



School of Graduate Studies

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June 3, 2010

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

From : Medy Espiritu
Assistant Secretary and SynApps System Administrator

The next meeting of the Faculty of Health Sciences Graduate Policy and Curriculum Council will be held on **Thursday, June 10, 2010 at 2:00 p.m.** in the **West Room of the University Club.**

Listed below are the agenda items for discussion.

If you are unable to attend this meeting, please call extension 24204 or email espiritu@mcmaster.ca.

A G E N D A

- I. Nursing
 - Creation of new field
 - Change in existing field
- II. Medical Sciences
 - Cancellation: *755 – Skeletal Muscle Cell Biology and Clinical Myology
- III. Physiotherapy (course information update)
 - 611 – Fundamentals of Physiotherapy Practice/Problem-based I
 - *612 – Fundamentals of Physiotherapy Practice/Clinical Laboratory I
 - *711 – Advanced Neurological Physiotherapy Practice—Problem-based IV
 - *712 – Advanced Neurological Physiotherapy Practice—Clinical Laboratory Course
 - 713 – Research and Evidence-based Practice
 - *714 – Physiotherapy Clinical Practice III
- IV. Rehabilitation Science – Change to the Comprehensive Examination Process
- V. Additional agenda items: *The materials for these items will be sent by email separately.*
- VI. Other business

Submission of a new field and change in existing field, Nursing Graduate Program,
McMaster University

McMaster University Faculty of Health Sciences

Submission for a New Field

Advanced Practice Nursing

&

Change of Current Field

Leadership & Practice TO Leadership

Nursing Graduate Program

For the Ontario Council on Graduate Studies

Revised May 26, 2010

McMaster University Faculty of Health Sciences

Introduction

McMaster University wishes to add a field, entitled Advanced Practice Nursing, to the Graduate Nursing Program (URL: <http://fhs.mcmaster.ca/gradnursing/>). The current program has five existing fields which received OCGS approval in February 22, 2007, namely; 1) Health of Populations; 2) Wellness and Healing Across the Lifespan; 3) Health Services & Policy; 4) Nursing Leadership & Practice; and 5) Nursing Education. Since this approval, we have continued to reflect on the fit between these fields and our faculty strengths, courses and programs. We are now requesting that the fourth field Nursing Leadership & Practice, become Leadership; and that we create a new sixth field, Advanced Practice Nursing. In February 22, 2007, the OCGS Appraisal Committee recommended that the MSc, PhD and Diploma programs in our Nursing Graduate Program be classified as of Good Quality.

This readjustment in fields would mean that all our programs related to Advanced Practice Nursing and any new advanced practice programs that may be developed would be situated within this field. This would enable potential applicants for advanced practice nursing education to readily identify their field of interest. Thus, the OCGS approved the program for Advanced Neonatal Nurse Practitioner (Post Masters), and students enrolled in the Ontario Primary Health Care Nurse Practitioner Program wishing to have a Graduate Diploma (Post Masters) or advanced credit applied toward a course-based Masters would comprise this field.

Rationale for New Field and Change of Current Field

The proposed New Field – Advanced Practice Nursing – is intended to more clearly identify the focus and strength of the McMaster University’s Graduate Nursing Program within this area of nursing. The Canadian Nurses Association defines “advanced nursing practice” as:

“an umbrella term to describe an advanced level of clinical nursing practice that maximizes the use of graduate educational preparation, in-depth nursing knowledge and expertise in meeting the health needs of individuals, families, groups, communities and populations. It involves analyzing and synthesizing knowledge; understanding, interpreting and applying nursing theory and research; and developing and advancing nursing knowledge and the profession as a whole.” (CNA, 2008).

Advanced Practice Nursing (APN) is comprised of two roles in Canada: Nurse practitioner (NP) and clinical nurse specialist (CNS). Five categories of key competencies are exhibited by APNs namely, comprehensive clinical care, organizational leadership and change management, education, research, and professional development (Canadian Association of Nurses in Oncology, 2001; International Council of Nurses, 2008).

APN roles in acute, ambulatory, community and home care settings are growing in demand that is expected to continue into the future (Bryant-Lukosius et al., 2004 & 2007). The School of Nursing at McMaster is recognized as an international leader in this field (Bryant-Lukosius & DiCenso, 2004; DiCenso et al., 2007) and is home to the Canadian Health Services Research Foundation and Canadian Institute of Health Research Chair in APN held by Dr. DiCenso. Formal recognition of this expertise through a designated field of graduate study would facilitate the recruitment of high quality graduate students and faculty and would provide the foundation for further education and research development necessary to meet the increasing demand for APN roles in the health care system.

Description and Objectives of the Proposed Field

The proposed field contains diploma, thesis and non-thesis programs. The Advanced Neonatal Nurse Practitioner program can lead to a thesis masters and a graduate diploma (for post BScN applicants), or a graduate diploma only (for post-Master's applicants). Students studying for the Primary Health Care Nurse Certificate can obtain a non-thesis masters (for post BScN applicants) or a graduate diploma (for post-Master's applicants).

The proposed field will provide opportunities similar to the other MSc students, as follows:

- (Thesis) function as investigators in their selected area of interest, where they will
 - apply knowledge of appropriate clinical research methods;
 - identify clinical measures;
 - determine clinical and program efficacy; and
 - play a leadership role in evolving health care systems
- (Non –thesis) apply to their professional practice the following:
 - advanced scientific theory
 - knowledge of research methods
 - specialized knowledge and expertise

Those in the ANN - MSc thesis-based program (Category 1) take courses in common with thesis based MSc students in other fields and defend a thesis as well as take the ANN approved courses. Those in the ANN diploma (Category 2), take courses designated for this one year approved course of study. Those in the PHCNP certificate leading to a MSc take three core courses equivalent to the MSc core courses, write a scholarly paper, and take four PHCNP courses through the NP consortium credited toward their MSc. Those in the PHCNP certificate program (post Masters') take seven PHCNP courses through the consortium to receive a diploma.

Admission Requirements

The requirements for admission to the APN field are the same for both the thesis and non-thesis based MSc students with the addition:

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1. For the PHCNP Certificate program leading to a MSc, applicants are required to have the equivalent of two years of full-time practice as a Registered Nurse within the past five years.
2. For the ANN diploma program, applicants are required to have a minimum two years' experience in neonatal intensive care.

