:**

30%	Develop a simulation-based curriculum, course or module applying principles of motor, procedural, and/or team learning to instructional design.
30%	Written critique of the literature in some area of the course
3 x 10%	Periodic quizzes
10%	On-line participation

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

None





**SCHOOL OF GRADUATE STUDIES**

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

<b>DEPARTMENT/PROGRAM</b>		Faculty of Health Sciences/Master of Science in Health Science Education		
<b>COURSE TITLE</b>		E-Learning		
<b>COURSE NUMBER</b>	705	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Dr. Ilana Bayer, Dr. Soo Chan Carusone, Dr. Bruce Wainman		
<b>PREREQUISITE(S)</b>		HS #700		

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

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

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

In this course students will explore pedagogical approaches to using educational technologies in online and blended learning environments. Students will experience small group work in an online environment. This course is designed for graduate students from a wide range of health science disciplines and is offered as an online course.

**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 online and blended learning environments
2. Pedagogical approaches to using educational technologies
3. Current and emerging educational technologies
4. Benefits and considerations for online/blended learning
5. Managing faculty and student expectations
6. Facilitation in an online environment
7. Design of learning activities
8. Selection of technological resources for online learning

Readings and online resources to be announced

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>An elective course for the MSc Health Science Education program.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>Up to 25 students</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>Students will engage in course material through online e-learning modules (interactive PPT-based presentations), discussion forums, real-time (synchronous) web conferencing sessions.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Online Participation (e.g. discussion forums) - 5%  Peer feedback (i.e. peer feedback on Final Project outlines) - 5%  Assignment 1 - Reflection activity 10%  Assignment 2 - Paper that explores in detail one of the topics covered in the course - 30%  Final Project - Project that focuses on the use of a technology in education (e.g. creation and discussion of a online module) - 50%</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>NA</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>NA</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Ilana Bayer      Email: bayer@mcmaster.ca      Extension: 28830      Date: Jan 15, 2013</p>

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

SGS/Medy/2011



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		Faculty of Health Sciences/Master of Science in Health Science Education		
<b>COURSE TITLE</b>		Leadership		
<b>COURSE NUMBER</b>	706	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Drs. Sue Baptiste, Colleen McKey, Cathy Risdon, Patty Solomon, Allyn Walsh		
<b>PREREQUISITE(S)</b>				

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

<b>NEW COURSE</b>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:
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**WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

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

<b>COURSE CANCELLATION</b>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>
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<b>OTHER CHANGES</b>	<b>EXPLAIN:</b>
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**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

Students will relate the theoretical and conceptual fundamentals of educational leadership in academic health sciences and community practice contexts to their own current or desired practice environments. Organizational behavior, leadership, mentorship and the change process are highlighted through online asynchronous learning, discussions and student assessment.

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

Topics will include:

- Personal leadership beliefs and attitudes
- Leadership theories
- Change
- Leadership in the workplace
- Mentorship
- Critique and power

Learning Resources will include:

AOHC ACSO "Supporting New Leaders in Developing Collaborative Teams: A Toolkit" Available online at: [http://www.aohc.org/index.php?ci\\_id=3359&la\\_id=1](http://www.aohc.org/index.php?ci_id=3359&la_id=1)

Baptiste, S. (2001) Mentoring & Supervision: Creating relationships for fostering professional development. CATO Publications

Pearce, Craig L., Conger, Jay A. (Eds). Shared Leadership: Reframing the hows and whys of leadership. Specifics include the following:- History 1930s-1960s, 1970s etc. p.7; Chapter 2; Chapter 4; Chapter 10.

Stacey, Ralph (2007). Strategic Management and Organizational dynamics. Pitman

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

The Leadership Course is designed as an elective within the full study program. Issues related to leadership in health care and educational organizations are critical and central to understanding systems and supporting individual growth within core organizational positions. This learning also informs and enables the development of viable organizational succession plans.

**2. EXPECTED ENROLMENT:**

15-20

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

Course material will be delivered online through Avenue to Learn through a number of e-learning modules, asynchronous discussions and use of video resources.

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

1.	Participation:		
	Online threaded discussion contributions		20%
2.	Online presentation on a leadership topic		
	Peer review of student presentation		40%
3.	Reflection paper – application of TWO leadership theories to self and practice area, (2500 words)		40%
		Total	100%

**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).**

N/A

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

N/A

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

Name: Sue Baptiste      Email: baptiste@mcmaster.ca      Extension: 27804      Date: January 15, 2013

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

SGS/Medy/2011



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		Faculty of Health Sciences/Master of Science in Health Science Education		
<b>COURSE TITLE</b>		Health Science Education II		
<b>COURSE NUMBER</b>	HS 707	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE ( )</b>	<b>QUARTER (MODULE) (x)</b>
<b>INSTRUCTOR(S)</b>		Drs. Kelly Dore and Lawrence Grierson		
<b>PREREQUISITE(S)</b>		HS #700 - Health Sciences Education Residency I		

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

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

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

This course explores scholarship and the process of writing and preparing a manuscript for journal submission. Students will present works in progress and provide feedback to their peers. This course is offered in an intensive in person, on-campus format in June.

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

This five day long session will introduce students to proper process to submitting successful grants/journal submissions. Students will learn how to effectively prepare and present presentations, the basics of research design, interprofessionalism and Ethics research. This five-day session will allow students the opportunity to re-connect with their peers and strengthen the working relationships created and maintained in the first year of study. It will build on their individual educational scholarship and research capabilities, specifically focused on developing professionals who can advance their own and communities academic capacity

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This course constitutes a mandatory five-day residency period for the MSc Health Science Education program to provide a check-in and a chance for students to foster the working relationships they started at the first residency period and fostered over their first year of online learning. It will also prepare students for their academic careers and expose them to some of the processes they will be exposed to once they begin as practicing medical educators.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>Up to 25 students</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>This course takes place across five days and consists of all day student/professor contact time with various lectures, assignments, and problem-based learning groups. Students will also be allocated time for research consultations.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>The residency period will be marked as a pass/fail. Evaluations may include participation in mini-presentations by each student, mandatory attendance, as well as an evaluation of feedback given to peers using online tutorials. Students will also be expected to write submit their Interim Proposal outline</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>N/A</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>NA</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Kelly Dore      Email: dore@mcmaster.ca      Extension: 22956      Date: January 16, 2013</p>

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

SGS/Medy/2011



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		Medical Sciences		
<b>COURSE TITLE</b>		Neurochemistry		
<b>COURSE NUMBER</b>	705	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		R.K. Mishra		
<b>PREREQUISITE(S)</b>				
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>	<input type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Request to uncross-list this course as Neurosciences 705*		
<b>BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.</b> Same description as in the 2012-2013 Graduate Calendar attached				
<b>CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.</b>				

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:
Name: Dr J. Mahony      Email: mahonyj@mcmaster.ca      Extension: 35013      Date: January 15, 2013

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**

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<b>DEPARTMENT/PROGRAM</b>		Medical Sciences		
<b>COURSE TITLE</b>		Clinical Neuroanatomy		
<b>COURSE NUMBER</b>	709	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		A. Ball/ L. Doering		
<b>PREREQUISITE(S)</b>				

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

<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<input type="text"/>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b>	<input type="checkbox"/>	<b>IF YES, PROVIDE THE DATE:</b>	<input type="text"/>
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>							
<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b>					
<b>CHANGE IN COURSE DESCRIPTION</b>	<input type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>					
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>	<input type="checkbox"/>		
<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>					
<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Request to uncross-list this course as Neurosciences 709*					

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

Same description as in the 2012-2013 Graduate Calendar attached

**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.)
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PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:
Name: Dr J. Mahony      Email: mahonyj@mcmaster.ca      Extension: 35013      Date: January 15, 2013

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

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**SCHOOL OF GRADUATE STUDIES**

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

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<b>DEPARTMENT/PROGRAM</b>		Medical Sciences		
<b>COURSE TITLE</b>		Psychoneuroimmunology		
<b>COURSE NUMBER</b>	711	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		B. Sakic		
<b>PREREQUISITE(S)</b>				
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>	<input type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Request to uncross-list this course as Neurosciences 711*		
<b>BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.</b> Same description as in the 2012-2013 Graduate Calendar attached				
<b>CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.</b>				

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
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PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:
Name: Dr J. Mahony      Email: mahonyj@mcmaster.ca      Extension: 35013      Date: January 15, 2013

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**

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<b>DEPARTMENT/PROGRAM</b>		Medical Sciences		
<b>COURSE TITLE</b>		Advanced Concepts of Drug Interaction		
<b>COURSE NUMBER</b>	740	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		R. Mishra/L. Niles		
<b>PREREQUISITE(S)</b>				
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>	<input type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Request to uncross-list this course as Neurosciences 740*		
<b>BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.</b> Same description as in the 2012-2013 Graduate Calendar attached				
<b>CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.</b>				

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
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PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:
Name: Dr J. Mahony      Email: mahonyj@mcmaster.ca      Extension: 35013      Date: January 15, 2013

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

**From:** Dr.B.Frey [mailto:freymb@mcmaster.ca]  
**Sent:** January-17-13 1:15 PM  
**To:** 'Daphne Kilgour'  
**Cc:** Kathryn Murphy  
**Subject:** RE: Graduate Calendar Changes

Hi Daphne,

We approve the courses.

Many thanks,  
Benicio

--

Benicio N. Frey, MD, MSc, PhD  
Assistant Professor, Department of Psychiatry and Behavioural Neurosciences  
McMaster University  
Director, Women's Health Concerns Clinic, St. Joseph's Healthcare Hamilton  
Academic Head, Mood Disorders Program, McMaster University  
301 James Street South, Suite F638  
Hamilton, ON L8P 3B6  
Canada  
Phone: (905) 522-1155 Ext.# 33605  
E-mail: [freymb@mcmaster.ca](mailto:freymb@mcmaster.ca)  
Webpage: [http://fhs.mcmaster.ca/psychiatryneuroscience/frey\\_benicio.html](http://fhs.mcmaster.ca/psychiatryneuroscience/frey_benicio.html)

**From:** Daphne Kilgour [mailto:kilgoud@mcmaster.ca]  
**Sent:** Tuesday, January 15, 2013 3:01 PM  
**To:** [freymb@mcmaster.ca](mailto:freymb@mcmaster.ca)  
**Subject:** Graduate Calendar Changes

Hello Dr Frey,

With the deadline for GPCC submission for all next year's calendar changes coming up quickly, the due date for any such changes is this Friday **January 18<sup>th</sup>** (to Medy Espiritu in SGS). The Med Sci/Neuroscience have cross-listed courses. While some of the courses were uncross-listed after the closure of NBS, Med Sci 705, 709, 711 and 740 still remain and are currently being run through Neuroscience. These courses need to be removed from our Med Sci calendar as cross listed. Could you please send me an email with the approval for these courses from Neuroscience. Sorry for the rush.

Cheers

Daphne

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



**SCHOOL OF GRADUATE STUDIES**

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

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

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3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		Nursing		
<b>COURSE TITLE</b>		Scholarly Paper		
<b>COURSE NUMBER</b>	714	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Jennifer Skelly		
<b>PREREQUISITE(S)</b>		Completion of Core Course Requirements		

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

<b>NEW COURSE</b>	<input checked="" type="checkbox"/>	<b>DATE TO BE OFFERED:</b> January 2014	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>		<b>PROVIDE THE NEW COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>		<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>		<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>		<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER CHANGES</b>		<b>EXPLAIN:</b>		

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**  
 Students must successfully submit a final Scholarly Paper of 15 to 20 pages, approved by the student's supervisor (Nursing Course # )

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**  
 The scholarly paper provides an opportunity for students to demonstrate, in writing, their ability to integrate ideas that reflect current knowledge in either client-focused, research focused, health system-focused or education-focused areas. The scholarly paper is to demonstrate integrative thinking at a general and abstract level.  
  
 This requirement already exists but does not appear on the students transcript by having it as a registered course this will ensure that this mark will be on their transcripts which could be important if considering further graduate studies.



<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>Students must successfully submit a final Scholarly Paper to complete the requirements for the course-based Masters in Nursing. The scholarly paper provides an opportunity for students to demonstrate, in writing, their ability to integrate ideas that reflect current knowledge in either client-focused, research focused, health system-focused or education-focused areas. The scholarly paper is to demonstrate integrative thinking at a general and abstract level. The paper must be 15 to 20 pages, excluding title page, references and appendices, double-spaced using 12-point type and one-inch margins.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>All students completing the MSc Course Based program including those in the MSc/NP combined program.</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>Independent Paper</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Completed papers will be reviewed by 2 examiners and evaluated using the Criteria Rubric for Evaluating Scholarly Paper (see attached)</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>No - Global Health has already established this process GLB HTH 711</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>NO</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p>   <p>Name: Jennifer Skelly      Email: skelly@mcmaster.ca      Extension: 22957      Date submitted: January 18<sup>th</sup> 2013</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/2012

**Criteria for Assessing the Scholarly Paper (course based MSc and NP)**

	<b>Criterion</b>	<b>A – to A+</b>	<b>B- to B+</b>	<b>C (Fail)</b>
<b>Conforming to Outline</b>				
1	Conforms to instructions (e.g., word length)	Submitted within time boundaries and within prescribed parameters.		Submitted late with no allowable reason, and/or deviated from the required parameters
2	Attention to purpose	Comprehensively addressed purpose of the assignment including identifying question(s), the concepts to explore, rationale for selection of topic and relevance to nursing and/or health care	Clearly addressed the purpose of the assignment including identifying question(s), the concepts to explore, rationale for selection of topic and relevance to nursing and/or health care	Failed to address purpose of assignment
<b>Content and Knowledge</b>				
3	Content and range	Comprehensive in-depth understanding of topic and concepts. Highly effective use of current and/or seminal knowledge.	Reasonable understanding of topic and concepts. Appropriate but limited use of current and/or seminal knowledge	Limited knowledge of the topic and concepts. Lacked evidence of use of relevant knowledge. Significantly misused terminology
4	Use of literature/evidence of reading	Thoroughly critically appraised a wide range of literature. Developed and justified own ideas in the process.	Critically appraised the literature and theory gained from a variety of sources. Developed own ideas in the process	Literature is presented in a non-critical, descriptive way. Minimal application of literature
5	Knowledge of theory	Demonstrated comprehensive knowledge and skill in the integration of theory(ies). Justified the selection of theory(ies).	Some integration of theory(ies). Appropriate selection of theory with appropriate but limited use of theory(ies).	Selection of theory(ies) is appropriate but critical aspects are missed or misconstrued.
<b>Thinking/analysis/conclusions</b>				
6	Critical analysis	Built argument for answering the question based on a wide range of critically appraised literature. Analyzed a wide range of information, and comprehensively applied major theory(ies) with a systematic critique of the theory(ies) chosen.	Built argument with the most relevant critically appraised literature. Analyzed a range of information, and applied major theory(ies) with some critique of the theory(ies) chosen.	Lacked critical thought, analysis, or reference to theory
7	Conceptualization	Recognized consistency and inconsistency among concepts/information presented.	Demonstrated understanding in a logical, coherent and clear manner.	Demonstrated a logical and coherent understanding but the discussion is confusing and underdeveloped.
8	Synthesis	Comprehensively reformulated data and concepts towards a given purpose. Identified novel solutions..	Collected/collated and reformulated a range of ideas/information towards a given purpose.	Partially collected/collated and categorized information but in an unstructured manner.
9	Conclusions	Identified weak to strong evidence and weighed their findings appropriately. Offered clear and analytic conclusions well supported by theory and literature.	Conclusions well developed and supported by theory and literature.	Unsubstantiated/invalid conclusions based on anecdotal information or generalization only.
10	Implications for nursing	Comprehensively identified implications for nursing that are substantiated and logically justified.	Clearly identified implications for nursing that are substantiated by the paper	Limited ability or failed to identify relevant implications.
<b>Presentation Style/Format</b>				
11	Clarity of objectives and focus of work	Defined objectives in clear detail		Defined objectives but with lack of clarity
12	Presentation of ideas	Innovative in approach to the topic, and logically organized	Logically organized	Disorganized
13	Clarity of expression (i.e., accuracy, spelling, grammar, punctuation)	Highly fluent writing style throughout. Grammar and spelling accurate.	Fluent writing style. Grammar and spelling mostly accurate.	Does not demonstrate fluent writing style. Frequent grammar or spelling errors
14	Referencing	Consistently accurate. Adheres to APA current edition	References are mainly accurate. Adheres to APA current edition	References contain numerous errors according to current APA edition



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

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

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

<b>DEPARTMENT</b>		School of Nursing, Faculty of Health Sciences						
<b>NAME OF PROGRAM</b>		Graduate Diploma in Advanced Neonatal Nursing Program						
<b>PROGRAM DEGREE</b>	Ph.D. ( )	M.A. ( )	M.A.Sc. ( )	M.B.A. ( )	M. Eng. ( )	M.Sc. ( )	Diploma Program (X)	Other (Specify)
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>								
<b>CHANGE IN ADMISSION REQUIREMENTS</b>			<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>			<b>CHANGE IN COURSE REQUIREMENTS</b>		
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>			<b>EXPLAIN:</b> Add one sentence to address that clinical practicum course can be completed at distance sites (see page 3)					
<b>OTHER</b>	X	<b>EXPLAIN:</b> To request additional clinical practicum sites across Canada (i.e., Neonatal Intensive Care unit [NICU] clinical practicum sites)						

**DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:**

The Graduate Diploma in Advanced Neonatal Nursing (ANN) is currently offered to on-site learners at McMaster University and off-campus learners located in Ottawa and Edmonton, Alberta (approved March 2011 and January 2012, respectively).

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 and Alberta NICU sites under the supervision and guidance of an established team of qualified preceptors and faculty including Neonatologists and Master's prepared neonatal nurse practitioners.

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

Access to the Graduate Diploma in Advanced Neonatal Nursing (ANN) program will be improved by expanding our clinical practicum sites to additional NICUs across Canada.

The 2013-2014 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 Canadian Level 3 NICU sites that meet the following criteria:
  - (i) A designated Level 3 NICU where students can achieve their learning objectives for clinical courses NUR 721 and NUR 722,
  - (ii) Local qualified clinical preceptors (e.g., Nurse Practitioner and Neonatologist), and
  - (iii) Administrative support (e.g., agreement to support students and preceptors during clinical practicum to achieve learning objectives).
 Off-campus enrollment will be limited to three students/site with qualified preceptors.

Similar with the process undertaken to assess and approve the distance practicum sites in Ottawa (2011-2012) and Alberta (2012-2013), the McMaster faculty group will ensure and monitor clinical practicum standards at all sites using the following methods:

- (i) Site assessment and/or visit (May/June) to determine preceptor development, planning, standards, clinical site selection, and evaluation methods;
- (ii) an affiliation agreement; and
- (iii) 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:  
(i) newly funded nurse practitioner positions; (ii) closure of other Canadian neonatal nurse practitioner programs (i.e., University of Alberta and Dalhousie University programs, effective 2010); and (iii) 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 successfully implemented with Ottawa (2011) and Alberta (2012) sites. Quality education and learners' clinical competence were sustained through distance education format as evidenced by the results of our evaluation research (2012). We have received requests from Toronto (SickKids, Sunnybrook), Halifax (IWK), Calgary (Foothills), and Vancouver (BC Children's) for access to distance education to prepare nurse practitioners and meet human health resource needs. These sites are in 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 nurse practitioners. The recommended change to the ANN program will serve to 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 2013

**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**

Pending approval, effective September 2013, we will offer admission to selected applicants from approved Canadian 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 practicum sites and qualified preceptors.

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Marilyn Ballantyne Email: mballan@mcmaster.ca Extension: 21870 Date: December 4, 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](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science - Occupational Therapy Program		
<b>COURSE TITLE</b>		Foundational Knowledge I		
<b>COURSE NUMBER</b>	616	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Carol DeMatteo, Vickie Galea		
<b>PREREQUISITE(S)</b>				

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

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

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

Foundational Knowledge I is the first of two half courses in the first year of the occupational therapy program, which focus on the requisite knowledge in foundational sciences (biological, research, and social) for occupational therapy education, research and practice. Using a self-directed learning approach, students identify their current knowledge level in the three foundational sciences and develop a learning plan. A variety of learning resources are provided by faculty for students to access. Resources include formal learning sessions with faculty, on-line modules via the learning platform (currently Avenue2Learn), online resources and quizzes. At the completion of the course, students develop a portfolio on foundational knowledge with evidence to support the achievement of their individual learning objectives.

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

Knowledge of foundational sciences is considered an important competency within occupational therapy. Foundational Sciences include: Biological Science (Anatomy/physiology); Social Sciences (psychology, sociology, anthropology); and Research Science (basic statistics and measurement). This course, Foundational Knowledge I, is the first of two half courses offered in the first two terms of study in the occupational therapy program. The course has been set up using a self-directed learning approach, in which the students complete a 'self-screening questionnaire' for the three areas of foundational knowledge, then using the results of the questionnaire each student develops a learning plan for the course in the three areas. Students can then access a variety of learning resources depending on their individual learning needs. Learning resources include: formal resource sessions with faculty; modules on Avenue2Learn for each foundational science; lists of online resources for more indepth individual study; and quizzes on each topic area. Readings for the course, including texts, articles and online resources, will be updated each year and listed in the term handbook and/or posted electronically.

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

Evidence from students, faculty and graduates has been mounting over the past few years to develop a course that helps students in first year acquire the requisite foundational knowledge for occupational therapy practice. The purpose of this course and the next on Foundational Knowledge is to provide students with basic knowledge in three key foundational sciences: biological, social and research science. The knowledge gained from these two courses will provide students with the foundation they need for application in all other occupational therapy courses, including Problem based Tutorials, Inquiry Seminars, Skills Labs and Practica. Initial evaluation of student perceptions and knowledge suggests that the course is meeting expectations.

**2. EXPECTED ENROLMENT:**

65 students

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

Course materials are presented in multiple ways to meet the different learning needs of students in the three areas of foundational knowledge.

Week 1 - Self-Screening Questionnaire completed; Introduction to course, foundational sciences and self-directed learning.

Week 2 - Using results of Questionnaire, each student develops a Learning Plan for the key areas of foundational knowledge. Peer evaluation of the Learning Plans reinforces knowledge about self-directed learning.

Weeks 3 - 8: Resource sessions and/or modules on Avenue2Learn, online resources, from which students select.

Weeks 9 - 10: Evaluation of Learning Plans and Portfolios. Students learn about professional portfolios and develop a portfolio for foundational knowledge. Final Exam..

