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February 6, 2010

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

From : Medy Espiritu
Assistant Secretary and SynApps System Administrator

Please note that the next meeting of the Faculty of Health Sciences Graduate Policy and Curriculum Council will be held on **Wednesday, February 10, 2010** at **2:30 p.m.** in **MDCL-3016.**

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. Minutes of the meeting of November 18, 2009

II. Business Arising

III. New Program
- McMaster University-United Nations University Institute on Water, Environment and Health – *Water without Borders* (Dr. Susan Elliott)

IV. Graduate Curriculum Recommendations

Biochemistry and Biomedical Sciences
- Change to Comprehensive Examination

eHealth
New course: *701 – Research and Evaluation Methods in eHealth

Global Health
- Calendar copy
- New courses:
    *701 – Global Health Foundations I
    *702 – Global Health Foundations II
    *710 – Learning Symposium/Field Orientation
    711 – Scholarly Paper

Health Management
- New courses:
    *700 – Health Systems and Policy Analysis
    *705 – Evaluating Sources of Evidence for Management and Evaluation

Health Research Methodology

Changes to courses:
    *713 – Health Quality Improvement
    *721 – Fundamentals of Health Research and Evaluation Methods
    *723 – Regression Analysis
    *727 – Theory and Practice Measurement
    *733 – Statistical and Methodological Issues in Randomized Clinical Trials
    *739 – Biostatistical Collaboration
    *740 – Advanced Decision Analysis in Health Technology Assessment (HTA)
    *741 – Introduction to Health Technology Assessment
    *743 – Systematic Review Methods
    *750 – Practical Bayesian Design and Analysis in Clinical Studies
    *771 – Fundamentals of Health Research and Evaluation Methods (Online)
    *790 – Advanced Analysis of Survey Data

Nursing
- Change in calendar description – M.Sc. Nursing
- Change in course description – Nursing *701
- New course: *768 – Building a Repertoire of Decision Making Skills

Occupational Therapy
New courses:
    *616 – Foundational Knowledge I
    *626 – Foundational Knowledge II

Change in course title:
    *727 – Adulthood Community & Participation: Inquiry and Integration V
    *728 – Adulthood Disability & Participation: Professional Roles and Experiential Practicum V

Physiotherapy

Change in course title and description:

*613 – Foundational Knowledge for the Physiotherapy Practitioner
*722 – Community-based Physiotherapy – Clinical Laboratory V

Change in course description:

*612 – Fundamentals of Physiotherapy Practice/Clinical Laboratory I
*622 – Fundamentals of Musculoskeletal Practice/Clinical Laboratory II
*731 – Integrated Physiotherapy Practice – Problem-based VI

V. Graduate Faculty Participation

VI. Other Business

FACULTY OF HEALTH SCIENCES GRADUATE POLICY AND CURRICULUM COUNCIL
NOVEMBER 18, 2009, 10:00 A.M.
MDCL-2230

PRESENT: Dr. C. Hayward (Chair), Dr. P. Baxter, Dr. M. Black, Ms. L. DoHarris, Ms. L. Geddes, Dr. S. Hanna, Ms. K. McCahill-Harrison, Dr. J. Nodwell, Mr. J. Scime (Secretary), Ms. R. Senaratne, Ms. D. Stewart, Dr. J. West-Mays, Dr. S. Wilkins, Mrs. M. Espiritu (Assistant Secretary)

REGRETS: Dr. B. Lichty, Dr. M. Stampfli

I. Minutes

On a motion by Dr. Nodwell, seconded by Ms. Stewart, the minutes of the meetings of April 13, 2009 and June 10, 2009 were approved with minor correction: The title for Dr. Stewart was changed to Ms. Stewart.

II. Business Arising

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

III. Graduate Curriculum Revisions

Biochemistry and Biomedical Sciences – Change to the Ph.D. Comprehensive Examination

Dr. Nodwell said that at this time he is not seeking approval of the proposal, but rather requesting members' comments. Dr. Nodwell explained that the majority of doctoral students in the program first enrol as Master's students, and subsequently enter the Ph.D. program by taking the Transfer Exam 18-24 months later. He said students who have completed M.Sc. degrees in another department or at another university can be admitted directly to the Ph.D. program by requiring them to take the Qualifying Exam (similar to the Transfer Exam) 8-12 months later. He explained that the purpose of the Transfer and Qualifying exams, which have written and oral components, is to assess the student's project, understanding of the project, and comprehensive knowledge (theoretical background) in relation to the project. Dr. Nodwell said that in addition to the Transfer or Qualifying exams, students are also required to take a Comprehensive Exam after 18 months in the Ph.D. program.