Courses for the APN Field

1. Core Graduate Courses for the Advanced Practice Field: Advanced Neonatal Nurse Practitioner (ANN) (no change)

NUR 720 Advanced Nursing Care of High Risk Infant and Families
NUR 721 Advanced Neonatal Nursing Clinical Practice 1
NUR 722 Advanced Neonatal Nursing Clinical Practice 11

Category 1 students take the usual MSc courses leading to a thesis, plus the three ANN courses so that they graduate with both a MSc and a Graduate Diploma, and Category 2 students are those with an existing Masters who take the three core ANN courses and receive a Graduate Diploma.

2. Core Graduate Courses for the Advanced Practice Field: MSc (combined with PHCNP Certificate) (see Appendix A for course descriptions)

NUR 701 Theoretical Basis of Nursing Practice (Seminar Only)
NUR 712 Evidence Based Health Care
NUR 768 Building a Repertoire of Decision Making Skills

The following four courses are delivered via a consortium of nine Ontario universities as part of the PHCNP certificate program with graduate level courses that have been reviewed and approved by OCGS.

NUR 761 Pathophysiology for NPs
NUR 762 Advanced Health Assessment and Diagnosis 1
NUR 764 Therapeutics in Primary Health Care 1
NUR 766 Roles and Responsibilities

Course Sequence

Year 1 (September to August)

NUR 701
NUR 712
NUR 768
NUR 766
Writes Scholarly Paper

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Year 2 (September to August)

NUR 761

NUR762

NUR 764

Other Courses Suitable for APN Field (no change)

NUR 706 Research Issues in the Introduction and Evaluation of Advanced Nursing
Practice

RS/NUR 725 Knowledge Exchange and Translation

The Faculty

Students in the Advanced Practice Nursing field will have course professors from McMaster University Faculty of Health Sciences and those who are combining their MSc with the PHCNP certificate, will have course professors in addition at other Ontario universities who teach in the PHCNP Certificate Program.

Table 1(a) lists the faculty members at McMaster University who are involved in the MSc (PHCNP) or ANN program and who teach core courses or those electives suitable for the APN field as future APN foci arise.

FACULTY MEMBERS – MCMASTER UNIVERSITY SCHOOL OF NURSING				
Faculty Name & Rank	M/F	Ret. Date	Home Unit	Supervisory Privileges
Category 1				
Arthur, Heather Professor***	F		Nursing, McMaster	X
Black, Margaret Associate Professor*	F	2011	Nursing, McMaster	X
Bryant-Lukosius, Denise Assistant Professor***	F		Nursing, McMaster	X
Baxter, Pamela Assistant Professor***	F		Nursing, McMaster	X
Boblin, Sheryl* Associate Professor	F		Nursing, McMaster	X
Ciliska, Donna Professor*** and *	F		Nursing, McMaster	X
Dobbins, Maureen Associate Professor***	F		Nursing, McMaster	X
Kaasalainen, Sharon Assistant Professor***	F		Nursing, McMaster	X
Skelly, Jennifer*** Associate Professor	F		Nursing, McMaster	X
Strachan, Patricia***	F		Nursing, McMaster	X

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Assistant Professor				
Category 3				
Browne, Gina*** Professor	F		Nursing, McMaster	X
DiCenso, Alba*** Professor	F		Nursing, McMaster /CE&B	
Category 6				
Cunningham, Kathy** Assistant Clinical Faculty	F		Nursing, McMaster /HHS	
Jennifer Yost* Sessional Faculty	F		Nursing, McMaster	
Nancy Carter* Junior Faculty Member, APN Chair	F		Nursing, McMaster	

* teach in the PHCNP core courses

** teach in the ANN core courses. ANN program includes faculty and staff from the departments of pediatrics and neonatal division

*** teach in courses suitable for future APN students or can supervise in this area

FACULTY MEMBERS – COURSES OFFERED AS PART OF THE PHCNP PROGRAM				
Faculty Name & Rank	M/F	Ret. Date	Home Unit	Supervisory Privileges
Category 2				
Patterson, Christine* Assistant Professor	F		McMaster University	X
Category 4				
Staples, Eric* Assistant Professor	M		McMaster University	X

* teach in the PHCNP core courses and in the NP consortium courses

Category 1: tenured or tenure-track core faculty members whose graduate involvement is exclusively in the graduate program in the School of Nursing at McMaster University

Category 2: non-tenure-track core faculty members whose graduate involvement is exclusively in the graduate program in the School of Nursing at McMaster University

Category 3: tenured or tenure-track core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

Category 4: non-tenure-track core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

Category 6: non-core faculty who participate in the teaching of graduate courses.

Relationship of New Field to Parent Program

Students in the APN Field will continue to have the same admission requirements, and degree requirements as previously stated in the OCGS submission. They will continue to require the same or equivalent courses as previous.

The ANN student will continue to receive a Graduate Diploma. Students in the PHCNP Diploma program will continue to receive a Graduate Diploma.

There is no change in previously stated projected enrolments.

Change in Current Field

Leadership (from Leadership and Practice)

There is no substantive change in this field since it is the remaining foci of the field, once the Practice component is separated into its own field.

Objectives and Admission Requirements

No change

Courses for the Leadership Field

The courses for the revised field taken as electives are the same as previously approved by OCGS, namely:

NUR 707 Theoretical Foundations of Leadership and Management

NUR 724 Theoretical Foundations of Leadership and Organizational Effectiveness

MSc, (course based or thesis) and PhD students may take these courses, with the exception of the MSc leading to the PHCNP, which has no electives.

FACULTY MEMBERS – MCMASTER UNIVERSITY SCHOOL OF NURSING				
Faculty Name & Rank	M/F	Ret. Date	Home Unit	Supervisory Privileges
Category 1				
McKey, Colleen Assistant Professor	F		Nursing, McMaster	X
Peachey, Gladys Assistant Professor	F		Nursing, McMaster	X
Fisher, Anita Associate Professor	F		Nursing, McMaster	X

Relationship of Revised Field to Parent Program

Students with a focus on Nursing Leadership will continue to have the same admission requirements, and degree requirements as with other thesis or course based MSc students.