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

1. Completion of Self-screening Questionnaire - complete/incomplete (must be complete before proceeding in course).

2. Learning Plan for Term 1 - worth 25%

3. Peer evaluation of Learning Plan for Term 1 - worth 5% (demonstration of students' learning through evaluation of a peer's plan)

4. Completion of Portfolio on Foundational Knowledge, with Learning Plan as the basis (35%). Portfolio to include: Completed Learning Plan, with evaluated evidence to support achievement of each objective; Two to three - page Self-assessment of Learning of Foundational Knowledge and its application to other course work.

5. Multiple Choice Tests of foundational knowledge (3 tests - 10%, 10%, 15%).

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

no

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

N/A

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

Name: Lori Letts Email: lettsl@mcmaster.ca

Extension: 27816

Date submitted: January 9, 2013

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/2012



**SCHOOL OF GRADUATE STUDIES**

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

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

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

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

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

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

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

This half course builds on Foundational Knowledge 1 to provide students with the requisite knowledge in foundational sciences (biological, social and research) for occupational therapy education, research and practice. Using a self-directed learning approach, students identify their current knowledge level in the three foundational sciences and develop a learning plan. A variety of learning resources are provided by faculty for students to access. Resources include formal learning sessions with faculty, modules on Avenue2Learn, online resources and quizzes. At the completion of the course, students update their portfolio on foundational knowledge and develop an ongoing learning plan to achieve their individual learning objectives.

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

Foundational Knowledge II is the second of two half courses offered in the first two terms of study in the occupational therapy program. The course builds on Foundational Knowledge I, offered in the first term of the program. It has been set up using a self-directed learning approach, in which the students develop a learning plan for the course in the three foundational sciences (biological, social and research). Students then access a variety of learning resources depending on their individualized learning needs. Learning resources include: formal resource sessions with faculty; modules on Avenue2Learn for each foundational science; lists of online resources for more indepth individual study; and quizzes on each topic area. Readings for the course, including texts, articles and online resources, will be updated each year and listed in the term handbook and/or posted electronically.

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

Evidence from students, faculty and graduates has been mounting over the past few years to develop a course that helps students in first year acquire the requisite foundational knowledge for occupational therapy practice. The purpose of this second half course on Foundational Knowledge is to build our students' knowledge in three key foundational sciences: biological, social and research sciences. The knowledge gained from this course will provide students with the foundational knowledge they need for application in all other occupational therapy courses, including Problem based Tutorials, Inquiry Seminars, Skills Labs and Practica. Initial evaluation suggests that the course is addressing this need.

**2. EXPECTED ENROLMENT:**

65 students

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

Course materials are presented in multiple ways to meet the different learning needs of students in the three areas of foundational knowledge. The course progresses as follows:  
Week 1 - Introduction to course and the ongoing development of self-directed learning skills. Second term Learning Plan developed based on results of their self assessment and portfolio review in Term 1. Peer evaluation of Learning Plan is then completed to reinforce students' understanding of self-directed learning and writing measurable Learning Plans.  
Weeks 2 - 8 - Resource sessions and modules on Avenue 2 Learn for students to select from.  
Week 9: Review and evaluation of Learning Plans. Portfolios and new Learning Plans for Term 3 handed in.

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

1. Learning plan for term 2: Complete/incomplete
2. Portfolio on Foundational Knowledge (40%). Portfolio to include: Completed Learning Plan, with evaluated evidence to support achievement of each objective; Two to three - page Self-assessment of Learning of Foundational Knowledge and its application to other course work .
3. Multiple Choice tests (3 tests: 15%, 10%, 15%)
4. Learning plan for OTPII and Term 3: (20%). Students will develop a learning plan to support their learning as they proceed to their second practicum (OTPII) and into their 3<sup>rd</sup> academic term.

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

no

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

N/A

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

Name: Lori Letts Email: lettsl@mcmaster.ca

Extension: 27816

Date submitted: January 9, 2013

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/2012





**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science, Occupational Therapy Program		
<b>COURSE TITLE</b>		Youth and the Development of Self: Inquiry & Integration		
<b>COURSE NUMBER</b>	717	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Cheryl Missiuna, Sandra Moll, Jocelyn Harris, Carol DeMatteo		
<b>PREREQUISITE(S)</b>		II year 1 OT courses		

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

<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<input type="text"/>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b>	<input type="checkbox"/>	<b>IF YES, PROVIDE THE DATE:</b>	<input type="text"/>
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>							
<b>CHANGE IN COURSE TITLE</b>	<input checked="" type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b> Complexities of Practice 1: Children, Youth & Adults - Inquiry & Integration					
<b>CHANGE IN COURSE DESCRIPTION</b>	<input checked="" type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>					
<b>CHANGE TO FULL COURSE</b>	<input checked="" type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>	<input type="checkbox"/>		
<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>					
<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Change in evaluation					

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**  
 The purpose of this course is to provide students with an opportunity to a) learn about a range of theoretical perspectives that inform occupational therapy practice with children, youth and adults, b) understand the key community and health systems that affect practice with children, youth and adults, and c) to integrate the knowledge gained with clinical reasoning and apply to clinical situations. Students will participate in large group seminar sessions as well as weekly problem-based tutorials (PBT).

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**  
 The course is organized from a developmental lens, starting with theory, legislation and health systems issues in pediatrics and progressing to the theory, legislative and systems issues that impact on adults. Topics in pediatrics include theories of motor, cognitive and social/affective development, as well as legislative/systems issues related to working with families, schools, and social services. Topics in adult rehabilitation include theory related to transition to adult services, psychotherapy and advocacy, as well as systems issues related to primary care, mental health, chronic disease management, and the insurance sector. In PBT, students will address complex clinical problems that relate to occupational therapy practice in pediatrics and adult rehabilitation.

Readings for the course, including texts, articles and online resources, will be updated each year and listed in the term handbook and/or posted electronically.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This is a required course for students who are enrolled in the MSc(OT) Program</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>65</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>The large group seminar/plenary component of the course will involve faculty and guest experts/resource people who will share information and facilitate reflection and discussion. In addition, there will be weekly small group tutorial meetings for 2.5 hours per week that are facilitated by either a faculty member or a clinician.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>1. Scholarly paper (outline + final paper) [60%] -Students will choose a pediatric or adult clinical scenario and apply theory and evidence through the occupational therapy process to address the occupational issues relevant to the clinical scenario.  2. Discussion/opinion paper [40%] -Students will write a paper on a system/legislative issue that is outlined and linked to course content. In addition to the paper, there will be a component of session facilitation related to the identified topic area.  3. Tutorial performance (Satisfactory/Unsatisfactory) Students are evaluated on 1) Group skills and functioning, 2) Learning skills and preparation, 3) Critical thinking and knowledge development, 4) Clinical reasoning 5) Feedback and evaluation skills and 6) Professional Behaviour. Students must receive a satisfactory in this component in order to pass the course</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>n/a</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>n/a</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Lori Letts Email: lettsl@mcmaster.ca Extension: 27816 Date submitted: November 12, 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/2012



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science - Occupational Therapy Program		
<b>COURSE TITLE</b>		Youth and the Development of Self: Professional Roles & Experiential Practicum		
<b>COURSE NUMBER</b>	718	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Nancy Pollock, Sandra Moll		
<b>PREREQUISITE(S)</b>		All year 1 courses		

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

<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<input type="text"/>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b>	<input type="checkbox"/>	<b>IF YES, PROVIDE THE DATE:</b>	<input type="text"/>
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>							
<b>CHANGE IN COURSE TITLE</b>	<input checked="" type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b> Complexities of Practice 1: Children, Youth and Adults – Professional Reasoning and Skills					
<b>CHANGE IN COURSE DESCRIPTION</b>	<input checked="" type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>					
<b>CHANGE TO FULL COURSE</b>	<input checked="" type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>			
<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>					
<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Change in evaluation.					

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

This course is designed to provide opportunities for the student to learn advanced practice skills in occupational therapy as they relate to working with children, adolescents and adults in their communities. Course content builds on knowledge and skills from previous terms with a focus on in-depth and "hands on" exploration of evidence-based assessments, interventions and service-delivery models in child, youth and adult psychosocial and physical rehabilitation. Emphasis will be placed on applying the learning to case-scenarios with an in-depth exploration of models of practice, roles, and practice settings.

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

The course is organized developmentally using scenarios throughout the term, progressing from infants to working age adults. The first half of the course will focus on children, including knowledge and skills related to managing developmental disabilities in a range of settings (e.g. inpatient, child care, school, home and community). The second half of the course will focus on adolescents and adults, with knowledge and skill development related to addressing mental health and addictions issues, as well as acute trauma and chronic disease. The scenarios will be used as a springboard for application of theory, and approaches to evaluation and intervention.

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

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This is a required course for students who are enrolled in the MSc(OT) Programme.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>Approximately 65</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>The course utilizes a mix of large group plenary sessions, small break-out groups, individual and work in pairs for practice sessions. Students will be expected to be prepared for each session by completing readings and pre-defined activities specific to the skills being introduced.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>The course includes three evaluation components:</p> <ol style="list-style-type: none"> <li>1. Developmental assessment (25%) Students will conduct a developmental assessment of a typically developing child then prepare a clinical report of the findings and a self assessment of the experience.</li> <li>2. Clinical scenario exam -part 1 (30%) A practical examination consisting of 2 video or written clinical scenarios involving synthesis and application of knowledge and skills related to working with children and families.</li> <li>3. Clinical scenario exam -part 2 (45%) A practical examination consisting of 3 video or written clinical scenarios involving synthesis and application of knowledge and skills related to working with adolescents and adults.</li> </ol>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>N/A</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Lori Letts Email: llettsl@mcmaster.ca Extension: 27816 Date submitted: November 7, 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/2012



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science: Occupational Therapy Program		
<b>COURSE TITLE</b>		Adulthood Community and Participation: Inquiry and Integration V		
<b>COURSE NUMBER</b>	727	<b>COURSE CREDIT</b>		
		FULL COURSE ( )	HALF COURSE (X)	QUARTER (MODULE) ( )
<b>INSTRUCTOR(S)</b>		Seanne wilkins, Brenda Vrkljan		
<b>PREREQUISITE(S)</b>		none		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> If YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO</b> If YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). <b>NOTE:</b> CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>	<input type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>	<input checked="" type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b> Reorganization of courses within the OT program. Information within this course is being incorporated into other courses.		
<b>OTHER CHANGES</b>	<input type="checkbox"/>	<b>EXPLAIN:</b>		
<b>BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.</b>				
<b>CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.</b>				

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:
Name: Lori Letts Email: lettsl@mcmaster.ca Extension: 27816 Date: October 31, 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**

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<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science: Occupational Therapy Program		
<b>COURSE TITLE</b>		Adulthood, Community Participation: Professional Roles and Experiential Practicum V		
<b>COURSE NUMBER</b>	728	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Brenda Vrkljan, Lorie Shimmell		
<b>PREREQUISITE(S)</b>		none		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> If YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO</b> If YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). <b>NOTE:</b> CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	PROVIDE THE NEW COURSE TITLE:		
<b>CHANGE IN COURSE DESCRIPTION</b>	<input type="checkbox"/>	600-LEVEL COURSE ( <i>Undergraduate course for graduate credit</i> ) Please see #4 on page 2 of this form		
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>	<input checked="" type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b> Reorganization of courses within the OT program. Information within this course is being incorporated into other courses.		
<b>OTHER CHANGES</b>	<input type="checkbox"/>	<b>EXPLAIN:</b>		
<b>BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.</b>				
<b>CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.</b>				

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:
Name: Lori Letts Email: lettsl@mcmaster.ca Extension: 27816 Date: October 31, 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**

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

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science: Occupational Therapy Program		
<b>COURSE TITLE</b>		Occupational Therapy Practicum III		
<b>COURSE NUMBER</b>	729	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Lorie Shimmell		
<b>PREREQUISITE(S)</b>		616, 617, 618, 619, 626, 627, 628, 629, 637, 638, 717, 718, 747		

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

<b>NEW COURSE</b>	<input checked="" type="checkbox"/>	<b>DATE TO BE OFFERED:</b> Sep/13-Feb/14	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>		<b>PROVIDE THE NEW COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>		<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>		<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>		<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER CHANGES</b>		<b>EXPLAIN:</b>		

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

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

This is a Level 3 (A) placement, the foci of which are on becoming increasingly independent working with clients, refinement of critical analysis skills within a fieldwork setting, engagement in professional activities. The student expands level of professional knowledge, skills, attitudes and behaviours; development of professional reasoning and problem-solving skills; planning, implementation and evaluation of all aspects of a program of occupational therapy; integration of constructive feedback into performance; and integration of previous academic and fieldwork experiences with current experience. Student shares and assumes responsibility for all components of practice such as referral analysis, assessment, planning, implementation of intervention programs, discharge planning and follow-up.

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

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

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

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This is a required course for all students in the MSc(OT) Program</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>65 students per year</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>this course will include sessions scheduled during the academic portion of the fall term to discuss information relevant to clinical education.</p> <p>Students will have a full-time 8-week Occupational Therapy Practicum III; typically practicum will begin the first week of January each year. A variety of facilities, settings, and placement types will be offered.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Overall grade assigned: pass / fail</p> <p>Individual Components:  Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT) (includes 8-point Visual Analogue Scale (VAS) and individual learning objectives).  Using the CBFE-OT, in preparation for both the midterm and final evaluations, the student and preceptor will independently complete a written evaluation, including ratings and written feedback in each of 7 competencies*, and an overall rating and feedback of student's performance.  An evaluation meeting will be held at midterm and final by student and preceptor to discuss/ finalize ratings of and comments about student performance. After Final Evaluation, the preceptor provides specific comments for each competency and recommends a pass or fail in the Occupational Therapy Practice III course.  The Course Coordinator takes into consideration the recommendation of the preceptor on the CBFE-OT and assigns a final grade.</p> <p>*Please see attached page for list of competencies.</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>No. This course is intended exclusively for full-time students in the MSc(OT) Program.</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>Not applicable</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p>   <p>Name: Lori Letts Email: lettsl@mcmaster.ca                      Extension: 27816                      Date submitted: January 18, 2013</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/2012

School of Rehabilitation Science: Occupational Therapy Program  
Occupational Therapy Practica I, II, III, IV

\*

4. Method of Evaluation, continued

The following competencies are evaluated using the CBE-OT:

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



**SCHOOL OF GRADUATE STUDIES**

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

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

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science – Occupational Therapy Program		
<b>COURSE TITLE</b>		Transition to Practice: Inquiry and Integration VI		
<b>COURSE NUMBER</b>	737	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Sandra Moll, Brenda Vrkljan		
<b>PREREQUISITE(S)</b>		All Year 1 occupational therapy courses, OT 717, 718, 747, 719, 729		

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

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

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

The purpose of this course is to provide students with opportunities to; a) pursue advanced knowledge and understanding of complex concepts and system issues underlying occupational therapy practice with older adults, and b) to explore transition to practice issues related to inter-professional collaboration and positioning the role of occupational therapy in a changing healthcare environment. Students will participate in large group seminar sessions, as well as inter-professional seminars and workshops. In addition, they will participate in weekly problem-based tutorials.

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

The first half of the course will focus on complex practice issues specific to occupational therapy practice with older adults. In large group seminars, students will focus on both theories of aging and understanding service delivery systems in relation to older adults. In the PBT component during the first half of the course, clinical scenarios will address common issues addressed in occupational therapy practice with older adults. The second half of the course has more focus on supporting students to consider issues related to their transition to entering professional practice. In the large group, interprofessional and profession-specific lectures will focus on changing practice environments, including opportunities to develop program or business proposals. In PBT, students will be engaged in addressing unmet learning needs by developing PBT scenarios independently for their groups.

Readings for the course, including texts, articles and online resources will be updated each year and listed in the Term handbook and/or posted electronically.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This course is in the final term of study. The first half focuses on occupational therapy practice in late life (following a focus in the previous term on children, youth and adults). The second half turns to support students to prepare to transition into entry-level practice. The course is a required course.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>approximately 65</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>The large group, seminar/plenary component of the course will involve faculty and guest experts/resource people who will, each week, focus discussion and facilitate student engagement in interactive discussion. Small group tutorials will involve weekly meetings for 2.5 hours per week with tutor facilitation/support.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>1. Scholarly paper [40%]: Students will identify a community/population-level need or issue, and work through the occupational therapy process model to address the identified occupational issue(s).  2. Business proposal [35%]: The purpose of the assignment is to design a new OT role, clinical program, or business, and to develop a proposal for funding. The proposal will include an approach to needs assessment, a program description, a budget and an implementation and evaluation plan.  3. Problem-based tutorial scenario development and facilitation [25%]: Students will be responsible to create a PBT scenario, and provide resources for their peers; they will be evaluated on scenario development of the scenario and group facilitation.  4. PBT tutorial performance (satisfactory/unsatisfactory) - students must receive a satisfactory in this component in order to pass the course.</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>N/A</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Lori Letts Email: lettsl@mcmaster.ca Extension: 27816 Date submitted: November 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/2012



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science - Occupational Therapy Program		
<b>COURSE TITLE</b>		Transition to Practice: Professional Roles and Experiential Practicum VI		
<b>COURSE NUMBER</b>	738	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Brenda Vrkljan and Debra Stewart		
<b>PREREQUISITE(S)</b>		Completion of all previous terms and courses		

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

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

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

This course is divided into two parts, to provide opportunities for students to learn practice skills in occupational therapy as they relate to a) working with older adults in their communities, and b) preparing for transition to practice in a wide variety of settings. Course content builds on knowledge and skills from previous terms with a focus on in-depth and advanced exploration of evidence based assessments, interventions and service delivery models in complex areas of occupational therapy practice. In the second half of this course, students design and run their own workshops to prepare for the transition into current practice environments.

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

Topics in the first half of the course focus on reasoning and skills as applied to occupational therapy practice with older adults (e.g., stroke recovery, working with people with cognitive impairments, mobility issues such as seating and driving, etc). In the second half of the course, advanced practice skills that integrate knowledge of human occupation and health across the lifespan and in different practice settings are reinforced. Professional competence is enhanced through student-led skills workshops. Textbooks for this term are drawn from the list of required texts for the whole occupational therapy program.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This required course is in the fifth term of the program, in which students are expected to integrate clinical reasoning skills and apply them to more complex scenarios and practice settings, and to enhance their lifelong learning strategies for clinical practice.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>65 students</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>Students will be engaged in a combination of large group discussion and small group workshop sessions in the classroom setting. In the second half of the course, students participate in student-led weekly practice workshops which combine large group discussion with breakout groups for skill enhancement.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>1. Professional Competency Portfolio (complete/incomplete): Individually, students will review their preparation, identify learning gaps, and develop learning plans to address preparation for practice. The portfolio must be satisfactorily completed to pass the course.  2. The SOLE (50%) is a 24 hour oral and take home examination, that reflects actual clinical situations. This 3-part examination entails a 1-1 encounter between student and evaluator. Students review 2 clinical scenarios each, independently gather and synthesize information, and review clinical approaches for each scenario with the evaluator.  3. In-depth Consultation Report (25%): Students work in small groups on a report based on a real-life community situation, including a needs assessment as well as recommendations.  4. Student-led practice workshops (25%). In the second half of the course, students will work in small groups to develop and run a 2.5 hour workshop for their peers, to address class-identified learning gaps.</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>no</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Lori Letts Email: lettsl@mcmaster.ca Extension: 27816 Date submitted: November 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/2012



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science, Occupational Therapy Program		
<b>COURSE TITLE</b>		Occupational Therapy Practicum IV		
<b>COURSE NUMBER</b>	739	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Lorie Shimmell		
<b>PREREQUISITE(S)</b>		616, 617, 618, 619, 626, 627, 628, 629, 637, 638, 717, 718, 747, 729, 737, 738, 749		

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

<b>NEW COURSE</b>	<input checked="" type="checkbox"/>	<b>DATE TO BE OFFERED:</b> Mar/14-Sept/14	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>		<b>PROVIDE THE NEW COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>		<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>		<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>		<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER CHANGES</b>		<b>EXPLAIN:</b>		

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

His course will provide the opportunity for students to apply occupational therapy knowledge, skills, and professional behaviours in a variety of environments in which occupational therapists provide service. Prior to completion of the full-time two-year program, students will gain experience in four settings, one of which will offer exposure to mental health issues. This is a Level 3(B) placement, the foci of which are on consolidating knowledge, skills, professional attitudes and behaviours necessary to enter professional practice. This includes becoming increasingly independent working with clients, refinement of critical analysis skills within a fieldwork setting, and engagement in professional activities. The student further expands development of professional reasoning and problem-solving skills; planning, implementation and evaluation of all aspects of a program of occupational therapy; integration of constructive feedback into performance; and integration of previous academic and fieldwork experiences with current experience. Student assumes responsibility for all components of practice such as referral analysis, assessment, planning, implementation of intervention programs, discharge planning and follow-up. Independence in working with individuals, groups and/or organizations at the level of a competent entry-level occupational therapist.

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

The objective of this course is to provide students with the opportunity to apply the knowledge, skills and professional behaviours they have gained in the academic setting, within an occupational therapy practice. Students are evaluated by regulated occupational therapists (preceptors), who share their professional and clinical expertise with student occupational therapists, in order for student occupational therapists to prepare for occupational therapy practice. There is one specific text associated with the course (see below). Students may be provided with and/or may access readings from various resources including but not limited to research literature, various texts, information from professional associations, or from the facility.  
Bossers, A., Miller, L.T., Polatajko, H.J., & Hartley, M. (2007). Competency based fieldwork evaluation for occupational therapists (CBFE-OT). Scarborough, ON: Thomson Nelson.



<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This is a required course for all students in the MSc(OT) Program</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>65 students per year</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>This course will include sessions scheduled during the academic portion of the term to discuss information relevant to clinical education.</p> <p>Students will have a full-time 8-week Occupational Therapy Practicum IV following the end of the Term 5 academic term. A variety of facilities, settings, and placement types will be offered.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Overall grade assigned: pass / fail</p> <p>Individual Components:  Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT) (includes 8-point Visual Analogue Scale (VAS) and individual learning objectives).  Using the CBFE-OT, in preparation for both the midterm and final evaluations, the student and preceptor will independently complete a written evaluation, including ratings and written feedback in each of 7 competencies*, and an overall rating and feedback of student's performance.  An evaluation meeting will be held at midterm and final by student and preceptor to discuss/ finalize ratings of and comments about student performance. After Final Evaluation, the preceptor provides specific comments for each competency and recommends a pass or fail in the Occupational Therapy Practice IV course.  The Course Coordinator takes into consideration the recommendation of the preceptor on the CBFE-OT and assigns a final grade.</p> <p>*Please see attached page for list of competencies.</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>No. This course is intended exclusively for full-time students in the MSc(OT) Program.</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>Not applicable</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Lori Letts Email: lettsl@mcmaster.ca Extension: 27816 Date submitted: January 18, 2013</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.