Dr. Nodwell explained that the department is proposing to merge its Comprehensive Exam with the Transfer/Qualifying Exam. He said that the proposal will allow the department to assess the comprehensive knowledge of students when they take the Transfer exam (applicable to those with B.Sc. degrees) or the Qualifying exam (applicable to those with M.Sc. degrees), which occur early in the program. According to Dr. Nodwell, his department believes their current Comprehensive Exam does not ensure that the student has substantial knowledge early in the program. Dr. Nodwell said the current timing of the Comprehensive Exam also does not serve

students who enter the Ph.D. program with a Master's degree since these students will take the Qualifying Exam after 8-12 months in the program, and then 6 months later they will be required to take the Comprehensive Exam, which is composed of similar material. He added that the current process leads to longer times to completion and lower productivity. Dr. Nodwell stated that the timing of the Transfer/Qualifying exam is more reasonable—if the student fails the Transfer exam, he/she will still be able to defend his/her M.Sc. and finish on time; if a student with an M.Sc. degree fails the Qualifying exam, he/she can leave the University having lost only less than a year.

In response to a question, Dr. Nodwell said the Ph.D. program in the Department of Biology has a similar process. The only difference between the two is that Biology retained the comprehensive examination for students admitted directly to the Ph.D. program, while Biochemistry's proposal is to merge the comprehensive examination with its existing Qualifying Exam. A member expressed concern regarding the consequence of failing the Qualifying Exam. Dr. Nodwell explained that students normally have supervisory committee meetings before the Qualifying Exam, and in these meetings, the discussion involves requirements of the program, and the explanation of "comprehensive knowledge."

After the discussion, the Council made the following suggestions: (a) the document should provide a detailed description of what "comprehensive knowledge" means; and (b) the document should include a clear explanation of the process involved if a student fails the Qualifying Exam. Dr. Nodwell thanked the members for their comments and informed them that a revised version of the proposal will be presented at the next Council meeting.

<u>Health Research Methodology</u>

Dr. Hanna presented the following graduate curriculum revisions from the Health Research Methodology program:

Course cross listing:
HRM *724 – eHealth: Fundamentals of eHealth and the Canadian Health Care System – to be cross listed as eHealth *724

Change in prerequisites:
HRM *739 – Biostatistical Collaboration

HRM *741 – Introduction to Health Technology Assessment:
- in the M.Sc. HTA field, added HRM *741 to the field specific courses for both thesis and course-based programs
- in the Ph.D. HTA field, added HRM *741 to the possible additional make-up course list

Dr. Wilkins moved, and Dr. Nodwell seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Council approve the changes proposed by the Health Research Methodology program, as described in the documents."

The motion was **carried**.

Medical Sciences

Dr. West-Mays presented the following proposals from Medical Sciences:

New courses:
*766 – Causes and Consequences of Obesity
*767 – Physiology and Pathophysiology of Interstitial Cells of Cajal

Change of co-ordinator: *704 – Cell Physiology
There was a suggestion to ask Medical Sciences if Dr. W. Kunze has graduate faculty status.

Dr. Black moved, and Ms. Stewart seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Council approve the changes proposed by the Medical Sciences program, as described in the documents."

The motion was **carried** (subject to inquiry concerning Dr. Kunze's status).

Nursing

Dr. Black presented the proposal from the School of Nursing to cross-list NUR *708 – Information and Communication Technology Applications in Health: Theory and Practice as eHealth *708.

Dr. Nodwell moved, and Ms. Stewart seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Council approve the cross listing of NUR *708 as eHealth *708, as described in the document."

The motion was **carried**.

IV. Graduate Faculty Participation

Dr. Hayward presented the list of Graduate Faculty Participation for Health Research Methodology, Medical Sciences, Nursing, and Rehabilitation Science for Council information.