References

- Bryant-Lukosius, D. & DiCenso, A. (2004) A framework for the introduction and evaluation of advanced practice nursing roles, *Journal of Advanced Nursing* 48(5): 530-40.
- Bryant-Lukosius, D., DiCenso, A., Browne, G., & Pinelli, J. (2004). Advanced practice nursing roles : Development, implementation and evaluation. *Journal of Advanced Nursing*, 48(5), 519-529.
- Bryant-Lukosius, D., Green, E., Fitch, M., Macartney, G., Robb-Blenderman, L., McFarlane, S., et al. (2007). A survey of oncology advanced practice nurses in Ontario: profile and predictors of job satisfaction. *Canadian Journal of Nursing Leadership*, 20(2): 31-49.
- Canadian Health Services Research Foundation and Canadian Institute of Health Research Chair in Advanced Practice Nursing. Retrieved <http://www.apnnursingchair.mcmaster.ca/>
- Canadian Association of Nurses in Oncology. (2001). The roles, standards and competencies of the generalist, specialized and advanced oncology nurse. Ottawa: author.
- Canadian Nurses Association (2008). Advanced nursing practice: A national framework. Ottawa: CNA Retrieved http://www.cna-nurses.ca/CNA/documents/pdf/publications/PS60_Advanced_Nursing_Practice_2007_e.pdf
- DiCenso, A. Auffrey, L., Bryant-Lukosius, D., Donald, F., Martin-Misener, R., Matthews, S., & Opsteen, J. (2007). Primary health care nurse practitioners in Canada. *Contemporary Nurse*, 26(1), 104–115.
- International Council of Nurses. (2008). The scope of practice, standards and competencies of the advanced practice nurse. Geneva: author.

Appendix A

NUR 701 Theoretical Basis of Nursing Practice (Seminar only)

*Term length: half course over one term

Seminar – 3 hours per week

Content:

The content of the seminar component will be drawn from current readings on application and analysis of theory and from the student's practice experience. Students will incorporate relevant theoretical frameworks to actual nursing problems. They will focus on critical analysis and evaluation of concepts and theories relevant to the development of autonomous roles in advanced practice nursing. Such theories may focus on biological, psychological, epidemiological and environmental perspectives. Students will make presentations and write assignments using theoretical frameworks and concepts appropriate for their clinical situations.

Method of Evaluation:

- | | |
|---------------------------------------|-----------|
| 1. Tutorial Performance: | Pass/Fail |
| 2. Seminar Presentation: | 30% |
| 3. Annotated Bibliography | 20% |
| 4. Review of Peer's outline for paper | 15% |
| 5. Scholarly Paper | 35% |

NUR 712 Evidence Based Health Care

*Term length: half course over one term

Seminar – 3 hours per week

Course Description:

The EBHC course is designed to help students develop an attitude of inquiry about their own practice or work environment which will lead them to examine the health care literature for possible answers. The course will teach students to critically appraise the health care literature to decide whether the study findings should guide changes in practice/management/policy. The students will learn strategies to implement and evaluate the recommended changes and teach literature searching and critical appraisal skills to students and practitioners. This course will provide the students with the skills to improve health care practice through the use of best research evidence.

Objectives:

This course will address the following objectives:

- I. To define EBHC and to learn its impact and limitations on professional education and patient/client care.
- II. To learn the individual and organizational barriers to EBHC.
- III. To formulate answerable clinical/management/education/policy questions.
- IV. To conduct efficient and productive searches that identify the best information to answer the question.
- V. To critically appraise the evidence related to primary studies of health care interventions, systematic reviews, qualitative research, prognosis, harm, clinical practice guidelines, quality of care, and quality of life.
- VI. To apply findings to health care decision-making.
- VII. To introduce strategies to facilitate EBHC in health care/policy settings.

Method of Presentation:

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The course will be taught in small groups using problem-based learning through face to face interactions (1 introductory session and one final evaluation session) and through Learn link (online) tutorials and discussion.

Method of Evaluation:

45% *For 3 critical appraisal assignments (15% each), one each on critical appraisal of intervention studies, systematic reviews, and qualitative research*

15% *Tutorial performance*

40% *Final assignment (30%paper/ 10% oral presentation)*

The final assignment will consist of two components: an oral presentation and a paper.

The oral presentation (10%) will be based on the paper (30%).

NUR 768 Building a Repertoire of Decision Making Skills

*Term length: half course over one term

Seminar – 3 hours per week

Course Content

Delivery of the course content will reflect a model of clinical decision making that includes the following components:

1. Theoretical Perspectives on Decision Making may include problem solving and decision making, clinical and diagnostic reasoning, judgement, the criticalness of critical thinking, critical analysis and critical appraisal
2. Characteristics and Attributes of the Decision Maker (Health Care Provider), may include experience and expertise, knowledge and evidence informed practice and intuition
3. Nature of the Decision Making Task, may include uncertainty and heuristics, difficulty, risk, moral distress, individual versus group
4. Decision Making Context may include interprofessional (collaboration, cooperation, conflict, negotiation, strategizing and argumentation), models of patient /shared decision making, advocacy and policy development

Evaluation Measures:

Seminar	25%
Participation	15%
Synopsis of Literature	25%
Major Paper	35%

NUR 761 Pathophysiology for Nurse Practitioners**

**Term length: half course delivered over two terms.

Pre/co-requisite-None

Seminar 3 hours/week

Course Description

To examine the concepts of pathophysiology which guide the practice of advanced nursing practice. To study pathophysiological changes in individuals in a primary health care setting by taking into account their age, acuity, chronicity, and evolution of the conditions.

Course Competencies

Upon successful completion of the course the learner will be able to:

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1. Demonstrate knowledge of pathophysiological principles, including the clinical manifestations and physiological alterations of organs and systems involved in acute and chronic diseases relevant to primary health care.
2. Synthesize knowledge of the pathophysiology of principal systemic disorders including the musculoskeletal, cardiovascular, respiratory, endocrine, reproductive, renal, integumentary, gastrointestinal and nervous systems essential to the formulation of differential diagnosis.
3. Integrate the concepts of pathophysiology as an essential foundation for advanced nursing management of clients during acute phases of illness, recovery and rehabilitation.
4. Analyze and interpret diagnostic and imaging tests based on pathophysiological concept.
5. Use pathophysiological concepts to explain epidemiological and geographical disease patterns in Ontario.
6. Explain the environmental and occupational factors influence on disease progression.
7. Discuss the role of the genetics essentials in assessing risk factors for disease prevention in primary health care.

Evaluation

A passing grade of 70% is required for the course.