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School of Rehabilitation Science: Occupational Therapy Program  
Occupational Therapy Practica I, II, III, IV

\*

4. Method of Evaluation, continued

The following competencies are evaluated using the CBE-OT:

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



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science – Occupational Therapy Program		
<b>COURSE TITLE</b>		Transition to Practice: Evidence Based Practice IV		
<b>COURSE NUMBER</b>	747	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Jackie Bosch & Lori Letts		
<b>PREREQUISITE(S)</b>		All year 1 Occupational therapy courses		

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

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

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

The course is a full course that runs in Term 4 of the 2nd year of the MSc OT program. It offers both large and small group learning opportunities that support students to use EBP processes to be consumers of evidence. Large group sessions will be structured to ensure students gain basic skills required for appraisal of research evidence. The small group sessions will support students to further refine their skills in searching, appraising, and applying research and other evidence related to practice dilemmas.

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

Major topics to be covered in the large group sessions include:

1. Focusing the question.
2. Searching the literature
3. Critical appraisal of a variety of research methodologies including qualitative and quantitative designs
4. Synthesizing and applying evidence to practice.

Seminar groups will provide students opportunities to work through each of these topics related to assigned and self-generated practice dilemmas, so that they can learn about the application of the evidence-based practice process as applied to occupational therapy practice.

The major text to be used in this course is:

Law, M., & MacDermid, J. (Eds.). (2008). Evidence-based rehabilitation: A guide to practice (2nd ed.). Thorofare, NJ: Slack Incorporated.

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

The course objectives align with the department's goal to ensure that students have all competencies articulated in the Profile of Occupational Therapy Practice in Canada (CAOT, 2012), including competencies under the heading Scholarly practitioner:

- 6.1.3 Regularly review new knowledge and determine applicability to practice;
- 6.1.4 Integrate new learning and evidence into practice;
- 6.1.5 Evaluate the impact of any change in practice;
- 6.2.1 Critically appraise best evidence in order to address client, service, or practice questions;
- 6.2.2 integrate critical appraisal conclusions into daily practice.

The following subset of overall Evidence Based Practice objectives apply to this course:

- 1) Understand the nature and scope of inquiry/research in a practice profession.
- 2) Understand the core elements of research design and methodology.
- 3) Access and critically appraise resources to address/support client, service, or practice issues/decisions.
- 4) Apply the principles of evidence-based practice and evidence-based clinical reasoning.

**2. EXPECTED ENROLMENT:**

65 students per year

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

Large group sessions will be led by faculty. Small seminar groups will be facilitated by experienced researchers.

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

Multiple Choice Question Exam (20%): Students will complete a multiple choice exam of approximately 40 questions covering the application of both qualitative and quantitative methodologies in rehabilitation research.  
Critically Appraised Dilemma (two papers: 30%; 50%): Students will complete two critically appraised dilemma assignments. Each assignment will involve a written handout and an oral presentation to a seminar group and facilitator. Grading will be based on the handout and the oral presentation. The first topic will be provided to students; students will generate their own topic for the second dilemma.  
Participation (satisfactory/unsatisfactory): Participation will include the students' ability to engage in discussions and ask questions of peers when peers are presenting dilemmas in the seminar group setting, as well as the ability to provide constructive and positive feedback. Students must receive a satisfactory to pass the course.

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

no overlap

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

not applicable

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

Name: Lori Letts Email: [lettstl@mcmaster.ca](mailto:lettstl@mcmaster.ca)

Extension: 27816

Date submitted: November 5, 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/2012



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science: Occupational Therapy Program		
<b>COURSE TITLE</b>		Transition to Practice: Evidence Based Practice V		
<b>COURSE NUMBER</b>	748	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Carol DeMatteo and Bonny Jung		
<b>PREREQUISITE(S)</b>		none		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> If YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO</b> If YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). <b>NOTE:</b> CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED.				
<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>	<input type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>	<input checked="" type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b> Reorganization of courses within the OT program. Information within this course is being incorporated into other courses.		
<b>OTHER CHANGES</b>	<input type="checkbox"/>	<b>EXPLAIN:</b>		
<b>BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.</b>				
<b>CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.</b>				

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:
Name: Lori Letts Email: lettsl@mcmaster.ca Extension: 27816 Date: October 31, 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](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science – Occupational Therapy Program		
<b>COURSE TITLE</b>		Transition to practice: Evidence based Practice VI		
<b>COURSE NUMBER</b>	749	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Carol DeMatteo and Bonny Jung		
<b>PREREQUISITE(S)</b>		Term 1, 2, 3, 4		

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

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

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

This full course runs in Term 5 of the second year of the M.Sc.(OT) Program. It builds on Complexities of Practice I: Enhancing Evidence based Practice Skills in Term 4. Students will have dedicated time to conduct self-directed, independent work on their evidence based project under the guidance of project supervisors and faculty. Topics for large group resource sessions will be developed based on student needs and negotiated with course coordinators. Students will also participate in an interactive on-line program evaluation module.

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

This course includes a Program Evaluation web course, an interactive, self-directed web learning experience. In addition, students begin and complete their evidence based project under the guidance of supervisors and course coordinators. Protected project hours with project supervisors and large group resource sessions are provided to address topics arising from the projects. The course ends with a scholarly symposium which offers students the opportunity to present their project findings in a variety of knowledge translation approaches (workshop, poster, or presentation) as well as a written report.

Kielhofner, G. (Ed.) 2006. Research in occupational therapy: Methods of inquiry for enhancing practice. Philadelphia: F.A Davis.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>See attached Appendix 1: OT 749 Statement of Purpose</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>60-65 students per year</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>Small group: Students work independently in small groups in a variety of settings (e.g., clinical unit, university environment) to implement individualized learning plans related to specific evidence-based projects.  On-Line module: Through Avenue2Learn, students will engage in content on program evaluation processes and methods.  Large group: Resources sessions will focus on selected research topics relevant to the students' projects.  Small group resource sessions: Students will meet regularly with their project supervisors and course coordinators as they complete their projects.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Program Logic Model and Evaluation=30%  Project Learning Contract=complete/incomplete  Research Ethics on-lineTutorial=complete/incomplete  EBP Project Symposium (workshop, oral presentation, poster)=35%  EBP Final Product (written report)=35%</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>No overlap</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>Not applicable.</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Lori Letts Email: lettsl@mcmaster.ca      Extension: 27816      Date submitted: January 18, 2013</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/2012



## **Appendix 1: OT 749 Statement of Purpose**

### **Courses 749**

#### **Statement of Purpose entry**

The course objectives align with the department's goal to ensure that students have all competencies articulated in the Profile of Occupational Therapy Practice in Canada (CAOT, 2012), including competencies under the heading Scholarly practitioner:

- 6.1.3 Regularly review new knowledge and determine applicability to practice;
- 6.1.4 Integrate new learning and evidence into practice;
- 6.1.5 Evaluate the impact of any change in practice;
- 6.2.1 Critically appraise best evidence in order to address client, service, or practice questions;
- 6.2.2 Integrate critical appraisal conclusions into daily practice.

The following subset of overall Evidence Based Practice objectives apply to this course:

- 1) Understand the nature and scope of inquiry/research in a practice profession.
- 2) Understand the core elements of research design and methodology.
- 3) Generate, integrate, and apply evidence in a professional context
- 4) Apply the principles of evidence-based practice and evidence-based clinical reasoning
- 5) Access and critically appraise resources to address/support, service, or practice issues/decisions.
- 6) Develop and implement strategies that promote knowledge translation

Carol DeMatteo and Bonny Jung (Nov 15, 2012)



**SCHOOL OF GRADUATE STUDIES**

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

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

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science / Physiotherapy Program		
<b>COURSE TITLE</b>		Physiotherapy Clinical Practice I		
<b>COURSE NUMBER</b>	624	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Sarah Wojkowski		
<b>PREREQUISITE(S)</b>		None		

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

<b>NEW COURSE</b>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> If Yes, Provide the Date:
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WILL THE COURSE BE **CROSS-LISTED** WITH ANOTHER DEPARTMENT? No If Yes, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). **NOTE:** CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.

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

<b>COURSE CANCELLATION</b>	PROVIDE THE REASON FOR COURSE CANCELLATION:
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<b>OTHER CHANGES</b>	X	<b>EXPLAIN:</b> Update course information to reflect current status (i.e. change in instructor) Update course information to reflect the new assignments /components to be added (see eval section)
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**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

The Unit II clinical practice course will provide the opportunity for students to apply physiotherapy assessment and management skills with clients that present primarily with musculoskeletal conditions in a variety of clinical settings. The clinical settings many include the community, hospital or long term care /rehabilitation centers. The course is evaluated on a pass / fail basis.

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

The objective of this course is to provide students with the opportunity to apply the knowledge and skills they have gained in the academic setting to a clinical setting. Students are supervised by regulated health care professionals (clinical instructors) who share their professional and clinical expertise with the students in order to prepare the students for physiotherapy practice. There are no specific texts associated with the course. In place of texts students may be provided with and / or may access readings from various resources including, but not limited to, research literature, various texts, information from professional associations or the facility.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This is a required course for all students in the MSc(PT) program</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>65 students per year</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>Students will begin their first 6 week clinical placement following the end of the academic unit. A variety of clinical facilities, settings and placement types will be offered, with an emphasis on musculoskeletal conditions.</p> <p>Clinical education lectures will be scheduled during the academic portion of the unit to discuss information relevant to clinical education</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Overall grade: Pass or Fail  *Students must obtain a mark of 70 or better in all components in order to pass the course</p> <p>Individual Components  Clinical Performance Instrument (CPI) : 55%  Learning Contract and Clinical Education Goals: 35%  In class Evaluation: 10%</p> <p>See attached form for a description of each component</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>No - this course is intended exclusively for students in the MSc(PT) Program</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>NA</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p>   <p>Name: Vanina Dal Bello Haas      Email: vdalbel@mcmaster.ca      Extension: 27822      Date submitted:</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/2012



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science / Physiotherapy Program		
<b>COURSE TITLE</b>		Physiotherapy Clinical Practice II		
<b>COURSE NUMBER</b>	634	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Sarah Wojkowski		
<b>PREREQUISITE(S)</b>		None		

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

<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<input type="text"/>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> If Yes, Provide the Date:	<input type="text"/>
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? No</b> If Yes, Attach to this form any relevant correspondence with the other department(s). <b>NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>					
<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b>			
<b>CHANGE IN COURSE DESCRIPTION</b>	<input checked="" type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>			
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>	<input type="checkbox"/>
<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>			
<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Update course information to reflect current status (i.e. change in instructor) Update course information to reflect the new assignments /components to be added (see eval section)			

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**  
 The Unit III clinical practice course will provide the opportunity for students to apply physiotherapy assessment and management skills with clients that present primarily with musculoskeletal or cardiorespiratory conditions in a variety of clinical settings. The clinical settings many include the community, hospital or long term care / rehabilitation centres. The course is evaluated on a pass / fail basis.

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**  
 The objective of this course is to provide students with the opportunity to apply the knowledge and skills they have gained in the academic setting to a clinical setting. Students are supervised by regulated health care professionals (clinical instructors) who share their professional and clinical expertise with the students in order to prepare the students for physiotherapy practice. There are no specific texts associated with the course. In place of texts students may be provided with and / or may access readings from various resources including, but not limited to, research literature, various texts, information from professional associations or the facility.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This is a required course for all students in the MSc(PT) program</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>65 students per year</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>Students will begin their second 6 week clinical placement following the end of the academic unit. A variety of clinical facilities, settings and placement types will be offered, with an emphasis on musculoskeletal or cardiorespiratory conditions.</p> <p>Clinical education lectures will be scheduled during the academic portion of the unit to discuss information relevant to clinical education</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Overall grade: Pass or Fail  *Students must obtain a mark of 70 or better in all components in order to pass the course</p> <p>Individual Components  Clinical Performance Instrument (CPI) : 55%  Learning Contract and Clinical Education Goals: 35%  In class Evaluation: 10%</p> <p>See attached form for a description of each component</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>No - this course is intended exclusively for students in the MSc(PT) Program</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>NA</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p>    <p>Name: Vanina Dal Bello Haas      Email: vdalbel@mcmaster.ca      Extension: 27822      Date submitted:</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/2012



**SCHOOL OF GRADUATE STUDIES**

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

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

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science / Physiotherapy Program		
<b>COURSE TITLE</b>		Physiotherapy Clinical Practice III		
<b>COURSE NUMBER</b>	714	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Sarah Wojkowski		
<b>PREREQUISITE(S)</b>		None		

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

<b>NEW COURSE</b>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> If Yes, Provide the Date:
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WILL THE COURSE BE **CROSS-LISTED** WITH ANOTHER DEPARTMENT? No If Yes, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). **NOTE:** CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.

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

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

<b>COURSE CANCELLATION</b>	PROVIDE THE REASON FOR COURSE CANCELLATION:
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<b>OTHER CHANGES</b>	X	<b>EXPLAIN:</b> Update course information to reflect current status (i.e. change in instructor) Update course information to reflect the new assignments /components to be added (see eval section)
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**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

The Unit IV clinical practice course will provide the opportunity for students to apply physiotherapy assessment and management skills with clients that present primarily with musculoskeletal, cardiorespiratory, or neurological conditions in a variety of clinical settings. The clinical settings many include the community, hospital or long term care / rehabilitation centres. The course is evaluated on a pass / fail basis.

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

The objective of this course is to provide students with the opportunity to apply the knowledge and skills they have gained in the academic setting to a clinical setting. Students are supervised by regulated health care professionals (clinical instructors) who share their professional and clinical expertise with the students in order to prepare the students for physiotherapy practice. There are no specific texts associated with the course. In place of texts students may be provided with and / or may access readings from various resources including, but not limited to, research literature, various texts, information from professional associations or the facility.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This is a required course for all students in the MSc(PT) program</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>65 students per year</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>Students will begin their third 6 week clinical placement following the end of the academic unit. A variety of clinical facilities, settings and placement types will be offered.</p> <p>Clinical education lectures will be scheduled during the academic portion of the unit to discuss information relevant to clinical education</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Overall grade: Pass or Fail  *Students must obtain a mark of 70 or better in all components in order to pass the course</p> <p>Individual Components  Clinical Performance Instrument (CPI) : 55%  Learning Contract and Clinical Education Goals: 35%  In class Evaluation: 10%</p> <p>See attached form for a description of each component</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>No - this course is intended exclusively for students in the MSc(PT) Program</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>NA</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Vanina Dal Bello Haas      Email: vdalbel@mcmaster.ca      Extension: 27822      Date submitted:</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.

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**SCHOOL OF GRADUATE STUDIES**

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<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science / Physiotherapy Program		
<b>COURSE TITLE</b>		Physiotherapy Clinical Practice IV		
<b>COURSE NUMBER</b>	724	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Sarah Wojkowski		
<b>PREREQUISITE(S)</b>		None		

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

<b>NEW COURSE</b>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> If Yes, Provide the Date:
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**WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO** If Yes, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). **NOTE:** CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.

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

<b>COURSE CANCELLATION</b>	PROVIDE THE REASON FOR COURSE CANCELLATION:
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<b>OTHER CHANGES</b>	X	<b>EXPLAIN:</b> Update course information to reflect current status (i.e. change in instructor) Update course information to reflect the new assignments /components to be added (see eval section)
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**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**  
The Unit V clinical practice course will provide the opportunity for students to apply physiotherapy assessment and management skills with clients that present with musculoskeletal, cardiorespiratory, or neurological conditions in a variety of clinical settings. The clinical settings many include the community, hospital or long term care /rehabilitation centres. The course is evaluated on a pass / fail basis.

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**  
The objective of this course is to provide students with the opportunity to apply the knowledge and skills they have gained in the academic setting to a clinical setting. Students are supervised by regulated health care professionals (clinical instructors) who share their professional and clinical expertise with the students in order to prepare the students for physiotherapy practice. There are no specific texts associated with the course. In place of texts students may be provided with and / or may access readings from various resources including, but not limited to, research literature, various texts, information from professional associations or the facility.



<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This is a required course for all students in the MSc(PT) program</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>65 students per year</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>Students will begin their fourth 6 week clinical placement following the end of the academic unit. A variety of clinical facilities, settings and placement types will be offered.</p> <p>Clinical education lectures will be scheduled during the academic portion of the unit to discuss information relevant to clinical education</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Overall grade: Pass or Fail  *Students must obtain a mark of 70 or better in all components in order to pass the course</p> <p>Individual Components  Clinical Performance Instrument (CPI) : 55%  Learning Contract and Clinical Education Goals: 35%  In class Evaluation: 10%</p> <p>See attached form for a description of each component</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>No - this course is intended exclusively for students in the MSc(PT) Program</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>NA</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p>   <p>Name: Vanina Dal Bello Haas      Email: vdalbel@mcmaster.ca      Extension: 27822      Date submitted:</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/2012



**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.

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science / Physiotherapy Program		
<b>COURSE TITLE</b>		Physiotherapy Clinical Practice V		
<b>COURSE NUMBER</b>	734	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Sarah Wojkowski		
<b>PREREQUISITE(S)</b>		None		

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

<b>NEW COURSE</b>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> If Yes, Provide the Date:
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**WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO** If Yes, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). **NOTE:** CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.

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

<b>COURSE CANCELLATION</b>	PROVIDE THE REASON FOR COURSE CANCELLATION:
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<b>OTHER CHANGES</b>	X	<b>EXPLAIN:</b> Update course information to reflect current status (i.e. change in instructor) Update course information to reflect the new assignments /components to be added (see eval section)
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**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

The Unit VI clinical practice course will provide the opportunity for students to apply physiotherapy assessment and management skills with clients that present with musculoskeletal, cardiorespiratory, or neurological conditions in a variety of clinical settings. The clinical settings many include the community, hospital or long term care /rehabilitation centres. The course is evaluated on a pass / fail basis.

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

The objective of this course is to provide students with the opportunity to apply the knowledge and skills they have gained in the academic setting to a clinical setting. Students are supervised by regulated health care professionals (clinical instructors) who share their professional and clinical expertise with the students in order to prepare the students for physiotherapy practice. There are no specific texts associated with the course. In place of texts students may be provided with and / or may access readings from various resources including, but not limited to, research literature, various texts, information from professional associations or the facility.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This is a required course for all students in the MSc(PT) program</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>65 students per year</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>Students will begin their fifth and final 6 week clinical placement following the end of the academic unit. A variety of clinical facilities, settings and placement types will be offered.</p> <p>Clinical education lectures will be scheduled during the academic portion of the unit to discuss information relevant to clinical education</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Overall grade: Pass or Fail  *Students must obtain a mark of 70 or better in all components in order to pass the course</p> <p>Individual Components  Clinical Performance Instrument (CPI) : 55%  Learning Contract and Clinical Education Goals: 35%  In class Evaluation: 10%</p> <p>See attached form for a description of each component</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>No - this course is intended exclusively for students in the MSc(PT) Program</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>NA</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p>   <p>Name: Vanina Dal Bello Haas      Email: vdalbel@mcmaster.ca      Extension: 27822      Date submitted:</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/2012

## **Proposed Marking Rubric for Clinical Education (all Units)**

The following is an example of how marks would be assigned in clinical education:

Component	Weight
CPI	<b>55% of final mark</b>
Learning Contract & Clinical Education Goals	<b>35% of final mark</b>
In Class Quiz	<b>10% of final mark</b>

**\*note:**

**-a total of 100 marks will be collected over the term**

**-students would be required to obtain a mark of 70 or better to pass the clinical education course.**

### **1. CPI (worth 55% of final mark):**

**Total Marks: 40**

Criteria	Marks	Comment
The first 5 components of the CPI are not rated below 50% on the VAS line	<b>25 (5 marks per component)</b> -3 marks for being marked at or above 50% -2 marks for having comments indicate no concern *Note 3 marks will be deducted if a student is placed at risk of failing at the final for any of these components	A small line will be drawn on the CPI prior to distribution to help indicate where the 50% mark is. Preceptors will be educated that the first 5 will be the most highly weighted in marking the CPI
The remaining 19 components on the CPI	<b>No assigned marks per component (see comments) HOWEVER marks will be deducted from the overall score for any of the following reasons:</b> 1. Student identified at risk of failing at final on any remaining component (-3 per component) 2. Student described as unreceptive to	A number of the components are identified as not applicable to practice settings by preceptors (i.e. economic challenges) – therefore it is difficult to assign marks that will be consistent across settings. Instead, marks will be deducted for reasons described

	<p>feedback in any component (-3 per component)</p> <p>3. Comments indicate that there is concern regarding student performance not appropriate to level of education (-3 per component)</p>	
The CPI is submitted on time and all components are complete	<p><b>5 marks</b></p> <p>1 mark per signature at mid term and final (1 student, 1 preceptor x2 = 4 marks total)</p> <p>1 mark for the cover page being completed with the placement information</p> <p>1 mark for submitting by the required deadline</p>	This aspect of the marking scheme is where we spend the most time following up with students post placement
A self CPI is submitted on time and all components are complete	<p><b>5 marks</b></p> <p>0.5 mark per signature at mid term and final (1 student, 1 preceptor x 2 = 4 marks total)</p> <p>0.5 mark for the cover page being complete</p> <p>-up to 5 marks will be deducted if the self CPI does not demonstrate self reflection by the student (i.e. VAS line markings only without comments)</p>	
Tracking Sheets are submitted on time, and all components are complete	<p><b>5 marks</b></p> <p>1 mark for submitting a signed CR tracking sheet</p> <p>1 mark for submitting a signed neuro tracking sheet</p> <p>2 marks for submitting these by the required deadline</p>	The sheets must be signed regardless of if patients with CR / neuro conditions are treated on placement

	1 mark for clearly indicating what tracking sheet is being submitted (0.5 per sheet)	
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## 2. Learning Contract and Clinical Education Goals (35% of final mark)

Total Marks: 35

Criteria	Marks	Comment
Learning Contract	<b>25 marks</b> -2 marks for each goal being written in SMART format (a min of 5 goals required) (10) -2 marks for each goal being completed (score of 2 at the end of placement on all 5 goals) (10 marks) -2 marks for having the required signatures and dates on the learning contract (i.e. 1 student, 1 preceptor signature at mid term and final) -1 mark for submitting the learning contract on time -2 marks for being legible and submitted on the proper form	Mid term and final signatures on the learning contract is a main area where student follow up is required post placement
Clinical Education Goals	<b>10 marks</b> 2 marks per goal (3 goals min) for being written in SMART format 3 marks for completing placement requirement chart 1 mark for submitting the form on time and in a legible format	This form will be completed at the beginning of every academic term

## 3. In class evaluation (10% of final mark)

**Total Marks - 25**

-Quiz to be completed during a clinical education session and will consist of MCQ and short answer that reflect the content discussed during the term

-Understanding of process will be verified by the students signing off on an information sheet verifying they have been informed about due processes during placements (i.e. what to do if experiencing difficulty)



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT</b>		Rehabilitation Science						
<b>NAME OF PROGRAM</b>		Masters in Rehabilitation Science (online course-based)						
<b>PROGRAM DEGREE</b>	Ph.D. ( )	M.A. ( )	M.A.Sc. ( )	M.B.A. ( )	M. Eng. ( )	M.Sc. ( X )	Diploma Program ( )	Other (Specify)
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>								
<b>CHANGE IN ADMISSION REQUIREMENTS</b>			<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>			<b>CHANGE IN COURSE REQUIREMENTS</b>		
						X		
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>			X			<b>EXPLAIN:</b> To reflect change in course requirements		
<b>OTHER CHANGES</b>		<b>EXPLAIN:</b>						
<b>DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:</b>								
<p>The rehabilitation science online Masters program enrolls distance learners who typically complete one course per term until fulfilling the program requirements of three required courses, five electives and a scholarly paper (worth two credits) for a total of nine credits.</p> <p>The calendar currently says the following:          The following are the course requirements of the online Masters of Rehabilitation Science program. Student complete, with at least a B- standing, a minimum of three (3) required graduate half courses and four (4) electives, plus a scholarly paper. These include:          •RS *705, *706, *708, as the core mandatory (online) courses.          •Four elective courses may be chosen from online Rehabilitation Science options; and on campus options, including on campus Rehabilitation Science courses. Up to two approved distance education courses can be taken at other universities with permission of the Program Coordinator. A list of preapproved courses for electives has been created (see the website) and approved by the Associate Dean of Rehabilitation Science and the Associate Dean of Graduate Studies (Health Sciences).          •The RS 730 scholarly paper to demonstrate integrative thinking while addressing an issue in rehabilitation.</p>								



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

The first change we are proposing is to reduce the number of total credits required by learners from 9 to eight (8) to be more consistent with other course-based master degrees.