Research paper (15 pages maximum)	30%
Midterm exam (multiple choice, short answer):	30%
Final exam (multiple choice, short answer):	40%

Course Schedule

Week 1 Infectious Diseases

Week 2 Dermatological Disorders

Week 3 Cardiovascular and Respiratory Disorders

Week 4 Respiratory Disorders

Week 5 Gastrointestinal Disorders

Week 6 Musculo-Skeletal Disorders

Week 7 Neurological, Mental Disorder, Stress & Pain

Week 8 Renal and Urinary Disorders

Week 9 Endocrine and Metabolic Disorders

Week 10 Nutrition & Hematological Disorders

Week 11 Reproductive Disorders

Week 12 Common condition in infancy, children, adolescent and older adult

Week 13 Environmental-Occupational Disorders and Cancer with high incidence in Ontario

NUR 762* Advanced Health Assessment and Diagnosis I

*Term length: half course over one term

Pre/co-requisite – Pathophysiology for Nurse Practitioners

Seminar – 3 hours per week

Clinical – 6 hours per week

Course Description

Analyze and critique concepts and frameworks essential to advanced health assessment and diagnosis using clinical reasoning skills. Apply clinical, theoretical and research

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knowledge in comprehensive and focused health assessment for the individual client's
diagnostic plan of care.

Course Competencies

Upon successful completion of this course the student will be able to:

1. Apply diagnostic reasoning frameworks to advanced interviewing and history taking skills.
2. Integrates advanced physical assessment skills within focused and comprehensive assessments for the adult client.
3. Critically analyzes complex clinical presentations of the adult client.
4. Select and interpret diagnostic and screening tests in the advanced practice role.
5. Utilize evidence based practice, conceptual frameworks and current research to integrate and analyze health assessment findings and identification of questions for future research.
6. Synthesize health assessment data to formulate a provisional diagnosis and diagnostic plan
7. Communicate assessment findings and appropriate diagnoses.
8. Collaborate and consult with members of the health care team.

Evaluation

Case Presentation Consult note	30%
Case Critical Analysis Paper Demonstrating critical thinking and diagnostic reasoning skills	30%
OSCE Simulated Primary Health Care Case Scenario (2 stations including diagnostic plan) The OSCE will test the learners' clinical skills and critical thinking and ability to move from one case scenario to another much like an NP would do in a clinic setting.	40%

Course Schedule

Week 1 AHAD I Introduction
Critical Reasoning Skills and Evidence Based Practice
Health Assessment Frameworks
Ethnic and Cultural Considerations
Documentation
Week 2 Periodic Examination and Preventive Screening
Week 3 Integumentary
Week 4 Suture Workshop
Week 5 HEENT and Lymphatics
Week 6 Cardiac
Week 7 ECG
Week 8 Respiratory
Week 9 Radiology
Week 10 Gastrointestinal and Nutrition
Week 11 Genitourinary including BUC
Week 12 Musculoskeletal
Week 13 Neurological

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NUR 764* Therapeutics in Primary Health Care 1

****Term length one half course over one term.**

Co/Pre-requisite – Advanced Health Assessment and Diagnosis 1

Seminar: 3 hours per week

Clinical: 6 hours per week

This course introduces concepts integral to pharmacotherapy, non-pharmacotherapy and advanced client education, related to common and chronic conditions of clients across the lifespan. It emphasizes a therapeutic care plan approach which focuses on the following aspects: integration of assessment data, cause & effect, therapeutic goals, therapeutic alternatives, plan of care, and evaluation measures.

Learning Outcomes:

- Critically appraise therapeutics frameworks to provide appropriate therapy for clients with common episodic conditions
- Synthesize the evidence to evaluate current research best standards of practice for:
 - Clients with common episodic conditions
 - Specific populations across the lifespan
- Synthesize concepts of basic clinical pharmacology with pharmacotherapeutics in planning, implementing, and evaluating advanced practice nursing care of:
 - Clients with common episodic conditions
 - Specific populations across the lifespan
- Analyze the impact of federal and provincial legislation prescriptive authority of the RN(EC) for clients with common episodic conditions
- Demonstrate proficiency in prescribing and writing complete prescriptions for clients with common episodic conditions
- Demonstrate proficiency in educating clients about pharmacological and non-pharmacological regimens, adverse drug effects, interactions, and client responses to these, for various categories of drugs, as legally authorized within the RN(EC) scope of practice including those conditions which are chronic but stable
- Appropriately evaluate the need for referral and consultation with other health care providers for clients with common episodic conditions
- Evaluate outcomes of therapeutic plans of care for clients with common episodic conditions
- Integrate current research findings into practice and identify questions for future research

Evaluation

Clinical Therapeutic Care Plan	30%
In-Class Presentation	30%
Final Exam	40%
Clinical Components	Satisfactory/Unsatisfactory

NUR 766 Roles and Responsibilities**

****Term length delivered over two terms.**

Pre-requisite – none

Seminar – 3 hours alternate weeks over two terms

Course Description

Compare and contrast advanced practice nursing and related frameworks to develop,

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integrate, sustain, and evaluate the role of the nurse practitioner within primary health care. Critically analyze and develop strategies to implement advanced practice nursing competencies with a focus on the community.

Course Competencies

Upon completion of the course, the learner will be able to:

1. Articulate the role and scope of practice of the primary health care nurse practitioner.
2. Synthesize knowledge of primary health care within the health care system with health and social policy analysis to influence change.
3. Critically examine legal and ethical issues in primary health care, including the concepts of responsibility, accountability, and potential liabilities related to independent and inter-professional practice
4. Collaborate with community partners in the assessment, planning, implementation and evaluation of community health needs.
5. Apply the core competencies of the advanced practice nursing subroles as researcher, educator, leader, collaborator and change agent.

Evaluation

Policy analysis paper	25%
Community Development Project/Proposal (assess, plan, implement, evaluate)	50%
Professional Presentation to Identified Audience	25%

Course Schedule

Week 1 Advanced Practice Nursing

Week 2 Frameworks re Public Policy, Policy analysis skills.

Week 3 Add comparative analysis of jurisdictions re PHC, including international.

Week 4 Incorporation of Canadian research and incorporation of inter-professional concepts.

Week 5 Strategic planning to promote role.

Week 6 Research

Week 7 Change management theory, organizational change.

Week 8 More breadth and depth on community assessment and planning, focus on epidemiology, stats & data.

Week 9 Focus on implementation and evaluation, performance indicators, impact evaluation.

Week 10 Cultural theories, etc. Social accountability and social inclusion concepts.

Week 11 Build on fundamentals of nursing ethics, health care ethics, resource allocation, etc.