The second change we are instituting is to increase the flexibility within our program to meet our varied learners needs. Thus, we wish to provide an option for students to do a truly course based Masters degree where all eight credits would be completed by courses. The second option would involve scholarly work either in a scholarly paper or research project that would be worth two credits.

We propose the changes described above, which would change the calendar to be as indicated below, to reflect this.

**RATIONALE FOR THE RECOMMENDED CHANGE:**

We have compared our program to others on campus and externally. We found that the total number of credits required for a course based Masters is typically 7 to 8 at McMaster (and sometimes lower at other institutions). Currently, all of our learners are completing 7 credits and 2-credit scholarly paper. Some of our learners are requesting opportunities to learn about research through experiential involvement in a research project. There is considerable difficulty finding enough mentors for scholarly papers and allowing the option for a research project option would increase the number of potential mentors and meet the learning needs of our students more effectively. The new research project course and a research methods course have been put forward for approval and will support the depth of research learning available in our online program.

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

September 2013

**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:**

The section noted above would be changed to the following:

The following are the course requirements of the online Masters of Rehabilitation Science program. Student complete, with at least a B-standing, a minimum of three (3) required graduate half courses and five (5) electives. The elective components of the program are customized to the learners needs and may consist of a course-based only option, or a scholarly/research paper option.

- RS \*705, \*706, \*708, are the core mandatory (online) courses.
- Course-based Only Option - Five elective courses are selected in addition to the 3 core mandatory courses. These typically are selected from the RS online course offerings, but may include face-to-face courses on campus where students are able to attend these. Other course options may be approved by the Associate Dean of Rehabilitation Science and the Associate Dean of Graduate Studies (Health Sciences).
- Scholarly/Research Paper Option – Three elective courses are selected in addition to the 3 core mandatory courses. In addition, 2 credits are obtained by completion of a mentored scholarly work. The two choices for this work are: RS 730 – a scholarly paper that demonstrate integrative thinking while addressing an issue in rehabilitation; or RS 735 a supervised research project that provides experiential learning in rehabilitation research and writing of a research paper.

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Joy C MacDermid Email: macderj@mcmaster.ca Extension: 22524 Date: 15/01/2013

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.

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science		
<b>COURSE TITLE</b>		Statistical Methods in Rehabilitation Science		
<b>COURSE NUMBER</b>	714	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Paul Stratford		
<b>PREREQUISITE(S)</b>				
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>	<input type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Change in method of evaluation (see page 2) Textbook change from Daniel to Pagano		
<b>BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.</b>				
<b>CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.</b>				





**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		SRS Graduate Studies		
<b>COURSE TITLE</b>		Advanced Orthopaedic Manipulative Musculoskeletal Physiotherapy Specialization		
<b>COURSE NUMBER</b>	RS 715	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( X )</b>	<b>HALF COURSE ( )</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Anita Gross; Laurie McLaughlin, Pat Miller, Lisa Carlesso		
<b>PREREQUISITE(S)</b>		Level 3 Orthopaedic Division, Canadian Physiotherapy Association or equivalence; and five (5) years clinical experience		

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

<b>NEW COURSE</b>	<input checked="" type="checkbox"/>	<b>DATE TO BE OFFERED:</b> Sept 2013	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO</b> IF YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO</b> IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). <b>NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>		<b>PROVIDE THE NEW COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>		<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>		<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>		<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER CHANGES</b>		<b>EXPLAIN:</b>		

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

This course is designed for graduate physiotherapists who want to obtain advanced clinical skills in orthopedic manipulative musculoskeletal physiotherapy (OMPT) and is designed to comply with requirement of both the Canadian Physiotherapy Association's Clinical Specialty Program and international standards for accreditation. Students apply basic science and clinical evidence to advanced evidence-based clinical reasoning. Students will acquire advanced clinical skills in manipulative physiotherapy, therapeutic exercise and patient education using self-management techniques to provide comprehensive rehabilitation. This course will integrate advanced orthopaedic assessment, vestibular screening, pain assessment, psycho-behavioural screening, neuromodular screening, diagnostics/prognosis, risk/causation assessment, and neuro-musculoskeletal treatment. It has a 150 hour clinical mentorship requirement including engagement in teaching and mentored clinical practice.

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

This course will advance knowledge, clinical reasoning and clinical skills in a orthopedic speciality area. The competency dimensions integrated into each module are: clinical reasoning, EBP integration, biological rationale appreciation, clinical & functional assessment, diagnostics/prognosis, risk/causation assessment/management, advanced MSK treatment including manual therapy and exercise techniques; and complex system integration. This course is designed to be delivered over 2 terms with 12 session plus 1 OSCE per term. There are 7 modules per term that integrate the competency dimensions: 1. Cervical Spine/UE, vestibular screen, cervicothoracic, neuromodular management; 2. Risk assessment, vascular screen and management; 3. Thoracic spine and costovertebral region; 4. Neuropathic pain/central sensitization; 5. Psychological Screen; 6. Lumbosacral/LE, neuromodular management; 7. Exercise Prescription, 8. Cervical complex, 9. Causation, 10. Thoracic -complex, 12, Neuropathic pain treatment, 13. Psychological treatment, 14. Lumbo-pelvic, Clinical skills labs will occur over a 5 day period to permit distance education. This course will include lectures, on-line web cast discussion, clinical skills laboratory and individualized mentorship. A detailed course is attached and complies with international curriculum required for this area of practice.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>Rehabilitation science currently offers course-based master degrees (primarily online) This course is part of a musculoskeletal specialization track that will build on existing online courses - evaluating sources of evidence (RS705), clinical reasoning and decision making (RS708), measurement in rehabilitation (RS706). The current course-based master offers two courses in advanced orthopedic practice course that serves a small subset of people who are involved in screening for joint replacement. These additional musculoskeletal courses will serve the needs of a larger group of physiotherapists who specialize in a full spectrum of specialized orthopedic practice.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>6 to 12 students on either full or part-time basis.</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>This course will include on-line lecture modules, on-line web cast discussion, clinical skills laboratory, and mentorship.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <ul style="list-style-type: none"> <li>• Web-based participation 20%</li> <li>• Clinical Reflection 20% - (Appendix 2)</li> <li>• Case-based Discussion 20% - (Appendix 1 - Case Simulated Recall Form &amp; Rubric )</li> <li>• Clinical performance examination – OSCE - 20%</li> <li>• Mentorship and related clinical reasoning reports (minimum 4 reports submitted) – Pass/Fail (See Appendix 4)</li> <li>• Clinical examination and treatment of a real/novel case (3 sequenced visits) with mentor or video taped for an external observer- 20% (See Appendix 3)</li> </ul>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>No other course is similar</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>No</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Anita Gross      Email: grossa@mcmaster.ca      Extension: none      Date: Sept 5, 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 Outline Rehabilitation Science (RS) Course 715 – Sept 2013**  
**Advanced Orthopaedic Musculoskeletal/Manipulative Physiotherapy (OMPT)**

**Course Coordinators & Contact Information:**

Anita Gross MSc, BSc(PT) School of Rehabilitation Sciences, McMaster University.

Phone: work 905-577-0098

E-mail: [grossa@mcmaster.ca](mailto:grossa@mcmaster.ca)

Instructor availability: Contact by email and appointment.

**Course Authors:**

Anita Gross, Laurie McLaughlin, Lisa Carlesso, Pat Miller, Joy MacDermid, and Greg Spadoni

**Year and Semester of the course:**

Full credit course over two (2) semesters - each semester has 13 weeks (36 hours) - 12 sessions plus one (1) OSCE evaluation, and mentorship hours.

**Prerequisites and Qualification for admission**

A candidate for this program must:

- Hold a four (4) year pass or honours or graduate entry master or professional doctorate degree in Physiotherapy; and,
- Have completed 5 years full-time relevant professional experience (or equivalent) with 2 years in a speciality area.
- Produce evidence of continuing professional education including Level III certificate from Canadian Physiotherapy Association (CPA) Orthopaedic Division or equivalent; and,
- Meet admission requirements to the M.Sc. (RS) Course-based program or permission of the instructor.

**Co-requisite: None**

**Note Students wanting to complete a Manual Therapy Stream will be expected to complete this course (2-credits); and, in addition the following: A Research Project (RS 735 - 2 credits); and, the three (3) required foundation courses are: 1) Evaluating Sources of Evidence (RS705); 2) Measurement in Rehabilitation (RS706); 3) Clinical Reasoning and Decision Making (RS708); and, 4) a Selected Topics Course (RS703) that will provide a spectrum of clinical topics and apply knowledge to case management (Total = eight (8) credits).**

**Brief Description of the Course:**

This course is designed for graduate physiotherapists who want to obtain advanced clinical skills in orthopedic manipulative musculoskeletal physiotherapy (OMPT) and is designed to comply with requirement of both the Canadian Physiotherapy Association's Clinical Specialty Program and international standards for accreditation. Students apply basic science and clinical evidence to advanced evidence-based clinical reasoning. Students will acquire advanced clinical skills in manipulative physiotherapy, therapeutic exercise and patient education using self-management techniques to provide comprehensive rehabilitation. This course will integrate advanced orthopaedic assessment, vestibular screening, pain assessment, psycho-behavioural screening, neuromodular screening, diagnostics/prognosis, risk/causation assessment, and neuro-musculoskeletal treatment. It has an 150 hour clinical mentorship requirement, including engagement in teaching and mentored clinical practice.

## Course Objectives:

Upon completion of this course, students will develop the following competencies<sup>1,2,3</sup>:

- Demonstrates **advanced knowledge**-theoretical, practice-based and research-based, and **research integration** specific to orthopaedic musculoskeletal/manipulative physiotherapy (OMPT) applied to complex situations through:
  - In-depth broad-based clinical knowledge that uses research to inform and guide their practice; participating in the development of evidence-based physiotherapy practice through the integration and application of research principles and findings;
  - Effective pattern recognition in clinical situations; understanding measurement principles (sensitivity, specificity) and demonstrating application of these principles to evaluate tests used to screen, diagnose, classify and treat patients with musculoskeletal disorders;
  - Understanding the use of prognostic tools and demonstrating the application of prognostic information in the clinical reasoning process;
  - Understanding risk and causation assessment and demonstrating its application in the clinical reasoning process;
  - Using reflective practice for self-assessment and practice review/analysis to continuously improve the quality of their professional performance, advanced critical appraisal and integration of knowledge. These activities may include, but are not limited to, integration of research tools (e.g., outcome measures, systematic reviews, surveys, clinical practice guidelines), best practice principles and probable biological rationale into their clinical practice; and,
  - Developing advanced skill in technological information; this could include integration of imaging technologies and use of multimedia approaches for consultation.
  
- Demonstrates proficiency in clinical reasoning and decision-making for specific components of physiotherapy intervention planning/assessment applied to complex cases<sup>1</sup>:
  - Assessment /differential physiotherapy diagnosis/physiotherapy prognosis/risk assessment;
  - Critical thinking/critical appraisal;
  - Early generation of hypotheses and subsequent challenge of hypotheses for confirmation;
  - Intuition, which is based on the accumulation and synthesis of knowledge and professional experience;
  - Pattern recognition and forward reasoning;
  - Effective weighting and interpretation of assessment findings;
  - Identifying red, yellow, blue, black flags to rehabilitation and integrating sound patient education theory, pain management theory, prevention planning, ergonomic principles, and psychological factors;
  - Purposeful, directed investigation/interviews;
  - Lateral thinking to facilitate problem-solving and/or decision-making;
  - Insight into the client's situation, background and goals; and,
  - Recognition of barriers to care, rehabilitation, and goals.
  
- Demonstrates effective, efficient and innovative advanced clinical skills applied to complex and different situations in client care<sup>1</sup>, including:



- The appropriate preliminary screen;
  - The assessment with efficient appropriately applied measurement principles;
  - A physiotherapy diagnosis and an anticipated prognosis; a comprehensive treatment plan with appropriate treatment objectives; Understand the theory of high velocity, low amplitude thrust techniques to the spinal, pelvic and costal region; Understand the theory of exercise specific to the spinal, pelvic and costal region;
  - A risk and related causation (when appropriate) assessment and management plan; Analyze examination data to establish the indications and contraindications for the use of high velocity, low amplitude thrust techniques to the spinal column, pelvis and costal joints;
  - Analyze examination data to establish the indications and contraindications for the use of exercise in support of manual therapies to the spinal column, pelvis and costal joints;
  - Advanced ability in performance or implementation of skill in clinical treatment/intervention (specific to musculoskeletal manual/manipulative therapy; psychological physiotherapy management; pain science integration); Apply advanced mobilization and basic high velocity, low amplitude thrust techniques to specific joint dysfunction [(i) lumbar, SIJ, pelvic, mid and lower thoracic and costal joint; (ii) cervical, upper cervical, upper thoracic and costal joints.]; Integrate high velocity, low amplitude thrust techniques and exercise into the treatment regime for the correction of spinal, pelvic and costal dysfunction advanced skills imply the presence of proximal or distal hypermobilities, instabilities, adverse neuromeningeal tension and complex system factors; and,
  - Recognize skills in developing appropriate relationships with clients that promote professional partnerships to achieve effective interventions and client satisfaction.
- Demonstrates effective communication and interpersonal skills to disseminate knowledge, and collaborate with other members of the healthcare team and professional colleagues, clients and the public, and to advocate for the client and the profession<sup>1</sup>. A critical understanding of the context in which practice occurs - social, cultural, political, inter-professional, is demonstrated. The clinical specialist will be proficient in:
    - Active listening;
    - Implementing client-centred care where the client's goals are addressed and outcome measures are selected in response to the client's goals and problems;
    - Effective verbal communication;
    - Effective written communication (i.e., documentation and reporting);
    - Effective use of technology and audiovisual tools;
    - Targeted communication techniques and methods (i.e., understands their audience);
    - Consultation;
    - Networking; and,
    - Advocating for quality in patient care for individuals, and in the larger context of effect of illness or disability on function, independence and quality of life.
- Engages in teaching and mentoring that synthesizes and integrates knowledge and experience to support: 1) the advancement of the profession; 2) effective inter-professional teamwork; and, 3) the professions values to society<sup>1</sup>; this may include:
    - Teaching/supervising students;
    - Supporting colleagues in developing and achieving professional goals effective verbal

- communication;
  - Providing tutorials and formal presentations to students, colleagues and other professionals; and,
  - Participating in dialogue with other health care professionals, the public, employers and government. Sharing news and academic knowledge with society within a broad social media landscape.
- Engages in professional development and lifelong learning to expand and evolves their knowledge and skills<sup>1</sup>:
    - Integrates and applies new knowledge, principles, and metacognition into specialists practice;
    - Seeks out mentors to advance their own clinical practice skills or participating in research;
    - Seeks out creating innovative opportunities for learning; and,
    - Participates in activities related to practice and research into the specialty area.

**Overview of Course Content and Format:**

This course is designed to be delivered in two (2) terms, one (1) session per week over 13 weeks. Clinical skill labs will occur over a five (5) day period. This course will include lectures, on-line self-study modules; case-based online (Webcast) discussion, clinical skill labs and mentorship clinics.

**Stage I: On-line Lecture / weekly modules.**

<b>TERM 1</b>					
<b>Session Instructor</b>	<b>Date dd-mm-yy</b>	<b>Online Learning Module Description</b>	<b>Online Expert Case-Based Discussion</b>	<b>Clinical Mentorship</b>	<b>Competency</b>
<b>Orientation Session</b>		Introduction to technology and resources	Face-to face Web-based		
<b>Module 1</b>					
<b>Session 1</b>	01-09-13	Cervical 1 – mid and lower, Concussion screen, Cranial Nerve test	<i>Cervical case</i>	<i>6 hours</i>	Advanced clinical reasoning, knowledge, & skill
<b>Session 2</b>		Cervical 2 - vestibular screen	<i>Student case</i>	<i>6 hours</i>	Communication
<b>Session 3</b>		Cervical/Upper Quadrant (UQ) 3 - Cervico-thoracic & UQ, Neuromodular assess & treat	<i>Neuromodular case</i>	<i>6 hours</i>	Research integration
<b>Module 2</b>					
<b>Session 4</b>		Risk assessment Vascular screen	<i>Risk case</i>	<i>6 hours</i>	Advanced clinical reasoning, knowledge, & skill  Research integration  Communication/ collaboration

### Assignment 1 – Clinical Reasoning Reflection: Subjective/Objective Form

<b>Module 3</b>	Thoracic Spine			
<b>Session 5</b>	Thoracic 1 – upper thoracic, Costal - Rib 1 and 2	<i>Thoracic case</i>	<i>6 hours</i>	Advanced clinical reasoning, knowledge, & skill
<b>Session 6</b>	Thoracic 2 – mid thoracic, Costal - Ribs 3 to 10	<i>Student CBD</i>	<i>6 hours</i>	Communication Research integration Teaching/mentoring
<b>Module 4</b>	Neuropathic pain			
<b>Session 7</b>	Pain assessment; central sensitization	<i>Neuropathic case</i>	<i>6 hours</i>	Advanced clinical reasoning, knowledge, & skill Research integration Communication/collaboration
<b>Module 5</b>	Psychological			
<b>Session 8</b>	Psychological Screen 1	<i>Psychological case</i>	<i>6 hours</i>	Advanced clinical reasoning, knowledge, & skill Research integration Communication/collaboration

### Assignment 2 – Clinical Reasoning Reflection: Subjective/Objective Form

<b>Module 6</b>	Lumbosacral			
<b>Session 9</b>	Lumbar 1	<i>Lumbar case</i>	<i>6 hours</i>	Advanced clinical reasoning, knowledge, & skill
<b>Session 10</b>	Lumbar 2 - SIJ	<i>SIJ case</i>	<i>6 hours</i>	Communication
<b>Session 11</b>	Lumbar/Lower Quadrant (LQ) 3: Neuromodular assess & treat	<i>Student cases</i>		Research integration Teaching/mentoring
<b>Module 7</b>	Exercise Prescription			
<b>Session 12</b>	Exercise prescription, Ultrasound, Exercise in chronic pain	<i>Student CBD</i>		Advanced clinical reasoning, knowledge, & skill Research integration Teaching/mentoring

### Assignment 3 - Case Report (CPA standard) and CSR with assessor panel

<b>EVALUATION</b>	OSCE (Basic level manipulation and treatment; assessment)	<i>Clinical exam of novel case with 3 follow-ups</i>		Advanced clinical reasoning, knowledge, & skill Communication
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**TERM 2**

<b>Session Instructor</b>	<b>Date</b> dd-mm-yy	<b>Online Learning Module</b> Description	<b>Online Expert</b> Case-Based Discussion	<b>Clinical</b> Mentor ship	<b>Competency</b>
<b>Module 1</b>					
<b>Session 1</b>		Cervical 2 – complex Cervical 2 (complex), craniofacial trigeminal disorders and vestibular screen; facial neurological disorders	<i>Cervical &amp; Craniofacial case</i>	<i>6 hours</i>	Advanced clinical reasoning, knowledge, & skill  Research integration
<b>Session 2</b>		Upper Cervical 2, craniofacial & TMJ	<i>Student CBD</i>	<i>6 hours</i>	Teaching/mentoring Research integration
<b>Session 3</b>		Neuromodular screening and technique 2	<i>Trigeminal case</i>	<i>6 hours</i>	
<b>Module 2</b>					
<b>Session 4</b>		Causation Causation assessment	<i>Causation case</i>	<i>6 hours</i>	Advanced clinical reasoning, knowledge, & skill  Communication/ collaboration

**Assignment 4 – Clinical Reasoning Reflection: Subjective/Objective**

<b>Module 3</b>					
<b>Session 5</b>		Thoracic 2 – complex Thoracic complex case	<i>Student case</i>	<i>6 hours</i>	Advanced clinical reasoning, knowledge, & skill
<b>Session 6</b>		Thoracic 2 - Breathing assessment and persistent pain, costal and thoracic unit assessment,	<i>Thoraco-costal case (complex)</i>	<i>6 hours</i>	Research integration
<b>Session 7</b>		Thoracic 3 – thoracolumbar junction; Costal - Ribs 11/12		<i>6 hours</i>	Teaching/mentoring Research integration
<b>Module 4</b>					
<b>Session 8</b>		Neuropathic 2 - complex Neuropathic pain treatment	<i>Neuropathic case</i>	<i>6 hours</i>	Communication/ collaboration
<b>Module 5</b>					
<b>Session 9</b>		Psychological 2 Psychological screen & treatment for PT	<i>Chronic Pain case</i>	<i>6 hours</i>	Communication/ collaboration

**Assignment 5 – Clinical Reasoning Reflection: Subjective/Objective**

<b>Module 6</b>					
<b>Session 10</b>		Lumbar 2 - complex Pelvic Pain Fascia evaluation	<i>Lumbo-pelvic case</i>	<i>6 hours</i>	Advanced clinical reasoning, knowledge, & skill  Research integration

Teaching/mentoring

<b>Module 7</b>	Exercise		
<b>Session 11</b>	Exercise Prescription	<i>Student CBD</i>	Advanced clinical reasoning, knowledge, & skill
<b>Session 12</b>	Pain management – pharmacological influence	<i>Student CBD</i>	Research integration
			Teaching/mentoring
			Research integration

**Assignment 6 – Case Report (CPA standard) and CSR with assessor panel**

<b>EVALUATION</b>	OSCE (Advanced manipulation and treatment; assessment)	<i>Clinical Exam of Novel Case with 3 follow-up dates</i>	Advanced clinical reasoning, knowledge, & skill
			Communication
			Research integration

Key: CBD Case-based discussion; CSR Case stimulated recall

**Stage II: Lab-based skill development over a five (5) day period each.**

**TERM 1 – Advanced clinical skills for orthopaedic conditions**

1. Analyze Examination Data: (8 hours)
  - a. Review biomechanics and examination.
  - b. Review key points for screening examinations: such as neurological scan, neural tension testing, cranial nerve scan, vascular screen, minor head injury screen (sport & whiplash), stability screen, special tests, vestibular screen, neuropathic pain screen, psychological screen – minor, major.
2. Instruct high velocity, low amplitude thrust techniques to each mobile segment of the spine:
  - Cranio-vertebral: (1 hour)
    - a. OA distraction
    - b. AA distraction
  - Cervical: (4 hours)
    - a. zygapophyseal joint unilateral distraction
    - b. zygapophyseal joint unilateral inferior translation (extension glide)
    - c. zygapophyseal joint unilateral superior translation (flexion glide)
  - Cervico-thoracic Junction: (2 hours)
    - a. C7-T3 zygapophyseal joint bilateral superior translation (glide)
      - non-specific sitting technique
      - specific supine technique
  - Thoracic: (4 hours)
    - a. T3-9 segmental manipulation: bilateral zygapophyseal joint superior translation (flexion glide) and intervertebral disc joint distraction
      - non-specific sitting technique (i.e. with towel roll localization)
      - specific supine technique
    - b. T3-9 zygapophyseal joint bilateral inferior translation (extension glide):
      - specific supine technique
    - c. T3-12 zygapophyseal joint unilateral inferior translation (extension glide)
    - d. T3-12 zygapophyseal joint unilateral superior translation (flexion glide)
  - Lumbar: (4 hours)
    - a. zygapophyseal joint unilateral oblique distraction (gap) (review)
    - b. zygapophyseal joint unilateral superior translation (flexion glide)

- c. zygapophyseal joint unilateral inferior translation (extension glide)
- d. zygapophyseal joint unilateral distraction (to sagittal portion of joint)

Pelvic Joints (3 hours)

- a. sacroiliac joint unilateral distraction - supine technique
- b. sacroiliac joint unilateral innominate superior translation (glide)
- c. sacroiliac joint unilateral innominate inferior translation (glide) - prone & supine techniques (review)

Costal Joints (1 hour)

- a. first rib costo-transverse joint inferior translation ('inspiration' glide)
- b. first rib costo-transverse joint distraction (gap)
- c. 2-10 costo-transverse joint distraction

3. Integration into Total Treatment Program: (9.0 hours)

- a. Instruct the integration of high velocity, low amplitude techniques as adjunctive therapy in the correction of spinal, pelvic and costal dysfunction and integration with core *exercise*.
- b. jurisprudence (medical-legal issues); Integrate harm assessment, causation assessment and discuss the legal and ethical considerations in the use of high velocity, low amplitude thrust techniques.

4. Current Issues in Physiotherapy (1.0 hours)

- a. current professional issues relevant to the practice of orthopaedic manual therapy

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## TERM 2 – Management of complex issues and cases

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1. Analyze Examination Data (? hours):

- a. craniofacial trigeminal disorders and vestibular screen;
- b. facial neurological disorders,
- c. neuromodular technique
- d. neuropathic pain assessment – cold intolerance, pain pressure threshold

2. Demonstrate the ability to use clinical reasoning and evidence based principles in the discussion of the following: (2 hours):

- a. analysis of examination data to establish the patient's diagnosis;
- b. analysis of the examination data to establish the indications and contraindications for the use of advanced high velocity, low amplitude thrust techniques to the spinal column, pelvis and costal joints;
- c. appropriate referral and communication to other members of the health care team in the presence of adverse effects/complications of assessment and /or treatment.

3. Instruct Advanced High Velocity, Low Amplitude Thrust Techniques to each mobile segment of the spine:

Cranio-vertebral: (4 hours):

- a. OA distraction (review)
- b. AA distraction (review)
- c. OA unilateral anterior translation (extension glide)
- d. OA unilateral posterior translation (flexion glide)
- e. AA unilateral anterior translation (glide)
- f. AA unilateral posterior translation (glide)

Cervical: (4 hours)

- a. zygapophyseal joint unilateral distraction (review)
- b. zygapophyseal joint unilateral inferior translation (extension glide)
  - review
  - when level above joint to be manipulated is hypermobile (unstable)
  - when level below joint to be manipulated is hypermobile (unstable)
- c. zygapophyseal joint unilateral superior translation (flexion glide)
  - review
  - when level above joint to be manipulated is hypermobile (unstable)
  - when level below joint to be manipulated is hypermobile (unstable)
- d. uncovertebral joint unilateral inferior posterior translation (medial translation glide)
- e. uncovertebral joint unilateral superior anterior translation (lateral translation glide)
- f. cervical joint complex medial translation (glide) – lateral shift fixation.

**Cervio-thoracic: (1 hour)**

- a. C7-T3 zygapophyseal joint bilateral superior translation (glide)
- b. non-specific sitting technique (review)
- c. specific supine technique (review)
- d. C7-T3 zygapophyseal joint unilateral inferior translation (extension glide)
- e. C7-T3 zygapophyseal joint unilateral superior translation (flexion glide)
- f. manipulation techniques in the presence of hypermobility (instability) above or below the joint be manipulated and / or in the presence of adverse neuromeningeal tissue mobility

**Thoracic: (2 hours)**

- a. T3-9 joint complex medial translation (glide) – lateral shift fixation
- b. manipulation techniques in the presence of hypermobility (instability) above or below the joint be manipulated and / or in the presence of advance neuromeningeal tissue mobility

**Lumbar: (2 hours)**

- a. manipulation techniques in the presence of hypermobility (instability) above or below the joint be manipulated and / or in the presence of adverse neuromeningeal tissue mobility

**Pelvic Joints: (4 hours)**

- a. sacroiliac joint unilateral anterior glide (unilateral sacral nutation)
  - prone technique
  - side lying technique
- b. sacroiliac joint unilateral anterior glide (unilateral innominate posterior rotation)
  - prone technique
  - supine technique
  - side lying technique
- c. sacroiliac joint unilateral posterior glide (unilateral sacral counterrotation)
  - prone technique
  - side lying technique
- d. sacroiliac joint unilateral posterior glide (unilateral innominate anterior rotation) - parallel
  - prone technique
  - side lying technique
- e. sacroiliac joint unilateral distraction
  - supine technique (review)
  - side lying technique
- f. manipulation techniques in the presence of hypermobility (instability) above or below the joint to be manipulated and / or in the presence of adverse neuromeningeal tissue mobility

**Costal: (2 hour):**

- 1-10 costo-transverse joint distraction (review)
- 1-10 costo-transverse joint inferior translation ('inspiration' glide)
- 1-10 costo-transverse joint superior translation ('expiration' glide)
- 11-12 costo-vertebral joint distraction

**4. Integration into Total Treatment Program: (13.5 hours):**

- a. instruct the integration of advanced high velocity, low amplitude techniques as adjunctive therapy in the correction of spinal, pelvic and costal dysfunction.
- b. case history scenarios for each region: review history features, assessment and treatment of all tissues (articular, muscular, neuromeningeal, vascular). include the following:
  - generic, condition specific and patient specific outcome measures regarding treatment effectiveness in order to progress or modify treatment;
  - principles of treatment progression and discontinuation;
  - prognostic indicators;
  - attributing a cause and planning a prevention program;
  - appropriate referral and communication to other members of the health care team in the presence of adverse effects/complications of assessment .

**5. Current Issues in Physiotherapy\_(0.5 hours):**

- c. current professional issues relevant to the practice of orthopaedic manual therapy
- d. jurisprudence (medical-legal issues)

### Stage III: Case-Based Discussion (CBD)

The CBD<sup>4, 5</sup> allows candidates to explicitly describe how they demonstrate the following competencies in their clinical practice. The CBD is a report of the candidate's management of cases.

The candidate should demonstrate the ability to use clinical reasoning and evidence-based principles in the discussion of the following:

- a. Determination of the patient's diagnosis and prognosis; integration of the test psychometric properties;
- b. Theories of joint `locking`/fixation of the spinal pelvic and costal joints;
- c. Philosophies, biological rationale, indications and contraindications of techniques for the craniofacial, spinal, pelvic and costal joints;
- d. Conditions of vertebrobasilar insufficiency and craniovertebral instability; vascular screen; and, regional stability/stress testing;
- e. Generic, condition specific and patient specific outcome measures regarding treatment effectiveness in order to progress or modify treatment;
- f. The principles of treatment progression and discontinuation;
- g. Risk assessment and causation determination, communication of risk, and informed consent;
- h. The appropriate referral and communication to other members of the health care team in the presence of adverse effects/complications of assessment and/or treatment; and,
- i. A cause and a planned prevention program.

- **Case Submission:**

Submissions will be in the form of a written narrative describing the physiotherapeutic management of the patient and the clinical issues that were considered and addressed by the therapist during the provision of care. The candidate's submission will identify the diagnosis or presenting problem (injury, illness or dysfunction), the treatment goals, objective outcomes, session goals, and the accompanying text is intended to outline and describe the candidate's clinical reasoning and advanced clinical skills. The template for developing the clinical case submission which is provided in the CPA - Candidate Handbook<sup>1</sup> will be used.

- **Case-stimulated Recall (CSR) with Assessor Panel:**

Candidates meet online (through teleconference) with the assessor panel to discuss their clinical case. The case-stimulated recall (CSR) is part of the evaluation used in the CPA Clinical Specialty Program<sup>1</sup>. The CSR was modeled after the chart-stimulated recall process used in the Practice Assessment of the College of Physiotherapists of Ontario.<sup>1, 5</sup> In the CSR, the individual prepares a case that describes the provision of physiotherapy care to a patient/client. An outline is provided to assist the student in developing the case. A panel of examiners use a script of open-ended questions to prompt a discussion about the care of a patient, where the student is expected to provide evidence to demonstrate different competencies (i.e. advanced knowledge, advanced clinical reasoning). The members of the assessor panel will come to consensus on the grade assigned to the student using a pre-determined scoring rubric.

- **Participation in online asynchronous discussions:**

The discussions are intended to enable learners to further their knowledge about each module topic and its application to clinical cases in rehabilitation practice. Students are expected to follow the schedule of assignments and participate in scheduled online learning activities



(discussions), reading the discussions posted by peers and making substantive contribution to them. Merely logging on to the website, and visiting the discussions or chat rooms is not considered participation. To be considered present in an online course, learners must post and respond to messages and engage actively in thoughtful discussion with their peers. Learners are expected to respond in a manner that further contributes to (i.e. that adds to rather than duplicates) or builds upon previous content. Contributions need to be supported through the use of experience, references, or logic. Participation includes a review of the module, and the clinical case to facilitate discussion and clinical reasoning. This presentation will provide learners with an opportunity to demonstrate their understanding of their evidence-to-practice gap and potential strategies to close the gap in an interactive presentation. The presentations will require the learners to describe the gap, outline its relevance, discuss appropriate theory and propose a strategy. Learners will also be required to facilitate discussion on his/her patient cases and use the opportunity to enhance and build on their ideas. The learner will demonstrate scope and breadth of topic in discussion and will be able to clarify and expand on issues raised by colleagues. The instructor will monitor the discussions to assess the quality, frequency and timeliness of the contributions, facilitate and add content or intervene to address areas of confusion or to summarize the discussion.

#### **Stage IV: Clinical Mentorship (75 hours per term)**

Internationally established competencies<sup>3</sup> require 150 total hours of clinical supervision and evaluation of competency for an orthopaedic musculoskeletal/manual therapy program. The supervising clinician must have successfully completed their IFOMPT certification. IFOMPT standards recommend a maximum 4:1 ratio of students to supervisor. Individuals will be responsible for making their own arrangements for clinical supervision with accredited supervising clinicians. Proof of completed supervised hours must be submitted by the student to the course coordinator. A letter signed by the supervising therapist documenting the dates and hours of supervision is required. Four cases with 'Subjective and Objective Clinical Reasoning Reflection Forms' will be submitted to the mentor for evaluation. The FINAL case will be a full assessment of a new patient and 3 visit follow-up, performed under the supervision of your mentor and the 'Evaluation Form' must be submitted to the course coordinator. The evaluation will include the following domains:

- Clinical hypothesis;
- Clinical reasoning skill;
- Assessment and treatment (analyze examination data; demonstrate the ability to use assessment skill, treatment skill, clinical reasoning and evidence based principles; integration of orthopaedic musculoskeletal/manual therapy into the total treatment program; outcome assessment; integration of research);
- Mentors feedback on performance (knowledge, judgment, skill and abilities) – competency assessment; and,
- Student's competency reflection on performance (self-assessment).

**Description of Assignments and Course Evaluation (with due dates):**

Assessment Activity	The learner...	Value	Due Date
Participation in online discussions	Shares ideas and experiences on all topics and relate to course material and current practice.	20%	All modules, all weeks
1. Clinical Reflections (1, 2)	Highlight a clinical case you are seeing using Appendix 2 – subjective/objective form;	10%	End of week 4 of each term
2. Clinical Reflection (3, 4)	Highlight a clinical case you are seeing using Appendix 2 – subjective and objective forms	10%	End of week 8 of each term
3. Case Stimulated Recall with an expert panel	Develops a detailed case based report using CPA standards (See appendix 1: CPA Handbook); present case and discuss with an expert panel.	20%	End of course (end of week 13 of each term)
4. Clinical performance examination	OSCE on basic manipulation and treatment	20%	End of course (week 13 of each term)
5. Mentorship	Mentorship and clinical reasoning reflection forms (See Appendix 2)	P/F	Session 1 to 10 of each term
6. Mentorship Clinical examination and treatment	Mentorship setting: clinical examination and treatment of a real novel case (3 sequenced visits) with the mentor (or videotaped for an external observer) (See Appendix 3). This case is discussed with the mentor within this observation period.	20%	Session 10 to 12 of each term

**Key:** P/F pass/fail

**The Academic Integrity Policy:** University policies must be adhered to.

## Required Reading and Optional Course Texts:

- Text Books: (\* denotes required reading)

Cook C & Hegedus E. *Orthopaedic Physical Examination Tests: An Evidence-Based Approach* (2008) Prentice Hall Inc., New Jersey, USA ISBN: 0131791001

Flynn TW, Cleland JA, Whitmann JM. (2009) *User's Guide to Musculoskeletal Examination. Fundamentals for the Evidence –based Clinician*. ISBN: 978-0-9714792-3-4

Goodman CC & Snyder TEK. (2007) *Differential Diagnosis for Physical Therapists: Screening for Referral. (4th Edition)*. Saunders Elsevier, St. Louis, Missouri, USA.

Clinical Reasoning for Manual Therapist by Mark A.Jones and Darren A. Rivett ISBN 0-7506-3906-7 and can be ordered at [www.elsevier.ca](http://www.elsevier.ca)

\*Jull G, Sterling M, Falla D, Treleaven J, O'Leary S.(2008) *Whiplash, Headache, and Neck Pain: Research-Based Directions for Physical Therapies*. Churchill Livingstone, Philadelphia, USA. ISBN: 978-0-443-10047-5

\*Lee D. (2002) *The Thorax: An Integrated Approach, (2<sup>nd</sup> ed)*. DOPC, Delta.

\*Lee D, Lee LJ. (2010) *The Pelvic Girdle (4<sup>th</sup> ed)*. DOPC, Delta.

Malone T (ed). (1989) *Physical and Occupational Therapy Drug Implications for Practice*. J.B. Lippincott Co., Philadelphia, USA ISBN: 0-397-50657-7

Maitland G, Hengeveld E, Banks K, English K. (2005) *Maitland's Vertebral Manipulation (7 ed)*. Butterworth Heineman. ISBN: [0750688068](http://www.butterworthheinemann.com/isbn/0750688068)

\*Pettman E. (2006) *Manipulative Thrust Techniques – An Evidence-based Approach*. ISBN: 1-59971-873-1

Straus SE, Richardson WS, Glasziou P, Haynes RB. (2011) *Evidence-based Medicine. How to Practice and Teach It (4<sup>th</sup> Edition)*. Churchill Livingstone Elsevier. Edinburgh, UK, ISBN: 978-0-7020-3127-4.

Von Piekartz H, Bryden L. (2001) *Craniofacial Dysfunction and Pain. Manual Therapy, Assessment and Management*. Butterworth Heinemann, Oxford, UK. ISBN: 0-7506-2963-0

\*Additional readings include published journal article, position statements/proposed regulatory framework, websites etc. will also be assigned with each module

- Articles: Key articles will be posted by a module basis.

Smart KM, Blake C, Staines A, Thacker M, Doody C. Mechanisms-based classification of musculoskeletal pain: Part 1 of 3: Symptoms and signs of central sensitisation in patients with low back ( $\pm$  leg) pain. *Manual Therapy* 2012;17:336-344.

- E-Resources: These will be posted by module.

Physiopaedia can be accessed for regional evidence-based assessment and treatment methods; outcome measure psychometric properties <http://www.physio-pedia.com>.

## References

1. Canadian Physiotherapy Association, Clinical Specialty Program, Candidate Handbook. July 2011 <[www.physiotherapy.ca](http://www.physiotherapy.ca)> Accessed on Nov 2, 2012.
2. Orthopaedic Division, Canadian Physiotherapy Association - Level III Manual 2008
3. IFOMPT Educational Standards in Orthopaedic Manipulative Physical Therapy <<http://www.ifompt.com/Standards/>>. Accessed Nov 2, 2012
4. Miller PA, Nayer M, Eva KW. Psychometric Properties of a Peer-Assessment Program to Assess Continuing Competence in Physical Therapy. *Physical Therapy* 2010; 90(7): 1026-1038.
5. Salvatori P, Baptiste S, Ward M. Development of a tool to measure clinical competence in occupational therapy: A pilot study? *Canadian Journal of Occupational Therapy* 2000;Feb:51-60.

## APPENDIX 1

### Case-Stimulated Recall

One case-stimulated recall discussion per term with an expert panel will include the core requirements set out by Canadian Physiotherapy Association (CPA) specialization handbook meeting the following format: Clinical Specialty Program.

Candidate Handbook July 2011 Canadian Physiotherapy Association Clinical Specialty Program <[www.physiotherapy.ca](http://www.physiotherapy.ca)>.

The clinical specialist defined by CPA:

- Combines clinical experience, skills and knowledge in a specific practice area;
- Demonstrates advanced clinical reasoning and judgment;
- Is skilled at context-based decision making based on clinical experience and research;
- Utilizes and participates in clinical research;
- Disseminates information that advances practice; and,
- Demonstrates professional “virtue” in their commitment to patients and the profession.

Requirements of the CPA Clinical Specialty Program include:

- Applied clinical experience in the specialty area;
- A combination of university courses and/or clinical/practical courses;
- Involvement in research, including dissemination of knowledge;
- Leadership activities; and,
- An assessment component.

Through the Case-Stimulated Recall Discussion process, the goal of the assessors in the Review Panel is to learn more about the way you demonstrate the required competencies of a clinical specialist *through your practice*. You have already provided several other forms of evidence through the clinical reflection tools, OSCE, and the Novel Clinical Case. This session will mark the final step in the process, providing you the opportunity to speak directly with other physiotherapists (the assessors) about the patient care you provide. This process is anticipated to take about an hour. This discussion will be audio-recorded for quality monitoring.