Week 12 Patient education, inter-professional education and mentoring.

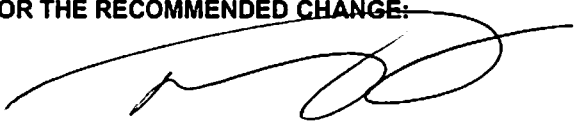
Week 13 Add conflict resolution and negotiation skills, role transitions.

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM		Pediatrics		
COURSE TITLE		Skeletal Muscle Cell Biology and Clinical Myology -Cross listed with Human Biodynamic		
COURSE NUMBER	MS755	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE ()	QUARTER (MODULE) (x)
INSTRUCTOR(S)	Dr. Mark Tarnopolsky			
PREREQUISITE(S)	3 units of a 3 rd or 4 th year biochemistry course and 3 units of a 3 rd or 4 th year physiology or cell biology			
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? If YES, PROVIDE THE DATE:	
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE CURRENT COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input type="checkbox"/>	600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		
CHANGE TO FULL COURSE	<input type="checkbox"/>	CHANGE TO HALF COURSE	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input checked="" type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION: Too much clinical responsibilities		
OTHER	<input type="checkbox"/>	EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.				
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.				

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:
 Name: Mark Tarnopolsky Email: tarnopol@mcmaster.ca Extension: 76593 Date: May 10, 2010

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.

DEPARTMENT/PROGRAM	School of Rehabilitation Science/Physiotherapy Program		
COURSE TITLE	Fundamentals of Physiotherapy Practice/Problem-based 1		
COURSE NUMBER	611	COURSE CREDIT	
		FULL COURSE (X)	HALF COURSE ()
			QUARTER (MODULE) ()
INSTRUCTOR(S)	Monica Maly		
PREREQUISITE(S)	None		

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

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

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

This Unit 1 tutorial course will introduce students to assessment, treatment and prevention of movement disorders of the upper extremity and cervical spine. There will be an introduction to the assessment of the cardiorespiratory and neurological systems. Psychosocial, cultural and ethical influences on physiotherapy assessment and treatment will be addressed.

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 introduces students to small group, problem based learning used throughout the program. Using evidence-based health care practice and clinical scenarios, students will study the movement of the upper body and how difficulties with movements of the arms, the head, the neck, and the chest (the upper quadrant) relate to how a person moves his/her whole body in his/her environment. This will include normal movement, or pathological or age-related changes that may interfere with normal movement. Dysfunction may result from injury, disease, habitual patterns of movement and/or the demands of occupation and sport. The ethical basis for clinical decisions also will be introduced. Students will be introduced to the various roles of a physiotherapist.
Cook C, Hegedus EJ. Orthopedic physical examination tests: an evidence-based approach. Upper Saddle River, NJ: Pearson Prentice Hall; 2008.

Custom Courseware: Unit 1 – Fundamentals of Physiotherapy Practice

Moore KL, Dalley AF. Clinically oriented anatomy. 6th ed. Baltimore: Lippincott Williams & Wilkins; 2006. (or another anatomy book)

Guyton AC, Hall JE. Textbook of medical physiology. 11th ed. Philadelphia: Elsevier Saunders; 2006 OR Widmaier EP, Raff H, Strang KT. Vander, Sherman, & Luciano's human physiology: the mechanisms of body function. 10th ed. Boston: McGraw-Hill Higher Education; 2008.

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>This is a required course for all students in the MSc(PT) program.</p>
<p>2. EXPECTED ENROLMENT:</p> <p>65 student per year</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>Small tutorial groups will use health care problems to focus learning questions during the achievement of the course and Unit's objectives. These problems replicate 'real life' situations and serve as a focus for discussion to enhance learning. Students read the given problem and raise a number of issues. From the issues generated, a series of learning objectives are derived and critical assessment occurs. The learning objectives provide the framework for seeking information. The information gathered is discussed in the group and applied to the health care problem and critically assessed. At the end of the tutorial, time is set aside for evaluating the process, themselves, the group members and the tutor.</p>
<p>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.)</p> <p>Tutorial Evaluation - satisfactory/unsatisfactory. There will be a formal mid-term and final evaluation. Students and tutor to prepare a brief written evaluation of self, peer, and group performance.</p> <p>Evidence-Based Practice Assignment worth 30% of course mark. Students critically evaluate a journal article on the effectiveness/efficacy of a physiotherapy treatment for one of the conditions studied in Unit 1.</p> <p>Biomechanics Assignment worth 5% of course mark. Students will complete a quiz including multiple choice and short answer questions.</p> <p>Midterm Written Examination, including multiple choice and short answer questions, worth 30% of course mark.</p> <p>Final Unit Examination, including multiple choice and short answer questions, worth 35% of course mark</p>
<p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>No - this course is intended exclusively for students in the MSC(PT) Program.</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>N/A</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Lynne Geddes Email: geddesl@mcmaster.ca Extension: 27818 Date: May 20, 2010</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.

DEPARTMENT/PROGRAM		School of Rehabilitation Science/Physiotherapy Program		
COURSE TITLE		Fundamentals of Physiotherapy Practice/Clinical Laboratory 1		
COURSE NUMBER	612	COURSE CREDIT FULL COURSE () HALF COURSE (X) QUARTER (MODULE) ()		
INSTRUCTOR(S)		Greg Spadoni		
PREREQUISITE(S)		None		

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

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

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

This Unit I clinical skills course develops skills in examination, diagnosis/classification, prognosis, physiotherapeutic intervention and outcome evaluation as applied to health conditions affecting the upper extremity, thorax, and cervical spine. Clinical decision-making and technical skill development integrates with relevant research evidence and theory (health frameworks, biology, biomechanics and measurement).

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 introduce students to the basic components of the physiotherapist's evaluation and management of musculoskeletal conditions of the spine and upper extremity. Skills in assessment and treatment will be developed with an emphasis on evidence based clinical decision-making, patient communication and patient handling as related to the subjective and objective examination of individuals with musculoskeletal conditions affecting the spine and upper extremity. Clinical reasoning skills will be developed by identifying relevant subjective findings and selecting appropriate objective tests. The focus of physiotherapy interventions will be on techniques to decrease pain, restore motion, strength, local muscle endurance, aerobic capacity and physical function.

Cook C. Hegedus EJ. Orthopedic physical examination tests: an evidence-based approach. Upper Saddle River, NJ: Pearson Prentice Hall; 2008.