One member of the panel will be the moderator, who will oversee the entire process, providing the introduction and concluding remarks. Through the discussion, you will be asked to explain some of the various steps of the process of care, like the assessment or progression of treatment. The assessors will also be asking you to explain some of the reasons behind what you have done in order to hear your clinical reasoning processes. In some cases, in the latter part of the discussion, the assessors may also ask questions which refer back to material from the clinical reflections. Here are some examples of the kinds of questions you will be asked:

## Case-Stimulated Recall Form

Case-Stimulated Recall Questions	Comments:
<p><b>1. Introduction to the case:</b></p> <p>What data did you consider to be critical data with respect to their ‘Subjective History’ and why?</p>	
<p><b>2. Patient Assessment / Acquisition of Data</b></p> <p>Tell me why you chose this type of physical / objective assessment.</p>	
<p><b>3. Clinical impression (physical diagnosis / prognosis)</b></p> <p>Can you explain how you moved from your initial clinical impressions (preliminary hypotheses) through to your final physiotherapy diagnosis?</p>	
<p><b>4. Program planning</b></p> <p>Based on what you know about the course/ prognosis of this illness/condition/disability and the presentation of this patient and his or her goals, explain to me why you decided on the goals and management intervention you did.</p>	
<p><b>5. Implementation and evaluation of PT intervention</b></p> <p>Discuss the progression of treatment and the factors that influenced why you did what you did.</p>	
<p><b>6. Discharge planning</b></p> <p>How will you or how did you prepare this individual for discharge?</p>	
<p><b>7. Communication / collaboration</b></p> <p>What other health professionals have been involved in this client’s care?</p>	
<p><b>8. Client-centred care</b></p> <p>What were your client’s goals and expectation of physiotherapy?</p>	

### Rubric for Case-Stimulated Recall for Clinical Specialist

	Does not demonstrate (0)	Meets expectations (1)	Exceeds Expectations (2)
Demonstrates <b>advanced knowledge and research integration</b> specific to OMPT applied to complex situations	There is evidence that the student is committed to a generalist practice in all practice areas of physiotherapy and has achieved CPA-Orthopaedic Division Level III skills, They are committed to continuing education that builds their knowledge base and practice skill.	There is evidence that the student has indepth broad-based clinical knowledge and uses research to inform their practice. Effective pattern recognition is used in clinical situations. Reflective practice using self-assessment and practice review is used to improve quality of their professional performance.	There is evidence that the student is recognized by peers as a leader of best practices and colleagues seek their advice. The student participates with other health care providers to develop research questions and participate in research protocols, The student uses reflective practice that integrates a broad based knowledge and planned post-professional education.
Comment:			
Demonstrates proficiency in <b>clinical reasoning</b> and decision making for physiotherapy intervention planning/assessment applied to complex cases	There is evidence that the student is committed to clinical reasoning in physiotherapy planning and assessment in standard cases.	There is evidence that the student has proficiency in intervention planning and assessment in complex cases including <ul style="list-style-type: none"> <li>- assessment, differential diagnosis, prognosis and risk assessment</li> <li>- critical thinking</li> <li>- early hypothesis generation</li> <li>- intuition</li> <li>- pattern recognition and forward reasoning</li> <li>- purposeful, directed interviews</li> <li>- lateral thinking in problem solving</li> <li>- barrier recognition and rehab goal setting</li> </ul>	It is evident that the student uses analytical (e.g. hypothesis generation) and non-analytical (e.g. pattern recognition, forward reasoning) to design intervention plans, to analyse the patients response to treatment and progress the intervention. Intuition based on accumulated knowledge and professional experience is used. Information from the history and assessment is used to inform impairments, functional/activity limitations and participation limitations in addition to other personal, environmental or cultural factors
Comment:			
Demonstrates effective,	There is evidence that	There is evidence that the	There is evidence that

<p>efficient and innovative advanced <b>clinical skills</b> applied to complex and different situations in client care</p>	<p>the candidate is committed to a generalist practice in all practice areas of physiotherapy and has achieved CPA-Orthopaedic Division Level III management skills in standard cases.</p>	<p>student has in depth effective clinical skill in OMPT for complex cases</p> <ul style="list-style-type: none"> <li>- screening, classification, diagnosis, prognosis</li> <li>- risk &amp; causation assessment</li> <li>- intervention skill, planning, &amp; management</li> <li>- research integration</li> <li>- develops appropriate relationships (communication/collaboration) with client and other professionals</li> </ul>	<p>the student demonstrates effective and efficient therapeutic skill, innovation, and contributes to clinical research in OMPT. Pattern recognition, forward reasoning and clinical experience is used to perform an efficient assessment and effective treatment. Client's needs are used to prioritize goals. The student is seen as a resource by colleagues.</p>
<p>Comment:</p>			
<p>Demonstrates effective <b>communication and interpersonal skills</b> to disseminate knowledge, <b>collaborate</b> with colleagues, clients and the public, and to advocate for the client and the profession.</p>	<p>There is evidence that the student maintains appropriate written records, communication with clients and their families, and peers and participates in professional discussion such a rounds or journal clubs</p>	<p>There is evidence that the student integrates clinical experience, theoretical knowledge, and communication skills in clinical documentation, professional dialogue and all aspects of clinical care. These skills may be used in grand rounds, mentoring, conferences and inter-professional collaboration.</p>	<p>There is evidence that the student has the for mentioned skills plus uses their innovative knowledge and understanding of the profession and society to participate in advocacy and effective lobbying for change to health policy at local, provincial or federal levels or in the media.</p>
<p>Comment:</p>			
<p>Engages in <b>teaching and mentoring</b> that synthesizes and integrates knowledge and experience to support the advancement of the profession and its value to society</p>	<p>Integrates knowledge and experience providing some exchange and development of knowledge with colleagues</p>	<p>There is evidence that the student has</p> <ul style="list-style-type: none"> <li>- valued teaching and supervising skills,</li> <li>- support colleagues at all practice continuum in developing their professional goals</li> </ul>	<p>There is evidence that the student engages in teaching and mentoring of students, colleagues, other health professionals, the public, employer and government. The student engages in leadership (broader physiotherapy community) and dissemination of knowledge to professions (PT, OT) at conferences, articles or symposia</p>
<p>Comment:</p>			



Engages in <b>professional development and lifelong learning</b> to expand and evolves their knowledge and skills	Present but does not demonstrate a strong expertise in identifying opportunities for professional improvement and growth; does not act on learning	Explores issues beyond readily available information Seeks out mentors to advance practice skill. Generates innovative ideas. Participates in activities related to practice and research in specialty area	Assesses own ability to take learning forward to inform peers
<b>SUMMARY Comments:</b>			

**APPENDIX II\***

**Clinical Reasoning Reflection Form - Subjective**

**Questions to be completed after the subjective assessment (see example)**

1. Identify the key activity limitations and participation restrictions for this patient (based on the International Classification of Function, Disability and Health – ICF) **(3 marks)**

Activity:

Participation:

2. The table below describes different mechanisms that may be influencing the patient’s pain. Based on the information provided in the subjective examination, list the evidence, if any, most indicative of each pain mechanism. Consider all 3 pain areas. **(8 marks)**

<b>Nociceptive</b>
<b>Neuropathic or Neurogenic Peripheral Evoked</b>

\*Adapted from

1. “Clinical Reasoning for Manual Therapists” by M. Jones and D. Rivett;
2. Orthopaedic Division of CPA

<b>Neuropathic or Neurogenic Central Evoked</b>
<b>Psychological Factors</b>
<b>Social/Environmental Factors</b>

3 (a). List three (3) of the most likely structures at fault for each of the area of symptoms. **(4.5 marks)**

P1	P2	P3

3 (b). For one of the areas of the symptoms (P1, P2 or P3), explain your rationale for each of the three (3) structures you have chosen based on the subjective data that has been provided. **(3 marks)**

Area of symptom: \_\_\_\_\_

Structure	Rationale

4. What is the clinically perceived level of irritability (mild, moderate, severe)? **(1 mark)**

Justify your answer with four (4) pieces of evidence from the subjective examination. **(2 marks)**

What are the implications of this for the physical examination? **(1 mark)**  
**(total 4 marks)**

5. Is the disorder inflammatory or mechanical in nature, or both? **(1 mark)**

List six (6) factors that support your answer. **(3 marks)**

6. (a). List three (3) subjective examination findings that would indicate caution must be observed during the objective examination. Explain why. **(3 marks)**

(b). Please write one subjective question you would like to have added to this case to help rule in or out any possible red or yellow flags. **(1 mark)**

7. After reading the subjective data, list the three (3) (most likely) clinical hypotheses. Please provide a brief rationale and justification for your answers. **(4.5 marks)**

8. Based on the subjective examination you have developed several clinical hypotheses. Provide five (5) key elements of your physical examination and under each element state two (2) of the most relevant tests you would perform which would help you confirm or negate your hypotheses. **(10 marks)**

Key Elements	Tests

9. What are two (2) outcome measurement tools that you would use to monitor this patient's progress and provide your rationale for choosing them. **(2 marks)**

## **Clinical Reasoning Reflection Form – Objective**

### **Questions to be completed after the objective assessment**

1. Provide your main hypothesis for this patient's clinical picture. Outline in detail your rationale and justification for this hypothesis with consideration of the evidence from both the subjective and objective examination. **(8 marks)**





4. (b). Indicate your PRIMARY FUNCTIONAL GOAL as it relates to the Activity Limitations and Participation Restrictions and select two (2) problems that would be the most relevant to address. Include your treatment goal for each problem and the testing criteria you would use to monitor change. **(4 marks)**

PRIMARY FUNCTIONAL GOAL:

PROBLEM #1

Treatment goal:

Testing Criteria:

PROBLEM #2

Treatment goal:

Testing Criteria:

5. Outline, in detail, the management strategies you would use over the first two (2) treatments under the following headings: manual therapy **(3 marks)**, exercise **(3 marks)**, education and other **(2 marks)**. Include your rationale. **(total 8 marks)**

Outline, in detail, your progression of subsequent treatments to discharge, addressing the identified problems and provide your rationale. Use the following headings: manual therapy (**3 marks**), exercise (**3 marks**), education and other (**2 marks**). (**total 8 marks**)

6. Provide evidence to support one (1) of your treatment interventions? Please elaborate. (**2 marks**)

**APPENDIX IV**  
**Mentor/Mentee Evaluation Form**  
 (Assessment of an Novel Patient/Client with 3 visit follow-up)

Clinical Hypothesis	
Clinical Reasoning Skills	Attach the completed subjective and objective clinical reasoning reflection form (appendix II)
Assessment and Treatment	Attach the Planning Sheet and Assessment Form used with the patient
Mentor's Feedback on Performance	

<p>Student's Feedback on Performance</p>	
<p>Agreed Areas for Development</p>	

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Mentor Name**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Mentee Name**

\_\_\_\_\_  
**Date**

## Mentorship Clinical Management Planning Sheets

### Part 1. Assessment Planning Sheet

#### 1. Irritability and Caution:

1.1 What is the irritability of the patient's condition?

Non Mild Moderate Severe

Give an example for each region of pain:

Region 1

Region 2

Activity

Pain Severity

Duration of exacerbation

1.2 What is the suspected underpinning mechanism?

Nociceptive

Neuropathic or Neurogenic

- Peripheral Evoked

- Central Evoked

Psychological Factors

Social/Environmental Factors

1.3 Does any aspect of the subjective examination indicate caution?

Red Flag

Yellow Flag

Blue Flag

Black Flag

Other

#### 2. Examination Planning

2.1 Do you think you would need to be GENTLE, MODERATE or VIGOROUS with your examination movements? What is your supporting rationale?

2.2 Do you expect comparable signs to be EASY or HARD to find?

2.3 What relationship will there be between pain and resistance?

P P>R P=R R>P R

What is your supporting rationale?

2.4 What is your estimation of proportion of symptoms for each structure?

Structure	Proportion (%)

2.5 List the structures that you MUST examine day one (1).  
List the structures that you will examine over the next two (2) days.

Day	Joints which lie under the symptomatic area	Other joints or regions which are possible cause of symptoms	Tests for structures as possible cause of symptoms
1			
2			
3			

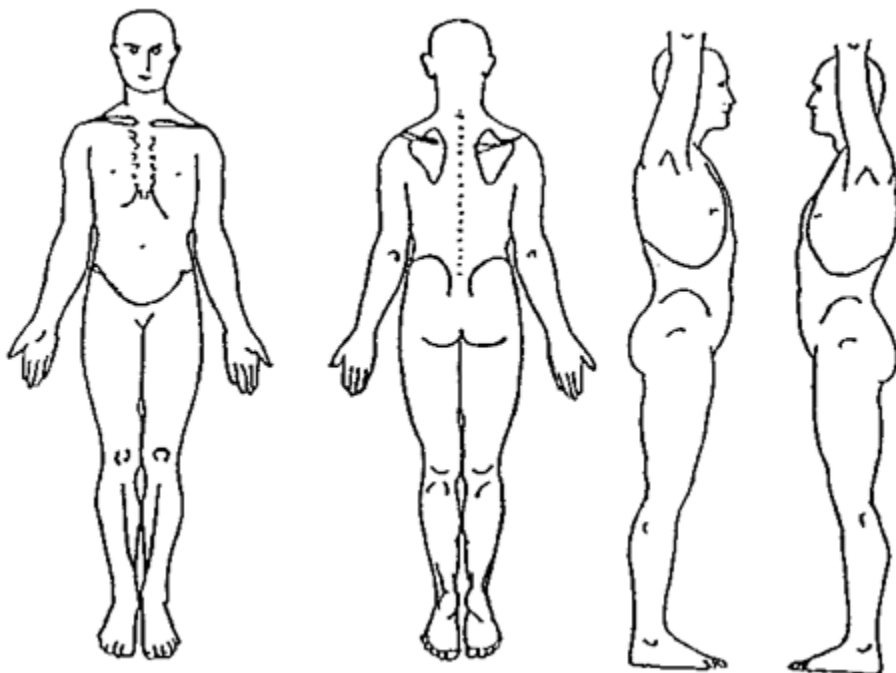
2.6 What aspects of the subjective examination indicate likely objective findings?

Subjective	Objective	Physiological	Accessory
	Test		

2.7 Which aspect of the subjective examination may indicate there are neurological changes? (List structure, level, expected change)

## Part 2. Treatment Planning Sheet

Sites of pain and Paraesthesia



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### 1.0 Examination Findings

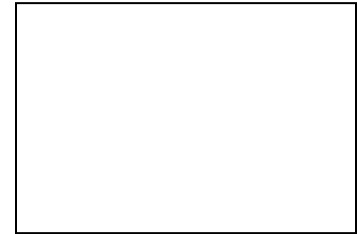
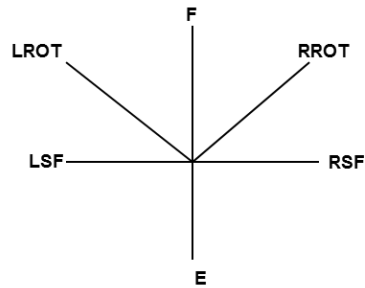
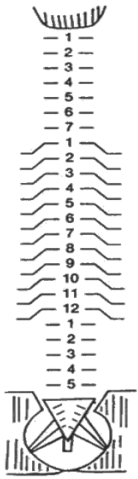
1.1 Is there any reason to suspect the validity of the patient interpretation of their symptoms?

1.2 List your subjective asterisks for each symptomatic area:

1.3 List your objective asterisks for each symptomatic area:

1.4 Draw a comparable movement diagram and PIVM diagram.





1.5 What type of pattern is present? Regular or irregular

1.6 Proportion of symptoms from each structure:

## 2.0 Treatment

2.1 Joint position

2.2 Direction of movement:

2.3 Grade

2.4 Number of repetitions:

## 3.0 Treatment Program

Day 1

Expected result following on treatment:

Actual Result:

Predicted presentation Day 2

#### **4. Treatment Plan**

4.1 How do you expect the treatment program to progress in relation to signs and symptoms and technique choice?

4.2 What is your treatment program if the patient returns worse?

4.3 What is your treatment program if the patient remains the same?

4.4 Do you expect manipulation to be an integral part of the treatment?

State reason and approximate time of inclusion.

4.5 How many treatments do you anticipate the patient to require?

List factors which support your answer:

List factors which may negate your answer:

#### **5.0 Diagnosis**

What is your diagnosis?

## 6.0 Estimated End Result

6.1 What part of this patient's symptoms do you expect to be able to relieve?

6.2 Do you anticipate the patient will remain symptom free following the completion of your treatment?

Estimated time period:

List aspects which suggest a possible recurrence:

6.3 List measures which could be appropriate for the patient to prolong his symptoms free period and other treatment modalities which may be of value.

	Subjective	Objective
Prediction of presentation Day 2		
Actual presentation Day 2		
Prediction Following treatment		

Actual Following Treatment		
Prediction of presentation Day 3		
Actual presentation Day 3		
Prediction Following treatment		
Actual Following treatment		

**7.0 Actual Result Day 4**

If any of your initial assessments were incorrect elaborate on why you feel they were:

7.1 Was your initial assessment of irritability correct?

7.2 Was your initial assessment of the patient's category correct?

7.3 Was your estimation of proportion of symptoms from various structures correct?

7.4 Did the patient improve as you expected?

7.5 Did the patient improve as you expected?

Can you elaborate on it now?



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT/PROGRAM</b>		SRS Graduate Studies		
<b>COURSE TITLE</b>		Rehabilitation Research Project		
<b>COURSE NUMBER</b>	RS 735	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( X )</b>	<b>HALF COURSE ( )</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Joy MacDermid with research mentors		
<b>PREREQUISITE(S)</b>		Student in Rehabilitation Science; with concurrent enrollment or completion of RS 706; or approval of the instructor		

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

<b>NEW COURSE</b>	<input checked="" type="checkbox"/>	<b>DATE TO BE OFFERED:</b> Sept 2013	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO</b> IF YES, PROVIDE THE DATE:
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**WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO** IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). **NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

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

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

This course provides a research experience for students enrolled in the MSc (RS) course-based program. This course will be offered as an alternative to RS730 course (The Scholarly Paper) for students in the online course based MSc (RS) degree and open to other RS students with permission. During the course, learners will work with their supervisor to complete a small research project. Students may choose a research project that could be conducted in their own clinical practice or environment; or conduct a research project defined by their supervisor. Faculty will provide a list of potential projects that students may select. The project will require learners to develop a research question, outline a research plan, complete or review an ethics proposal, conduct clinically-focussed research, complete data analyses, and prepare a report of their research results in a scientific format

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

This course relies on experiential learning with a supervisor. Students will learn about research ethics by completing an online module prior to initiating their research project. Students will complete independent modules regarding the process of conducting and publishing research. Students will work on a small research project with a supervisor on a one-on-one basis. The projects may be identified by the learner if they can assure the supervisor that they have the resources (subjects, equipment and opportunity) to complete a research project in their own clinical practice. There will also be a selection of predefined research projects which students can select. A match between a student and a project must be made for the student to complete this course. Thereafter, the student will work directly with the supervisor to complete the defined research project. Projects may include literature syntheses, pilot projects, secondary data analysis, pre-post test designs, small clinical studies or other projects that are suitable for completion over 2 terms. Upon completion of the data analysis students will develop a scientific poster, write an article for publication, and complete a lay summary of their work. The detailed description is attached in the course outline.

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

Rehabilitation Science currently offers a course-based MSc (RS) degree (primarily online). Students currently complete a scholarly paper worth two credits. A number of our learners are requesting additional opportunities for learning about research. As a result, we will be offering an online introductory research methods course. This research project course will provide an opportunity for a subset of learners to gain experiential learning in research. Clinical specialization requires rehabilitation therapists to demonstrate research competency and outputs. Learners who wish to meet these specialization goals will be supported by changes to our program offerings.

**2. EXPECTED ENROLMENT:**

6 to 12 students depending on the matching process and faculty capacity

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

This course will include on-line modules with interactive learning activities, independent learning, faculty mentorship and experiential learning

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

Progress evaluations will be conducted with the student to provide formative feedback on their progress, and to facilitate completion of the project. These will be completed early and at the midpoint of the work (Two evaluations each worth 10%). The remaining evaluations will focus on the deliverables of the research project: A poster presentation of the research project (worth 15%), a research paper formatted for Journal submission (55%), and a lay summary of the work (10%). The timing is outlined in the course outline and marking rubrics are appended.

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

No other RS course is similar

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

no

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

Name: Joy MacDermid    Email: macderj@mcmaster.ca    Extension: none    Date: Sept 5, 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

## REHABILITATION RESEARCH PROJECT RS 735

**Course coordinator:** Joy MacDermid  
IAHS Room 202; macderj@mcmaster.ca  
Office hours by appointment

Administrative support: Liz Dzaman [dzaman@mcmaster.ca](mailto:dzaman@mcmaster.ca)

Format: online mounted in Avenue to Learn

### **Course Objectives**

1. to become familiar with the research process through experiential learning
2. to learn about research ethics with application to rehabilitation research
3. to develop skills in completion of ethics forms and research protocols
4. to develop skills in data collection and/or analysis
5. to develop scientific writing skills
6. to become familiar with the standards and process for scientific publication
7. to develop skills in scientific poster development
8. to develop skills in writing lay summaries of research findings

### **GENERAL DESCRIPTION**

The Research Project in Rehabilitation provides experiential learning in the conduct of rehabilitation research. It will typically be initiated by students who have completed (or are concurrently completing) the measurement course, and ideally after taking a research methods course. Learners will develop research knowledge, skills and methodology through participation in research. Learners may identify a mentor who is willing to supervise a research project of the learner's choice or choose from a menu of projects provided by faculty. External mentors must have a supervisory graduate appointment within The School of Rehabilitation Science or work with a co-mentor from the Rehabilitation Science faculty. Mentors may continue to work with learners to complete the submission process and follow-up- although this is not mandated and is a noncredit activity. This full course is specifically designed to allow the learner to conduct a small supervised research project in their area of interest. The expected outcome of this course is submission of a research paper that is ready for submission for publication.

Knowledge and understanding of the research process will be gained through the role which each learner negotiates within a research project and by working in collaboration with other researchers on the project. Learners may participate in some or all of the following: Formulating a research question, describing the research objectives and methods, carrying out data collection and/or data analysis, writing a scholarly paper, and presenting a summary of the research through preparation of a presentation/poster suitable for a scientific conference. The exact roles are first described by the supervisor in the project posting; and later refined and agreed upon by the learner and supervisor. The project will be supervised by a faculty member or a clinician scientist, possibly including other co-investigators in the process. The course is overseen by the Assistant Dean of Rehabilitation Science.

The course will start with preliminary online modules that introduce the course, research



ethics, and strategies for independent learning of research skills. At this time the matching process will be described and initiated. Structured modules will consist of approximately 10 hours of learning with the remainder coming from project experience and mentorship with the supervisor. All supervisor-learner pairs are required to develop and submit their completed Team and Project Agreement Forms to the Assistant Dean of Rehabilitation Science.

Modes of Study: This course is designed for internet delivery using Avenue to Learn as the principal mode of instruction. Learners are expected to be adult learners who will independently read (course content posted on the course website), analyze information, and collaborate effectively with their supervisor. The format of collaboration and communication will be decided by the training and supervisor.

Requirements: Learners require access to a computer that meets the course technical requirements and can access the internet on a regular basis with a minimum speed of 128 kbps. PC requirements include a Pentium III processor at 500MHz or higher; at least 256MB of RAM (512MB or more preferred); and an operating system of Windows XP, Vista, or Windows 7. Mac requirements include a Power Macintosh processor (or higher), a minimum of 512MB of RAM, and a Mac OS 10.3 operating system or higher. Learners should also be comfortable using a keyboard and have an active e-mail account. The course will be delivered using Avenue to Learn course software. An online tutorial is available to familiarize the learner with this mode of online learning.

## RESPONSIBILITIES OF THE LEARNER ON THE RESEARCH TEAM

### RESPONSIBILITIES OF EACH LEARNER REGARDING THE RESEARCH PROJECT IN REHABILITATION SCIENCE

1. Identify a project that is of potential interest from posted projects or in conjunction with a faculty member.
2. Complete the Introductory McMaster Ethics Module including a review of the the Tri-Council Policy Statement and SGS101. A printed certificate is required as evidence of completion.
3. Complete and sign a Team & Agreement Project Agreement Form with the supervisor(s) and submit it to The Assistant Dean of Rehabilitation Science through the Administrative Assistant to the Rehabilitation Science Program. All forms will be posted on Avenue to Learn.
5. Complete with the supervisor a 1-2 page project agreement that specifies the research question, proposed methods, timeline and deliverables (can be based on revising a posted project in consultation with the supervisor). A sample completed project agreement is found on Avenue to Learn. This completed agreement is submitted to the Assistant Dean of Rehabilitation Science through the Administrative Assistant to the Rehabilitation Science Program.
6. Ensure that you understand your role on the project and resources than can be applied to complete the work.
7. Devote approximately 100 hours overall to the project.
8. Organize regular meetings with the project supervisor.
9. Participate actively in research and use resources and consultants appropriately.
10. Complete all course forms, deliverables and meet all deadlines. Timelines/deadlines for deliverables are listed in the attached timelines.
11. Submit a final paper formatted in journal submission format. The research paper is **expected to consist primarily of the learners' work (as the first author)**. Input in constructing and revising the work from the mentor is expected. The roles of the mentor and any co-investigators should be defined when submitting the final.
12. Contact the Assistant Dean of Rehabilitation Science, if there are questions or difficulties with the research project that are not resolved through discussion with the supervisor.

## INDEPENDENT MODULES

The following modules are posted on Avenue to Learn and must be completed by all students.

Topic	Resources
Orientation to the Research Project and Process	Assistant Dean of Rehabilitation Science - Recorded Webinar
Ethics Module- McMaster University	<p>Complete</p> <p>McMaster Ethics Module:  <a href="https://ethics.mcmaster.ca/mreb/registration/">https://ethics.mcmaster.ca/mreb/registration/</a></p> <p>Resources</p> <ol style="list-style-type: none"> <li>1. Tri-council Policy-  <a href="http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/">http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/</a></li> <li>2. Recorded Webinar - An Introduction to the Tri-Agency Framework: Responsible Conduct of Research            ResearchPresenter: Karen Wallace, Policy Analyst, Secretariat on Responsible Conduct of Research  <a href="http://www.rcr.ethics.gc.ca/eng/education/webinars-webinaires/">(http://www.rcr.ethics.gc.ca/eng/education/webinars-webinaires/ )</a></li> </ol>
Writing for Publication	Assistant Dean of Rehabilitation Science - Recorded Webinar

## ACTIVITIES and EVALUATION SCHEDULE

The following activities are expected to occur over the course. The course activities and timelines are listed below by week and specific dates are provided on the course calendar posted on Avenue.

Due Date	Activity	Evaluation or deliverables	Grade
Week 1	Orientation to the course		
Week 3	Complete ethics module. Identify potential supervisor(s) and select a tentative project	An approved pairing with a project supervisor will be confirmed once the ethics module is completed	Pass/fail
Week 6	Begin regular meetings with Supervisor(s). Formal description of project description, project feasibility, roles, and deliverables	Completed with Project Supervisor . Submitted to the Course Co-ordinator (RS Assistant Dean)	Pass/fail

Week 12	Early progress assessment of trainee completed by the Supervisor(s)	The supervisor will meet with the student to review progress and provide written feedback to the trainee about their progress to date and research skill development. Supervisor submits marks to the RS program administrative assistant.	10%
Ongoing	Regular meetings with supervisor, research experience work including data collection and/or analysis and writing of results.	Regular meetings and progress reports to supervisor are expected	
Week 25	Interim progress assessment	The supervisor will meet with the student to review progress and provide written feedback to the trainee about their progress to date and research skill development. Supervisor submits marks to the RS program administrative assistant.	10%
Week 45	Online poster submission of research project-suitable for submission to a scientific conference.	Submitted on Avenue to learn	15%
Week 46	Research Paper formatted for publication submission	Submitted to Rehabilitation Science Administrative Assistant and to Turnitin	55%
Week 47	Development of a lay summary of the research suitable for sharing with patients	Submitted on Avenue to learn	10%
Week 50	Marking by mentors and grade submission by Assistant Dean of Rehabilitation Science		Total = 100%

## **PROGRESS ASSESSMENTS**

You are expected to review your progress to date with your Supervisor(s) frequently, and formally at the early and mid-time points outlined in the course outline and posted on Avenue. You should discuss the progress on your project. Including You should review the timeline and deliverables, research obstacles, and challenges. The Supervisor's Evaluation will identify areas of strength and areas for improvement. You should also provide feedback to the supervisor about how their mentorship style, resources and support could be best used for success in your project. At this time the description of your project can be revised based on early experiences. For example, research questions may be modified or sampling expectations altered based on early findings. Each evaluation will be marked (10%). You will be evaluated on your efforts to move the research project forward and progression in understanding concepts during these preliminary evaluations.

## **SCIENTIFIC POSTER PRESENTATION**

**15%**

This will be completed by the student with the expectation that preliminary results (but not the final paper) may be ready at this time. Projects should be designed so that data analysis can be completed one week prior to this date to allow students sufficient time for poster presentation. Students may select the "size" and format of the poster. The style of the poster should be in keeping with a poster that would be presented as a scientific poster at a conference. The poster will be electronically submitted on Avenue to learn for viewing by other students. The poster will be graded by the supervisor and by other students in the class. The mark will be submitted to the Rehabilitation Science Program Administrative Assistant. A rubric of the marking of the poster is provided on Avenue to Learn and in the course outline.

## **RESEARCH PAPER**

**55%**

A paper formatted according to the authors instructions from the target journal will be submitted. Grading of this paper is worth 55% of the final mark. The choice of journal is decided by the learner in consultation with the supervisor. **The learner is expected to be the first author of this work and have performed the majority of the writing with feedback from the supervisor. The paper may be revised with feedback before submission.** Each learner team must submit 1 copy to the program administrative assistant. An electronic copy must also be submitted to [www.turnitin.com](http://www.turnitin.com) by noon on that same day.

A complete list of references is expected regardless of journal format. The format of these should be as required by the target Journal. Appended tables and figures are also expected to follow Journal instructions. The "Instructions for Authors" for the journal are appended to your submission; and supervisors will consider compliance with these when grading. The paper will be marked by the supervisor. A rubric of the marking of the paper is provided on Avenue to Learn and in the course outline.

Students will be responsible for writing a lay summary of their research project with a maximum of 500 words. The summary must not exceed grade 8 reading level. The summary and an analysis of the reading level performed in Word or some other appropriate text analysis is required. Lay summaries will be graded by the course coordinator (Assistant Dean of Rehabilitation Science) and marks will be submitted to the program administrative assistant.

#### Course recommended resources

1. Portney, L.G., & Watkins, M.P. (2009). Foundations of Clinical Research (3rd ed.), Upper Saddle River, NJ: Prentice Hall. (Available electronically via the McMaster Library).
2. Hulley S.B, Cummings S.R., Browner, W.S., Grady, D.G., & Newman, T.B. (2007). Designing Clinical Research (3rd ed.), Baltimore, MD: Lippincott, Williams & Wilkins: (Available electronically via the McMaster Library).
3. Maxwell, J.A. (2005) Designing a qualitative study. Qualitative Research Design: An Interactive Approach. Thousand Oaks, CA: Sage (pp. 214-253).  
[www.corwin.com/upm-data/23772\\_Ch7.pdf](http://www.corwin.com/upm-data/23772_Ch7.pdf)
4. Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans  
<http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/>
5. How to handle authorship disputes: a guide for new researchers.  
<http://publicationethics.org/files/u2/2003pdf12.pdf>
6. Uniform Requirements for Manuscripts Submitted to Biomedical Journals: Ethical Considerations in the Conduct and Reporting of Research: Authorship and Contributorship. [http://www.icmje.org/ethical\\_1author.html](http://www.icmje.org/ethical_1author.html)
7. EQUATOR reporting guidelines for research papers: <http://www.equator-network.org/resource-centre/library-of-health-research-reporting/reporting-guidelines/>

Students are expected to comply with:

1. The academic integrity policy at McMaster University available at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>
2. Ethical research standards outlined by the University and tri-Council documents
3. Standards for compliance with research integrity, copyright regulations and standards for scientific publication

Students should consult the full Academic Integrity Policy at :

<http://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CDMQFjAA&url=http%3A%2F%2Fwww.mcmaster.ca%2Fpolicy%2FStudents-AcademicStudies%2FAcademicIntegrity.pdf&ei=jUj3ULjZINDTqQH0YCwDg&usq=AFQjCNGu8oJ5dUSCJSuXi0FOetJte-OtQA&sig2=raqNGpmtWCv550lbgtOMw&bvm=bv.41018144.d.aWM>

The following excerpts from that policy are provided for emphasis.

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- a) following the expectations articulated by instructors for referencing sources of information and for group work,
- b) asking for clarification of expectations as necessary,
- c) identifying testing situations that may allow copying,
- d) preventing their work from being used by others, e.g., protecting access to computer files, and
- e) adhering to the principles of academic integrity when conducting and reporting research.

Students are responsible for their behaviour and may face penalties under this Policy, if they commit academic dishonesty.

Graduate students, having been deemed admissible to higher studies, are expected to be competent in the acknowledgement of other peoples' work, whether that work is in print or electronic media.

Graduate students are expected to understand the demands of ethical conduct of research and reporting research results. All graduate students are responsible for familiarizing themselves with the definition of research misconduct in the University's policy, namely, "a researcher must be honest in proposing,, seeking support for, conducting, and reporting research; a researcher must respect the rights of others in these activities".

Academic work includes any academic paper, term test, proficiency test, essay, thesis, research report, evaluation, project, assignment or examination, whether oral, in writing, in other media or otherwise and/or registration and participation in any course, program, seminar, workshop, conference or symposium offered by the University.

For graduate students, comprehensive/qualifying exams, any research work, and thesis work (a thesis proposal, or thesis draft, or draft of one or more chapters) also constitute academic work and must adhere to standards of academic integrity.

#### ACADEMIC DISHONESTY -Definition

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage.

Wherever in this Policy an offence is described as depending on "knowingly", the offence is deemed to have been committed if the person ought reasonably to have known.

## ACADEMIC DISHONESTY OFFENCES

The following is a list of examples of academic dishonesty. It is not meant to be exhaustive. For fuller explanations of academic dishonesty, please refer to Appendix 3 in the Policy.

It shall be an offence knowingly to:

- a) plagiarize, i.e. submit academic work that has been, entirely or in part, copied from or written by another person without proper acknowledgement, or, for which previous credit has been obtained
- b) submit the same academic work to more than one course,
- c) submit academic work for assessment that was purchased or acquired from another source,
- d) collaborate improperly on academic work
- e) aid or abet another student's academic dishonesty,
- f) copy or use unauthorized aids in tests, examinations or laboratory reports,
- g) procure, distribute or receive an examination, test or course materials that are in preparation or storage for an academic assessment
- h) remove, without authorization, academic work (e.g. previous assignments or laboratories) submitted by other students to the instructor,
- i) alter a grade on academic work after it has been marked and using the altered materials to have the recorded grade changed,
- j) steal, destroy or tamper with another student's academic work,
- k) prevent another student(s) from completing a task for academic assessment,
- l) fail to take reasonable precautions to protect academic work such as assignments, projects, laboratory reports or examinations from being used by other students,
- m) misrepresent academic credentials from other institutions or submit false information for the purpose of gaining admission or credits,
- n) submit false information or false medical documentation to gain a postponement or advantage for any academic work, e.g., a test or an examination,
- o) forge, alter or fabricate McMaster University documents,
- p) forge, alter or fabricate transcripts, letters of reference or other official documents,
- q) impersonate another student either in person or electronically for the purpose of academic assessment,
- r) provide a false signature for attendance at any class or assessment procedure or on any document related to the submission of material where the signature is used as proof of authenticity or participation in the academic assessment, and,
- s) commit research misconduct which shall include: i) the misrepresentation, fabrication or falsification of research data, ii) the abuse of confidentiality with regard to information and ideas taken from manuscripts, grant applications or discussions held in confidence, iii) other kinds of misconduct, such as: the



violation of the regulations of the granting bodies; the improper use of funds, equipment, supplies, facilities, or other resources; the failure to respect University policies on the use of human subjects or animals

## Appendices

1. Project Description Forms
2. Evaluation Rubric/Evaluation Forms (Poster, Lay Summary and Paper)

## Research Project in Rehabilitation Research

**Name of Supervisor:**

**Department:**

**Office Address:**

**Email:**

**Phone:**

**Other Researchers involved:**

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**Project Title:**

**Project Description** – (one page maximum)

Background:

Research Questions:

Methods:

Anticipated Analysis Methods:

Project Deliverables

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**Expected Roles for Student :**

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**If REB approval is required for this project, please provide REB Number: \_\_\_\_**  
**OR provide the status of the application for REB approval:**

**Deadline for submissions:**

Submit to: Rehabilitation Science Program Administrative Assistant

## RESEARCH PROJECT POSTER PRESENTATION EVALUATION FORM

Topic: \_\_\_\_\_ Student: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Please place an X in the box that best describes the rating.

(0= if presentation not performed, 1 – unsatisfactory; 2 – satisfactory; 3 – good; 4 – very good; 5 - excellent )

	0	1	2	3	4	5
<b>1. COMMUNICATION</b>						
-language is clear and appropriate - explanations are logical and easy to follow - visuals,or graphics are clear and effective/appealing - professional presentation - presentation is suitable for a scientific conference						
OVERALL effectiveness						
<b>2. RESEARCH OBJECTIVES</b>						
- background/rationale is clear and sound research objectives for the project are clear -research is relevant to rehabilitation Methos reported are clear and appropriate to question						
OVERALL effectiveness						
<b>3. CONTENT AND QUALITY OF RESEARCH DONE</b>						
- results are clear and accurate - conveys logical conclusions - conveys logical relevance or application						
<b>Appropriate references are provided</b> - references for key methods, background research -an appropriate reference list is included -referencing format is correct						
<b>TOTAL SCORE</b>  (Sum of overall effectiveness in each of the 3 sections) /15						

Comments:

## LAY SUMMARY EVALUATION FORM

Topic: \_\_\_\_\_ Student: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Please place an X in the box that best describes the rating.

	YES= 1 or 2	No= 0
0= poor or not performed, 1= satisfactory 2= very good to excellent		
<b>1. COMMUNICATION STYLE</b>		
-writing is succinct and grammatically correct - does not exceed grade level expectations (grade 8)		
<b>2. FIT WITH TARGET AUDIENCE</b>		
- presentation is geared to the interests or information needs of the target lay audience -- in focus and language		
<b>3. BACKGROUND/CONTEXT</b>		
- background/rationale is clear to target audience - communicates importance of issue - accurate portrayal of current knowledge		
<b>4. CONVEYS NEW KNOWLEDGE</b>		
- Appropriate references for key information - it is clear what is new or key information is being communicated		
<b>5. ACCURACY</b>		
- is a consistent and valid representation of current knowledge ; - accurate portrayal of new findings without overstatement of their importance or generalizability		
TOTAL SCORE ( Sum of each of 5 sections) /10		

Comments:

## Feedback and Marking Rubric For Final Paper

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

				examples where needed	
<b>References</b>	Work displays no references.	Work does not have the appropriate number or type of required references.	Mostly appropriate type/choice of references	Entirely appropriate type/choice of references	
<b>Citing practices</b>	Many factual statements not referenced; multiple cases of use of secondary or incorrect referencing	No incorrect referencing and some of the facts are referenced	Consistent referencing practices; with few cases of unreferenced facts	Consistent accurate referencing; all facts referenced; use of multiple references where needed	
<b>Methods/Analysis/Interpretation</b>					
<b>Accurate interpretation of background knowledge</b>	- majority of the information used has been misinterpreted/used incorrectly or is not relevant to the topic	- the majority of info used is correct with a couple of misrepresentations or misinterpretations	- with minimal exceptions the information used correctly used and interpreted	- all info used is correct and used appropriately	
<b>Statement of Research Question/Purpose</b>	None	Unclear/vague	Stated; but not specific	Stated and specific	
<b>Methods/Approach</b>	Inappropriate approach used	Major weaknesses to approach	Reasonable approach	Ideal approach given circumstances	
<b>Analysis</b>	- little to no analysis evident	- some use of analysis and interpretation of findings - not the accepted approach - some of analyses do not match/make logical sense	- fairly consistent use of analysis - a moderate quality of analysis	- consistent and clear analysis and interpretation - detailed analysis	
<b>Synthesis of Ideas/Findings</b>	The discussion demonstrates inaccurate synthesis as the author misinterprets the findings	The discussion has limited use of relevant sources;	The discussion demonstrates accurate synthesis as the author combines his/her own	The discussion demonstrates synthesis as the author combines	

	of others or themselves		interpretation with a limited scope of relevant sources	his/her own interpretation with a rich scope of relevant sources;	
<b>Places interpretation in proper context</b>	- writing contains no description of how the analysis fits with current literature	- writing broadly but places current work in a context but does not describe specific areas of agreement/disagreement	- writing includes some context including some areas of agreement/disagreement which the topic is addressed	- writing includes clear description of how the students analysis agrees/disagrees with current literature or builds on existing knowledge which topic is set	
<b>Use appropriate primary sources</b>	- most to all sources were secondary sources (few primary sources); no recent literature; key foundations missed	Primary resources used, but key citations missed.	- many primary sources were used with various viewpoints	- key older and recent relevant primary sources were used	
<b>Research is balanced</b>	- research incorporated in paper from only 1-2 kinds of opinions/views and ignores conflicting work	-Passing acknowledgement of controversy/differences but without explicit portrayal of the other side	- Contrary sides are mentioned although not fairly discussed	- fair balanced view of both sides of issues	
<b>Extent Content Knowledge Demonstrated</b>	Student does not have grasp of information; student did not portray issues correctly	Student is not proficient with content but able to demonstrate basic concepts.	Student demonstrates understanding of topic, but fails to elaborate/extend.	Student demonstrates full knowledge (more than required) and integration.	
<b>Alignment with assignment criteria</b>					



<b>Complies with project plan/goals (or amended plan as approved by supervisor)</b>	-does not comply with project plan and expectations	- limited congruence with project plan/intent	- demonstrates completion of plan assigned task	- clearly demonstrates understanding and compliance of assigned task	
<b>OVERALL</b> The paper grade will be based on an overall assessment of the above-evaluating how the individual ratings combine into an overall quality paper.	(F) - The assignment is poor quality and poorly presented; ignores key scholarship principles	Range (D to B-) The assignment has some strengths; but there is substantive weaknesses in content, interpretation, presentation or scholarship principles.	Good overall in all areas (Range B to A-)	A to A + - Excellence in all areas	

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

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

## Suggestions



**SCHOOL OF GRADUATE STUDIES**

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

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

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

<b>DEPARTMENT</b>		Faculties of Health Sciences, Engineering, and Business						
<b>NAME OF PROGRAM</b>		MSc eHealth						
<b>PROGRAM DEGREE</b>	Ph.D. ( )	M.A. ( )	M.A.Sc. ( )	M.B.A. ( )	M. Eng. ( )	M.Sc. ( X )	Diploma Program ( )	Other (Specify)
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>								
<b>CHANGE IN ADMISSION REQUIREMENTS</b>			<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>			<b>CHANGE IN COURSE REQUIREMENTS</b>		X
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>			X	<b>EXPLAIN:</b> EHealth 705 / Statistics for eHealth / is to be introduced as a new required course for all students in the program.				
<b>OTHER CHANGES</b>	<b>EXPLAIN:</b>							
<b>DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:</b>								
Currently, there is no required statistics course in the program..								
<b>PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (Attach additional pages if space is not sufficient.)</b>								
The recommended change will affect the following section in the calendar for the MSc eHealth program:  Degree Options and Internship A candidate for the M.Sc. eHealth degree may choose to take the program either full-time or part-time. The full-time program has two options: thesis or course-project. In the thesis option, students must complete the required courses plus one elective course from the field of specialization (a total of five courses). In addition, students must complete and defend a Master's thesis successfully. The thesis option is not open to part-time students. Completion of the M.Sc. thesis option is the preferred route to a Ph.D. program in a similar field (e.g., Health Research Methodology, Computer Science, or Business). In the course-project option (which may be taken full or part-time), students take the required courses, two electives from the field of specialization, and two other electives selected from one or both of the other two fields (for a total of eight courses). All courses must be completed with at least a B- standing.  In line 4, "four" has been replaced with "five". In the last line, "seven" has been replaced with "eight".  Additionally, a description of the new required course eHealth 705 will be included in the program's calendar copy as follows:  *705 / Statistics for eHealth / Staff  This course covers basic statistical concepts and techniques as they apply to the analysis and presentation of data in eHealth practice. The statistical software package SPSS will be used extensively. The course includes graphical presentation of data, elementary probability, descriptive statistics, and probability distributions. Statistical inferencing techniques, including statistical decision theory, confidence intervals, hypothesis tests (z-tests, t-tests, and non-parametric methods), ANOVA, contingency tables, ch-square tests, correlation, and simple and multiple regression. Students will analyze data gathered from eHealth studies and will review examples drawn from published eHealth research.  Prerequisite: Enrolment in the MSc eHealth program or permission of the instructor.								

**RATIONALE FOR THE RECOMMENDED CHANGE:**

Students in the eHealth program (particularly thesis students) are often required to analyze statistical data. Although students admitted to the program may claim they have taken a university-level statistics course, they are often incapable of performing statistical analysis beyond very basic functions. The purpose of the new required course is to ensure that all our students are capable of gathering and analyzing statistical data satisfactorily, both while in the program and in their careers in the eHealth field.

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

September 2013

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

This recommendation is accompanied by a proposed change involving the introduction of the new course eHealth 705

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

Degree Options and Internship

A candidate for the M.Sc. eHealth degree may choose to take the program either full-time or part-time. The full-time program has two options: thesis or course-project. In the thesis option, students must complete the required courses plus one elective course from the field of specialization (a total of five courses). In addition, students must complete and defend a Master's thesis successfully. The thesis option is not open to part-time students. Completion of the M.Sc. thesis option is the preferred route to a Ph.D. program in a similar field (e.g., Health Research Methodology, Computer Science, or Business). In the course-project option (which may be taken full or part-time), students take the required courses, two electives from the field of specialization, and two other electives selected from one or both of the other two fields (for a total of eight courses). All courses must be completed with at least a B- standing.