Custom Courseware: Unit 1 - Fundamentals of Physiotherapy Practice

Moore KL, Dalley AF. Clinically oriented anatomy. 6th ed. Baltimore: Lippincott Williams & Wilkins; 2006 (or another anatomy book)

Guyton AC, Hall JE. Textbook of medical physiology. 11th ed. Philadelphia: Elsevier Saunders; 2006 OR WidmaierEP, Raff H, Strang KT.

Vander, Sherman & Luciano's human physiology: the mechanisms of body function. 10th ed. Boston: McGraw-Hill Higher Education;2



SCHOOL OF GRADUATE STUDIES

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

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DEPARTMENT/PROGRAM	School of Rehabilitation Science/Physiotherapy Program		
COURSE TITLE	Advanced Neurological Physiotherapy Practice--Problem-based IV		
COURSE NUMBER	711	COURSE CREDIT	
		FULL COURSE ()	HALF COURSE (X)
		QUARTER (MODULE) ()	
INSTRUCTOR(S)	Laurie Wishart		
PREREQUISITE(S)	None		

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

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

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

This Unit IV tutorial course will further develop the knowledge, skills and behaviours that are essential for physiotherapy management of clients with neurological disorders across the lifespan. Theories of movement control and learning, neuroplasticity and development will be examined and combined with critical evaluation of the clinical literature to determine effective and efficient physiotherapy management.

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

In this course, students will expand their knowledge needed to provide client-centred practice for individuals from across the lifespan with various neurological disorders. The health care problems are based on "typical" clients who seek the services of physiotherapists in various settings. These problems incorporate the most prevalent conditions and important concepts and issues encountered in neurological practice. The concepts of the International Classification of Function will be used to provide a structure for the development of clinical reasoning. On the completion of each problem, students will determine the most effective management plans for optimizing function and participation.

Students are provided with a list of recommended (not required) textbooks for their study. They are also expected to identify and review selected readings from current literature related to the health care problems included in this course.

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

This is a required course for all students in the MSc(PT) program.

2. EXPECTED ENROLMENT:

65 student per year

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

Small tutorial groups will use health care scenarios to focus learning questions during the achievement of the course and unit objectives. These scenarios replicate 'real life' situations and serve as a focus for discussion to enhance learning. Students read the given scenario and raise a number of issues. From the issues generated, a series of learning objectives are derived. The learning objectives provide the framework for seeking information. The information gathered is discussed in the group and applied to the health care scenario and critically assessed. At the end of the tutorial, time is set aside for evaluating the process, themselves, the group members and the tutor.

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.)

Individual components:

Letter to Outpatient Physiotherapist (medical and social history of patient, reasons for discharge, physiotherapy intervention, physical and functional status, goals at discharge, suggestions for community reintegration and recommendations for follow-up) worth 5% of course mark

Midterm Exam which could include both multiple choice and short answer questions - worth 30% of course mark

Individual Written Assignment based on the evaluation and application of a rehabilitation intervention - worth 25% of course mark

Final Exam, including multiple choice and modified essay questions, worth 40% of course

Tutorial Evaluation - satisfactory/unsatisfactory. There will be a formal mid-term and final evaluation. Students and tutor to prepare a brief written evaluation of self, peer, and group performance.

Group component:

Presentations on "Current Interventions in Neurological Rehabilitation" - graded as pass or fail.

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 is intended exclusively for students in the MSc(PT) program

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: Lynne Geddes Email: geddesl@mcmaster.ca Extension: 27818 Date: May 20, 2010

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:

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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.

DEPARTMENT/PROGRAM	School of Rehabilitation Science/Physiotherapy Program		
COURSE TITLE	Advanced Neurological Physiotherapy Practice--Clinical Laboratory Course		
COURSE NUMBER	712	COURSE CREDIT	
		FULL COURSE ()	HALF COURSE (X)
		QUARTER (MODULE) ()	
INSTRUCTOR(S)	Liliana Coman		
PREREQUISITE(S)	None		

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

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

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

This Unit IV clinical skills course will provide students with opportunities to develop advanced clinical reasoning skills necessary to assess and treat individuals with neurological disorders. Students will use standardized assessment measures and models of practice to identify physiotherapy goals and implement a management plan.

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 provide students with opportunities to learn assessment and treatment skills in the management of patients with impairments and limitations in function and participation resulting from neurological disorders across the lifespan. The core of education in this course is not merely the development of technical, hands-on skills, but the development of critical thinking, problem solving and clinical decision making skills and of evidence-based practice. The labs are structured so that, as much as possible, measurement concepts, assessment and treatment skills pertaining to each condition will be covered in the same week as the relevant tutorial session. Discussions of neuroanatomy and neurophysiology will also be incorporated into several clinical labs and students will have the opportunity to apply this information to the clinical situations they encounter.

Custom Courseware: Clinical Lab Manual, MSc Physiotherapy Program, Unit IV
Students are also provided with a list of recommended (not required) textbooks.

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>This is a required course for all students in the MSc(PT) program.</p>
<p>2. EXPECTED ENROLMENT:</p> <p>65 students per year</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>This course will incorporate small and large group formats for clinical skill development as well as the development of critical thinking, problem solving and clinical decision making skills and of evidence-based practice. Labs are structured so that measurement concepts, assessment and treatment skills pertaining to each condition will be covered in the same week as the relevant tutorial session. Treatment approaches will be covered in the labs with emphasis on application of current principles of motor control and motor learning. Clinicians with expertise in neurological rehabilitation will act as CL tutors. Students will have the opportunity to work with actual, or standardized patients/clients. Students will also attend the anatomy sessions.</p>
<p>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.)</p> <p>Individual components:</p> <p>Midterm Exam which could include both multiple choice and short answer questions - worth 30% of course mark</p> <p>Individual Written Assignment based on the evaluation and application of an intervention for stroke rehabilitation - worth 5% of course mark</p> <p>Objective Structured Clinical Examination (OSCE) (1 hour practical examination focussing on the technical proficiency of assessment and treatment techniques) worth 30% of course mark.</p> <p>Final Exam which could include multiple choice and short answer questions - worth 35% of course</p> <p>Group component:</p> <p>Presentations on "Current Interventions in Neurological Rehabilitation" - graded as pass or fail.</p>
<p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>No - this course is intended exclusively for students in the MSc(PT) program</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>N/A</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Lynne Geddes Email: geddesl@mcmaster.ca Extension: 27818 Date: May 20, 2010</p>

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SGS/December 2006



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.