The course description will also be included, as follows:

\*705 / Statistics for eHealth / Staff

This course covers basic statistical concepts and techniques as they apply to the analysis and presentation of data in eHealth practice. The statistical software package SPSS will be used extensively. The course includes graphical presentation of data, elementary probability, descriptive statistics, and probability distributions. Statistical inferencing techniques, including statistical decision theory, confidence intervals, hypothesis tests (z-tests, t-tests, and non-parametric methods), ANOVA, contingency tables, ch-square tests, correlation, and simple and multiple regression. Students will analyze data gathered from eHealth studies and will review examples drawn from published eHealth research.

Prerequisite: Enrolment in the MSc eHealth program or permission of the instructor.

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Norm Archer      Email: archer@mcmaster.ca      Extension: 23944      Date: January 9, 2013

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](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		MSc eHealth		
<b>COURSE TITLE</b>		Statistics for eHealth		
<b>COURSE NUMBER</b>	705	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Norm Archer, Ann McKibbon		
<b>PREREQUISITE(S)</b>		Enrolment in MSc eHealth program, or permission of instructor		

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

<b>NEW COURSE</b>	<input checked="" type="checkbox"/>	<b>DATE TO BE OFFERED:</b> Winter 2014	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO</b> IF YES, PROVIDE THE DATE:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO</b> IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). <b>NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>		<b>PROVIDE THE NEW COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>		<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>		<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>		<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER CHANGES</b>		<b>EXPLAIN:</b>		

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**  
 This course covers basic statistical concepts and techniques as they apply to the analysis and presentation of data in eHealth practice. The statistical software package SPSS will be used extensively. The course includes graphical presentation of data, elementary probability, descriptive statistics, and probability distributions; statistical inferencing techniques, including statistical decision theory, confidence intervals, hypothesis tests (z-tests, t-tests, and non-parametric methods), ANOVA, contingency tables, ch-square tests, correlation, and simple and multiple regression. Students will analyze data gathered from eHealth studies and will review examples drawn from published eHealth research. Prerequisite: Enrolment in the MSc eHealth program or permission of the instructor.

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**  
 We expect to use the text "Statistics for the Health Sciences", by Christine Dancey, John Reidy, and Richard Rowe (Sage, 2012). The course will include the following topics, interspersed by readings from the published literature on statistical studies in eHealth: Overview of the research process; descriptive statistics; graphical displays; introduction to SPSS. Statistical tests; sampling; probability distributions; statistical significance; confidence intervals. Hypothesis tests; t test; non-parametric tests (Kolmogorov-Smirnov one sample test). Two-sample tests (t tests, Mann-Whitney). Data screening and cleaning. One way analysis of variance. Categorical variables; Chi-square test; contingency measures; Correlation (Pearson's r and Spearman's rho). Linear regression; outliers. Multiple regression; dummy variables.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This is a new required course to prepare MSc eHealth students for analyzing and understanding the variety of data they must deal with in the eHealth environment</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>25-30. Our current annual student intake is in this range, and all our full-time students will take this required course in their first year of their programs, and the part-time students will take it early in their programs.</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>Students will prepare for each lecture by reading assigned material, reviewing required readings, and doing assigned statistical analysis. Classes will normally include two hours of tutorial, where students will work individually or as teams to address applications that demonstrate the material presented the previous week. This will be followed by an hour of lecture or guest presentation on the topic for the following week. The instructor and tutorial assistants will work with students as needed during the tutorials.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Students will be graded on the following basis: 1) Individual performance observed in tutorials and class (10%); 2) Two hand-in assignments, each worth 10% (Total 20%); 3) Multiple choice and short answer mid-term (30%); 4) Teams of no more than 4 students will choose topics from a list and give presentations (20%) and submit written reports (20%) near the end of term. These topics will involve a critical review, explanation, and analysis of one or more published papers about some aspect of eHealth involving statistics.</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>HRM 702, NUR 709, and BUS Q600 have some overlap with the proposed course, but none are oriented towards eHealth applications. Also, the first two are not offered in the Winter term, which is where the course is needed for the eHealth program.</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>This course is intended only for students in the MSc eHealth program</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p>   <p>Name: N. Archer Email: archer@mcmaster.ca      Extension: 23944      Date submitted: December 06, 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/2012



**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*).
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<b>DEPARTMENT/PROGRAM</b>	Clinical Epidemiology & Biostatistics/ Health Research Methodology Graduate Program		
<b>COURSE TITLE</b>	EHealth: Fundamentals of eHealth and the Canadian Health Care System		
<b>COURSE NUMBER</b>	724	<b>COURSE CREDIT</b>	
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>
<b>INSTRUCTOR(S)</b>	Ann McKibbon		
<b>PREREQUISITE(S)</b>	Enrolled in eHealth MSc program or permission of instructor.		

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

<b>NEW COURSE</b>	<b>DATE TO BE OFFERED:</b> September annually	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> IF YES, PROVIDE THE DATE:
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WILL THE COURSE BE **CROSS-LISTED** WITH ANOTHER DEPARTMENT? YES IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). **NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

<b>CHANGE IN COURSE TITLE</b>	PROVIDE THE CURRENT COURSE TITLE:
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<b>CHANGE IN COURSE DESCRIPTION</b>	X	<b>600-LEVEL COURSE (Undergraduate course for graduate credit)</b> <i>Please see #4 on page 2 of this form</i>
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<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>		<b>CHANGE TO QUARTER COURSE</b>	
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<b>COURSE CANCELLATION</b>	PROVIDE THE REASON FOR COURSE CANCELLATION:
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<b>OTHER</b>	X	<b>EXPLAIN:</b> Updating of content and changed methods of evaluation.
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**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

This tutorial-based course will cover a broad range of eHealth topics from the perspective of health care delivery. Topics include a definition of eHealth; health care data; hospital and primary care information systems (i.e. electronic health records [EHR] systems); specialty components of an EHR system; how health professionals use data; human/cognitive factors in development and implementation of eHealth applications; patient safety; standards, vocabulary and nomenclatures and how used; aggregation of health information, especially for research purposes; patient information systems and consumer eHealth; and research and evaluation of eHealth applications and research using eHealth applications.

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

This is one of the 3 core courses in the MSc eHealth program. These three courses are built using content recommendations from COACH—Canada's Health Informatics Association. Most of the students will be registered in the eHealth program or HRM (Department of Clinical Epidemiology and Biostatistics). The course emphasizes understanding the needs, information tools and use, and culture of healthcare delivery in Canada with respect to acquisition and handling of health data/information. Secondary emphasis is on the evaluation of eHealth interventions. Because some students may not have a strong health background the course will require a 1-day orientation session (optional for health-based students with Canadian experience) to the Canadian health care system and care delivered across hospitals, communities, and homes scheduled as the first class of the course. The course presents relevant issues in an integrated manner that will prepare students for more focused study in research and evaluation in eHealth and more advanced courses in the MSc eHealth program. The course will be illustrated by real life examples, current and historical journal publications, invited speakers, and visits. Textbook is Biomedical Informatics. Computer Applications in Health Care and Biomedicine by Shortliffe and Cimino, 3<sup>rd</sup> ed. Springer Verlag (also available online).

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

1. Recognize the importance of the Canada Health Act and how health care is delivered at the federal, provincial, and local healthcare levels
2. Describe what eHealth encompasses and how it is inter-related with health care delivery
3. Apply the knowledge of the cultures of health care providers and patients and how these cultures affect planning, implementation, and use of information technologies. Also to integrate the cultures of health with that of business and computing and software.
4. To interpret how information flows in health care and how existing and future information technologies can support delivery of health care
5. Prioritize and select the main applications of eHealth for primary health care, hospital based care, and home care
6. Interpret and apply ethically appropriate interventions especially related to privacy, security, and confidentiality from the perspective of health care providers, administrators, researchers, and patients in relation to eHealth applications
7. Recognize the importance and existence of standards and interoperability

**2. EXPECTED ENROLMENT:**

Approximately 35-40 per year--3 tutorial groups.

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

This course will be run using tutorial based small group learning. Weekly sessions are 3 hours long. Each session will start with a visit or visitor for the first hour and the other 2 hours of the class will be discussions led by the tutor or student facilitator on that week's content. Students are expected to prepare the weekly material before coming to class. This preparation involves completing the readings and assignments for that session. Attendance is compulsory. Preparation work is designed to take approximately 6 hours per week (double the class time). Evaluation of class members is based on individual participation, 6 though pieces done on weekly content, and preparation of a final paper

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

Evaluation will include a mid-term examination, and a term paper on a specific topic of interest to the student group, to be presented and submitted in written form at the end of the term. The paper will be in the form of an evaluation protocol or research project related to an eHealth intervention or system, probably done as an interdisciplinary project. Students will be matched in groups of 2 or 3 with a mix of backgrounds in each group.

Class participation	10%
Thought papers ( total)	20%
Pop quizzes (2)	10%
Final project	50 % (presentation 20% 30% final report)

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

No. this course complements one in business and computer science but they are not overlapping but the 3 required courses for the MSc in eHealth.

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

not applicable

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

Name: Ann McKibbon      Email: mckib@mcmaster.ca      Extension: 22803



**SCHOOL OF GRADUATE STUDIES**

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

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

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<b>DEPARTMENT/PROGRAM</b>		SRS and DSB / Master of Health Management		
<b>COURSE TITLE</b>		Health Systems and Policy Analysis		
<b>COURSE NUMBER</b>	HM700	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Glen Randall		
<b>PREREQUISITE(S)</b>		Admission to the Master of Health Management Program		

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

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

**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**  
 This course is the introductory course for the Master of Health Management program. It will provide students with an understanding how the Canadian health care system is organized as well as how services are financed and delivered. This will be done through an assessment of the Canada Health Act and various pieces of related provincial healthcare legislation. Discussions will include an exploration of the for-profit and not-for-profit mix of services within Canada. In addition, students will be exposed to the principles of evidence-based decision-making and various health policy analysis tools. Current issues and trends in health policy (both within Canada and internationally) will serve as cases to which students apply those tools.

**CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.**  
 Course content is divided into the following four learning modules:  
 Module 1: Introduction to the Canadian healthcare system  
 Module 2: Comparative health systems  
 Module 3: Introduction to health policy analysis and methods  
 Module 4: Conducting health policy analysis

Upon completion of this course students will be able to:

- describe how health care is organized, funded and delivered within Canada;
- demonstrate an understanding of current issues and trends in health policy;
- identify the stages of the health policy development process; and
- describe and apply health policy analysis tools in examining complex health policy issues.

Course materials will consist of a text: Studying Public Policy (Howlett, Ramesh, and Perl, 2009) (or similar) and journal articles.



<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This course is one of the core courses in the Master of Health Management Program. The program is offered in collaboration between the School of Rehabilitation Science and the DeGroote School of Business at McMaster University.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>45</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>This course is offered through a combination of online and on-site delivery. Three sessions are covered during the first on-site residency. Sessions conducted on-site include a period of orientation, lectures, discussions and presentations. Sessions conducted online include objectives, readings, assigned discussion questions and other learning activities. Topics can be explored through a review of documents, video, slides, course assignments, cases and online discussions.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Students will be evaluated as follows:</p> <p>Participation (for both on-site and online course components) - estimate 30%  Policy issue presentation and facilitation of discussion during on-site residency - estimate 30%  Major policy analysis assignment - estimate 40%</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>N/A</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Glen Randall      Email: randalg@mcmaster.ca      Extension: 26191      Date: November 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:**

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

<b>DEPARTMENT/PROGRAM</b>		SRS and DSB / Master of Health Management		
<b>COURSE TITLE</b>		Evaluating Sources of Evidence for Management and Evaluation		
<b>COURSE NUMBER</b>	HM705	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Brenda Lammi and Mary Law		
<b>PREREQUISITE(S)</b>		Admission to the Master of Health Management Program Prereq: HM 700 ANTIREQUISITE-RS 705		

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

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

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

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

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

The course will include 4 thematic modules:

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

Upon completion of this course students will be able to:

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

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

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This course is one of the core courses in the Master of Health Management Program. The program is offered through a collaboration between the School of Rehabilitation Science and the Degroote School of Business at McMaster University.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>45</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>This course is delivered in an online format. Topics can be explored through a review of documents, video, slides, course assignments, cases and online discussions. Sessions include objectives, readings, assigned discussion questions and other learning activities. Students are required to complete assignments, and respond to posted discussion questions.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Evaluation will be based on:</p> <p>Participation in weekly sessions - estimate 15%  Assignment 1 - Systematic Review Topic - estimate 20%  Assignment 2 - Paper – Obtain and Review Data - estimate 40%  Assignment 3 - Implementing Evidence into Management Presentation -estimate 25%</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>A similar course is offered in the RS program. The two course are taken by students in different programs. This course focuses directly on use of evidence in health management.</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Mary Law Email: lawm@mcmaster.ca Extension: 27837 Date: November 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**

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<b>DEPARTMENT/PROGRAM</b>		SRS and DSB / Master of Health Management		
<b>COURSE TITLE</b>		Health Management Foundations I		
<b>COURSE NUMBER</b>	HM706	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Patricia Wakefield		
<b>PREREQUISITE(S)</b>		Admission to the Master of Health Management Program. Prereq: HM 700, HM 705		

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

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

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

This course will provide students with the knowledge and skills to understand strategic management principles, theoretical perspectives and practices, and to apply them in the health care industry, in both for-profit and not-for profit organizations in the delivery of health care services, tangible products and social marketing programs. Students will become familiar with the strategic management process in the development, implementation and evaluation of strategic plans, programs and activities for: human resources management, marketing to various segments and target markets, and, communications tools and strategies.

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

Course content includes: strategic management theories and principles, organizational behaviour and human resources management, marketing and communication principles, theories, and strategies, and their application in health care management. The course is divided into four learning modules:

- Module 1: Introduction to Strategic Planning and Management
- Module 2: Human Resource Management
- Module 3: Strategic Marketing Management
- Module 4: Managing Communications

Course materials will consist of: a text: *Managing Health Care Business Strategy*, Mosely, 2009 (or similar); journal articles, selected articles and/or cases posted materials and videos.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This course is one of the core courses in the Master in Health Management Program. The program is offered through a collaboration between the School of Rehabilitation Science and the DeGroote School of Business at McMaster University.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>45.</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>This course is delivered in an online format. Topics can be explored through a review of documents, video, slides, course assignments, cases and online discussions. Sessions include objectives, readings, assigned discussion questions and other learning activities. Students are required to complete assignments, and respond online to posted discussion questions.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Evaluation methods include:</p> <ol style="list-style-type: none"> <li>1. Participation in online discussions for Modules - estimate 20%</li> <li>2. Completion of course assignments for Modules - estimate 40%</li> <li>3. Completion of a health management project/paper - estimate 40%.</li> </ol>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>N/A</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p>   <p>Name: Patricia Wakefield Email: wakefie@mcmaster.ca Extension: 27447 Date: November 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](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		SRS and DSB / Master of Health Management		
<b>COURSE TITLE</b>		Health Management Foundations II		
<b>COURSE NUMBER</b>	HM707	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Trevor Chamberlain		
<b>PREREQUISITE(S)</b>		Admission to the Master of Health Management Program Prereq: HM 700, HM 705, HM 706		

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

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

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

Through this course, students will gain knowledge about the fundamental concepts and practical issues related to accounting and finance and their uses in planning, decision making and control in the management of health care organizations. Skills in the basics of financial management and managerial accounting, budgeting and forecasting, including statistical applications, will be developed through discussion, case studies and course assignments.

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

Skills in the basics of financial and management accounting, budgeting and forecasting will be developed through discussion, case studies and course assignments. The course is divided into seven learning modules.

- Module 1: Introduction to Health Care Accounting and Financial Management
- Module 2: Financial Accounting
- Module 3: Management Accounting
- Module 4: Financial Management Concepts
- Module 5: Long-term Financing
- Module 6: Capital Budgeting
- Module 7: Forecasting and Financial Condition Analysis

Course materials will include the following textbook: Gapenski, Louis C., Healthcare Finance, Fifth Edition, Chicago, IL: Health Administration Press, 2012; and the following casebook: Gapenski, Louis, C., Cases in Healthcare Finance, Fourth Edition, Chicago: Health Administration Press, 2010 (or similar).

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This course is one of the core courses in the Master of Health Management Program. The program is offered through a collaboration between the School of Rehabilitation Science and the Degroote School of Business at McMaster University.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>45</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>This course is delivered in an online format. Topics can be explored through a review of documents, video, slides, course assignments, cases and online discussions. Sessions include objectives, readings, assigned discussion questions and other learning activities. Students are required to complete assignments, and respond to posted discussion questions.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Evaluation methods will include:</p> <ol style="list-style-type: none"> <li>1. participation in online discussions - estimate 20%;</li> <li>2. completion of short cases and problem sets - estimate 40%; and</li> <li>3. completion of a project situated in a health management setting - estimate 40%.</li> </ol>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>N/A</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Trevor Chamberlain      Email: chambert@mcmaster.ca      Extension: 23980      Date: November 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](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		SRS and DSB / Master of Health Management		
<b>COURSE TITLE</b>		Leadership in Health Organizations		
<b>COURSE NUMBER</b>	HM708	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Mary Law and Kathryn Wise		
<b>PREREQUISITE(S)</b>		Admission to the MHM Program Prereq: HM 700, HM 705, HM 706, HM 707 Antireq: RS 770		

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

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

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

This course explores principles, practices, trends and issues of leadership in health organizations. Current theories of leadership with attention to styles, practices, tasks and models will be covered. Participants will be encouraged to reflect on and analyze their own leadership experiences in light of theories studied. Through the interplay of theory and practical application, participants will gain a deeper appreciation for the requirements, responsibilities, and consequences of effective leadership. The course encourages professional and personal development through action learning that is relevant and transferable to organizations.

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

This course is designed for health professionals who want to acquire the knowledge and skills to develop as leaders in their current and future practice. The course emphasizes the development of knowledge regarding theories of leadership and the application of learning at the level of self, profession, and organizations. The tasks and strategies related to effective leadership are also explored. The course will include 4 thematic modules:

- Module 1 (Week 1-3) What is leadership? Major theories, leadership styles
- Module 2 (Week 4-6) Leadership in health organizations; principles, practices, trends and issues.
- Module 3 (Week 7-9) Leadership tasks and strategies
- Module 4 (Week 10-11) Leadership & Systems Theory/Organization/Culture; Integration/application, Synthesis/Creation

Upon completion of the course, learners will be able to:

1. Understand their own leadership style
2. Apply theoretical concepts to leadership issues related to self, profession, and organizations.
3. Synthesize conceptual differences and use problem-solving teams to further understand the dynamics of leadership
4. Create a leadership plan relevant to their current practice

Course materials will consist of journal articles, custom courseware and internet resources (or similar).



<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This course is one of the core courses in the Master of Health Management Program. The program is offered through a collaboration between the School of Rehabilitation Science and the Degroote School of Business at McMaster University.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>45</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>This course is offered through a combination of online and on-site delivery. One session is covered during the final on-site residency. Sessions conducted on-site include a period of orientation, lectures, discussions and presentations. Sessions conducted online include objectives, readings, assigned discussion questions and other learning activities. Topics can be explored through a review of documents, video, slides, course assignments, cases and online discussions.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Evaluation will be based on:</p> <p>Participation in weekly sessions - estimate 20%</p> <p>Assignment 1 - [Self] Self-Assessment of Leadership Paper - estimate 10%</p> <p>Assignment 2 - [Other] Interview a leader in the field of health management. Analyse the interview using a theoretical approach. - estimate 40%</p> <p>Assignment 3 - [Organization] Develop a detailed, theoretically based leadership plan/approach to a current situation in an organization, profession, or health care. - estimate 30%</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>A similar course is offered in the RS program. The two course are taken by students in different programs. This course focuses directly on leadership in health management.</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Mary Law Email: lawm@mcmaster.ca Extension: 27837 Date: November 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](mailto:espiritu@mcmaster.ca)).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT/PROGRAM</b>		SRS and DSB / Master of Health Management		
<b>COURSE TITLE</b>		Scholarly Paper		
<b>COURSE NUMBER</b>	HM730	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( X )</b>	<b>HALF COURSE ( )</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Lynne Geddes with Master of Health Management Faculty Members as Faculty Advisors		
<b>PREREQUISITE(S)</b>		Admission to the Master of Health Management Program Prereq: HM 700, HM 705, HM 706, HM 707, HM 708 and 1 other elective		

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

<b>NEW COURSE</b>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO</b> If YES, PROVIDE THE DATE:
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**WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO** If YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). **NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

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

<b>COURSE CANCELLATION</b>	PROVIDE THE REASON FOR COURSE CANCELLATION:
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<b>OTHER CHANGES</b>	EXPLAIN:
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**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

This full course is designed as an opportunity for graduate course based students to demonstrate, in writing, their ability to integrate ideas that reflect current knowledge in areas of health management practice, education, research, and/or policy. The scholarly paper is to demonstrate integrative thinking at a general and abstract level. A student will identify a topic, in consultation with a faculty advisor with expertise in the area, and develop a proposal that is individualized to the student's area of interest. The student will then develop the paper under the guidance of a faculty member. The paper must be 25 to 30 pages, excluding references and appendices. The paper does not typically involve the collection or analysis of primary data or the conduct of research with subjects. It is a scholarly essay, not a thesis.

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

Normally after the 5 required and 1 elective courses have been completed, students will complete the scholarly paper. The scholarly paper provides an opportunity for students to demonstrate, in writing, their ability to integrate ideas that reflect current knowledge in health management practice, education, research and/or policy. The scholarly paper is to demonstrate integrative thinking at a general and abstract level. The topic must be specific and cannot be covered in-depth in other course work. The student will be expected to develop a proposal providing a rationale for the topic, the issues to be examined, and bibliography, prior to completing the paper.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This course is one of the core courses in the Master in Health Management Program. The program is offered through a collaboration between the School of Rehabilitation Science and the Degroote School of Business at McMaster University.</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>45</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>The course is an independent self-directed in-depth exploration of a topic chosen by the student and approved by his/her faculty advisor and the course instructor in consultation with the MHM curriculum committee. The student will be working under the supervision of a faculty member of the Master of Health Management program whose research, clinical, or teaching interests match the student's learning needs and who is willing to work with the student. The student will submit a proposal for the scholarly paper and, after its' approval, complete and submit the scholarly paper.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>Final paper – estimate 100%</p>
<p><b>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</b></p> <p>N/A</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>N/A</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p>   <p>Name: Lynne Geddes      Email: geddesl@mcmaster.ca      Extension: 27818      Date: November 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