DEPARTMENT/PROGRAM	School of Rehabilitation Science/Physiotherapy Program		
COURSE TITLE	Research and Evidence-based Practice		
COURSE NUMBER	713	COURSE CREDIT	
		FULL COURSE (X)	HALF COURSE ()
			QUARTER (MODULE) ()
INSTRUCTOR(S)	Paul Stratford, Julie Richardson, Pat Miller		
PREREQUISITE(S)	None		

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

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

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

This 2nd year course will enable students to critically analyse the literature and engage in a research project to evaluate measures and interventions relevant to physical therapy. Students will be provided with information on study design, data acquisition and data analysis. They will acquire skills in searching the literature, analysing and interpreting data, presenting results and making clinical decisions that incorporate best evidence, patient values and clinical expertise. This course is offered over three terms of study.

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 full year course is to develop students' ability to critically analyse the literature and to participate in a current research project. In Unit IV, the focus will be on measurement properties of clinical measurement studies including reliability, validity, and sensitivity to change. In Unit V, the focus will be on critical appraisal, design of outcomes, effectiveness, causation and qualitative research. In Unit VI, students will integrate and further develop research knowledge, skills and methodology. Students, working in teams of 2-5, will either participate/collaborate in an ongoing research project or carry out a research project of their own design. Both faculty and clinicians may act as supervisors for the research projects. If the supervisor is a clinician without a faculty appointment, the Course Coordinator then assigns a faculty member to provide support as needed. Formulating a research question, describing the research objectives and methods, scholarly writing papers and presenting a summary of the research through a presentation are examples of the skills students will develop. In place of a textbook, students will be provided with selected readings from the current literature and/or custom courseware (Units IV and V) and be required to conduct a literature review related to their research project (Unit VI).

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>This is a required course for all students in the MSc(PT) program</p>
<p>2. EXPECTED ENROLMENT:</p> <p>65 students per year</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>This course is a full course over one year of study within Units IV, V, and VI. Both large-group, focused discussion seminars and involvement in an ongoing research project will be required. The large group sessions will focus on the measurement properties of clinical measurement studies and design of a clinical intervention trial. The research project will be mentored by at least one individual with a School of Rehabilitation Science faculty appointment and/or a community/clinical partner who will help generate appropriate questions and project goals. The results of the project will be shared with the student, faculty and clinical communities.</p>
<p>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.)</p> <p>Unit IV: a group seminar presentation worth 10% of the overall grade, and a short answer and/or multiple choice quiz worth 20% of the overall grade Unit V: a group seminar presentation worth 7.5%, a written assignment on critical appraisal worth 7.5%, and multiple choice quiz worth 15% Unit VI: Research project agreement form and learning contract (pass/fail), Research Mid-term Progress Report (pass/fail), Research Paper worth 60%, Supervisor's evaluation of the student worth 25% and Oral Presentation of Research Project worth 15%</p>
<p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>No - this course is intended exclusively for students in the MSc(PT) program</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>N/A</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Lynne Geddes Email: geddesl@mcmaster.ca Extension: 27818 Date: May 20, 2010</p>

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SGS/December 2006



SCHOOL OF GRADUATE STUDIES

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DEPARTMENT/PROGRAM	School of Rehabilitation Science/Physiotherapy Program		
COURSE TITLE	Physiotherapy Clinical Practice III		
COURSE NUMBER	714	COURSE CREDIT	
		FULL COURSE ()	HALF COURSE (X) QUARTER (MODULE) ()
INSTRUCTOR(S)	Bronwen Thomas		
PREREQUISITE(S)	None		

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

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

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

This Unit IV clinical practice course will provide the opportunity for students to apply physiotherapy assessment and management skills with clients who may present with musculoskeletal, neurological and/or cardiorespiratory conditions in a clinical setting. Clinical facilities may include community, hospital and private practice settings. Prior to completing the full-time two-year program, students will gain experience in musculoskeletal, neurological and cardio respiratory practice settings. This 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 (preceptors), who share their professional and clinical expertise with students, in order to prepare 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.

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

This is a required course for all students in the MSc(PT) program.

2. EXPECTED ENROLMENT:

65 students per year

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

Students will begin their 3rd 6-week clinical placement following the end of the academic unit. A variety of clinical facilities, settings and placement types will be offered.

Clinical education sessions will be scheduled during the academic portion of the unit to discuss information relevant to clinical education.

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.)

Overall grade assigned: pass/fail

Individual Components:

Clinical Performance Instrument (CPI)

Learning Contract

The CPI is conducted at mid-term and the end of the placement. Using this tool, preceptors rate student performance using a Visual Analogue Scale (VAS) for 24 performance criteria. Preceptors can also provide specific comments for each criterion and are given the opportunity to recommend a pass/fail grade for the placement

The Learning Contract is comprised of 5 objectives for the placement agreed upon by the student and his/her preceptor(s) during the first week of the placement. Objectives are reviewed at mid-term and final, and the preceptor(s) assigns a mark (from 0-2) for each objective.

The Course Coordinator takes into consideration the recommendation of the preceptor on the CPI and completion of the Learning Contract and its associated objectives and assigns a final grade.

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 is intended exclusively for students in the MSc(PT) program

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: Lynne Geddes

Email: geddesl@mcmaster.ca

Extension: 27818

Date: May 20, 2010

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

MEMORANDUM

To: GPCC

From: Patty Solomon, Chair, Comprehensive Exam Oversight Committee
Seanne Wilkins, Assistant Dean, RS

Date: May 27, 2010

Re: Changes to comp exam process

The following changes are proposed to the Comprehensive Examination Process in the Rehabilitation Science PhD Program. The changes are bolded and underlined in the attached document and the rationale provided below.

1. **#4b & #5:** In the current process students submit a 10 page grant proposal which is not related to their thesis work. The proposed change would permit the student to develop a proposal related to their thesis. The option of developing a grant proposal on another related topic would remain. While students are finding the current process to be of value, our experiences to date have indicated that this process is not able to be completed within the 12 month time frame for full time students or the 18-24 month time frame for part time students. Allowing some overlap with the thesis topic will allow students to complete their Comprehensive Exam in a more timely way.
2. **# 13:** Students have found it beneficial to receive verbal feedback from the examination committee at the end of the examination. The attendance of the supervisor at the feedback session is desirable and made more explicit by including a statement related to this.

COMPREHENSIVE EXAMINATION

Overview

1. Students are expected to successfully complete the Comprehensive Examination process within 16-20 months (4-5 terms) for full-time students and within 28 months (7 terms) for part-time students from date of admission to the PhD program. The Office of the Associate Dean of Graduate Studies (Health Sciences) will send out reminder notices to students and their supervisors at least 6 months prior to the expected date of completion.
2. The Comprehensive Examination process will include the submission and oral defense of a Portfolio as described in point 4 below.

Purpose

3. The purpose of the Comprehensive Examination is for students to demonstrate their ability to synthesize, integrate and apply information. Specifically they are expected to demonstrate their competency to:
 - a) critically appraise and synthesize concepts, theories, research literature and key themes within their area of concentration

- b) produce effective written and oral scientific communications
- c) prepare a competitive proposal for funding
- d) develop effective strategies to transfer rehabilitation research knowledge to various stakeholders (e.g. peers, students, policy makers, lay public)

Content of Portfolio

4. The Portfolio must include the following scholarly materials:
 - a) a scholarly paper ready for submission to a peer reviewed journal
 - b) a grant proposal of 10 pages ready for submission to an agency that conducts peer reviews of submissions. **Students may choose to include a proposal related to their thesis work or another related topic.** The grant must include:
 - rationale for the study and a review of the literature
 - detailed research design
 - preparation of a budget
 - any other components required by the agency (e.g. lay summary, description of pilot work, description of researchers' roles)
 - c) knowledge transfer package/module
 - includes knowledge/skills to be learned/transferred, effective strategies to maximize learning, rationale for strategies and method for evaluating success of intervention
 - format could include: workshop, audiovisual, web-based, brochure
5. The **scholarly paper and knowledge translation** components of the Portfolio can be related to the thesis and required course topics, but they must not duplicate course assignments or sections of the thesis. They could, however, build on course assignments. Examples include: further developing a course paper for publication, implementation and evaluation of a learning module designed in the knowledge transfer course. **The grant proposal component may overlap with the thesis however students may elect to submit a proposal on another related topic.**

Portfolio Plan

6. It is expected that the students, with support and guidance from their Supervisory Committee, will begin working on the Portfolio as soon as they are admitted to the program. The plan for the Portfolio will be submitted to and approved by the Oversight Committee within the first 12 months in the program.
7. The Portfolio Plan should be approximately 5 to 8 pages (total length excluding references) and include the following:
 - a) a one to two page overview of the initial plan for the thesis and an introduction to the overall approach to the portfolio.
 - b) a list of completed or ongoing courses and titles of the assignments
 - c) a description of each component of the proposed portfolio (one page each) to illustrate how it fits the overall program of study. Suggested guidelines for each description include:
 - Purpose: Describe the purpose of each component and what you expect to learn
 - Rationale: Describe how each component fits with your program of study

- Plan: Describe your methodology or how you are going to approach the task (i.e. systematic search or pilot study etc.)
- For the KT Component: Describe what will be included as evidence in your portfolio

Once the student's Supervisory Committee has reviewed and approved the student's Portfolio Plan, it is then submitted to the Oversight Committee. The Oversight Committee will review the plan, ensure that it meets the objectives for the Comprehensive Examination and that there is no duplication between previous and ongoing coursework.

Defense of the Completed Portfolio

8. Once the Portfolio is complete it should be submitted to the Oversight Committee along with the signature sheet of the supervisory committee. Within 2 weeks, the Oversight Committee will review the Portfolio to ensure that the content is complete and congruent with the plan submitted and that it meets the objectives as outlined in point 4 above. Upon granting approval for defense, the Oversight Committee will, in consultation with the supervisor, set the date of the Comprehensive Examination and appoint the members of the Comprehensive Examination Committee (see point 10).
9. The student must provide all members of the Comprehensive Examination Committee with a copy of the Portfolio at least 2 weeks prior to the examination date. In addition to the scholarly materials listed in point 4, the student must submit the following with the Portfolio:
 - a) a curriculum vitae
 - b) the original plan for the comprehensive Portfolio
 - c) any revisions to the original plan for the comprehensive Portfolio with justification for change
 - d) a description of planned academic activities for the remainder of the PhD program with rationale
10. The Portfolio will be presented and defended in an open-door meeting.
 - a) The student will outline the content of the 3 components of the Portfolio, and indicate how these projects have contributed to his or her development as a rehabilitation scientist (15 - 20 minute presentation). In addition the student will describe the potential impact of the research/knowledge transfer on rehabilitation practice/policy/research.
 - b) The Comprehensive Examination Committee will consist of two members from the student's Supervisory Committee, a member from the Oversight Committee, and an External Examiner (a content expert or specialist from outside the Rehabilitation Science PhD program). They will evaluate the student on the criteria outlined in point 13. The supervisor will not be a member of the Comprehensive Examination Committee but will be encouraged to attend the oral defense.
11. The chair of the Comprehensive Examination Committee will be the representative from the Oversight Committee.
12. All members of the Comprehensive Examination Committee (including the chair) will vote on the performance of the student (written Portfolio and oral defense). If the Portfolio and its defense are considered acceptable to all of the committee members, the student will receive a "pass". To pass, no negative vote is permitted; abstentions are not allowed. If all committee members are in agreement, the outcome could also be a "pass with distinction". If the result of the examination is "fail" (all members vote "fail"), the student must be given a second opportunity to take the examination, or those portions on

which the failure occurred. The Comprehensive Examination Committee will determine the requirements for the second opportunity (e.g. oral defense of one or more components, write and defend again one or more components) and if possible, conduct the second comprehensive examination.

13. The student will be provided with feedback from the Comprehensive Examination Committee at the completion of the examination. The student's supervisor will be invited to attend the feedback session.

Criteria for Evaluation of the Defense

14. The purpose of the Comprehensive Examination is for students to demonstrate their ability to synthesize, integrate and apply information. The following are criteria they are expected to meet through the submission of the Portfolio and/or its oral defense:
- a) Portfolio document is well-written and organized with appropriate development and defense of ideas and actions.
 - b) Portfolio content is of appropriate depth and breadth for the doctoral level and demonstrates the student's advanced knowledge of the chosen topics.
 - c) The student is able to critically appraise the literature, and synthesize and integrate information, concepts and theories.
 - d) The student can design a study appropriate for the research question and defend his/her decisions.
 - e) The student effectively communicates verbally.
 - f) The student can plan and present information appropriately for the chosen audience.

Revised 23/05/2010