V. Other Business

Report from the Associate Dean of Graduate Studies

Dr. Hayward informed the members that the structural changes within the Ontario Council on Graduate Studies (OCGS) will likely happen in 2010. She said the University received the OCGS reports for the two Master's programs, Health Management and Global Health. Although

the reviews were positive, there were some issues raised by OCGS that need to be addressed by the two programs. She said the total graduate enrolment numbers as of November 1, 2009 was presented at the November 3, 2010 Graduate Council meeting. She stated that the enrolment figures are unofficial, and the Associate Vice-President for Institutional Research and Analysis will release the official enrolment report later this year. Dr. Hayward also briefly discussed the monthly "best practices" lunch organized by the School of Graduate Studies, which feature short presentations from different graduate programs concerning various aspects of graduate studies. Dr. Hayward said she is also involved in research that will study undergraduate and graduate students' faculty evaluations. She said there is a plan to launch a newsletter to increase awareness of graduate programs in the Faculty of Health Sciences. Dr. Hayward said she is also liaising with Mr. Peter Self, Assistant Dean, Graduate Student Life and Research Training, on a project that she is planning to bring forward to the Faculty of Health Sciences Executive.

Admission Deferral

Ms. Stewart inquired if there is an existing policy concerning deferral of admission to graduate programs. For example, she said, if a student is accepted into the program and something happened (i.e., death in the family), can the admission be deferred? Mr. Scime explained that there is no University policy and it is up to the program to handle the situation.

There was no other business, and the meeting adjourned at 11:20 a.m.

McMASTER UNIVERSITY

Brief for the Standard Appraisal of the Proposed

Collaborative Graduate Program Between

McMaster University and the United Nations University Institute on Water, Environment and Health

'Water without Borders'

In Preparation for:

Ontario Council of Graduate Studies

January 2010

VOLUME 1: The Program

TABLE OF CONTENTS

1. INTRODUCTION

This proposal is for a new ***collaborative*** graduate program between McMaster University and the United Nations University International Network on Water, Environment and Health. This collaborative graduate program – *water without borders* – maps well onto the intentions of OCGS collaborative programs in that it:

> *"…is intended to provide an interdisciplinary experience for students enrolled and completing the requirements in one of a number of participating existing OCGS-approved 'free standing' good quality programs (...referred to as home programs). Students register in the participating degree program, and must meet the admissions requirements of that home program, and meet its degree requirements plus those of the collaborative program. The degree conferred is that of the home program, and the completion of the collaborative program is indicated by a transcript notation and/or adjunct qualifications to the degree" (p. 50*).

In this instance, the adjunct qualifications would be a parallel diploma from UNU in *water without borders*.

McMaster University has a long and honoured commitment to issues of environment more generally, and more recently, water in particular. Linked with the opportunities, activities and networks of UNU-INWEH, we are poised to create this innovative program, much in demand from some of our best graduate students, to address issues of international importance related to water, environment and health. These could include, but certainly are not limited to:

- Why do 1 billion individuals in the world continue to go without access to safe water on a daily basis?
- Why does almost half the world's population lack access to adequate sanitation?
- What are the international governance structures that would allow us to safely steward this valuable resource?
- What impacts will climate change have on the distribution and diffusion of water borne illness such as cholera?

The United Nations University is a unique global institution established by the UN Council in 1973. The mission of the UNU system is:

> *To contribute, through collaborative research, capacity development and advisory services, to efforts to resolve the pressing global problems of human survival, development and welfare that are the concern of the*

> *United Nations, its Peoples and Member States. In doing so it pays due attention to the social sciences and the humanities as well as the natural sciences.*

Essentially, the UN Council established the UNU system as a think tank to grapple with global issues of concern to the world's population. With the Rector's headquarters in Tokyo, there are 14 centres of excellence of UNU throughout the world, each of which with its own unique focus. The focus of UNU-INWEH, established in 1996, is ***water, environment and health***.

UNU-INWEH is organized around four key thematic areas of research:

1. Dryland Ecosystems
2. Coastal Ecosystems
3. Freshwater Ecosystems
4. Water, Environment and Health

Regardless of the focused theme area, the work undertaken by and within UNU-INWEH is driven by two key constructs: (i) science-policy bridging; and, (ii) Capacity development.

Built on the foundation of a commitment to excellence, UNU-INWEH undertakes traditional scientific investigations of a range of issues within their thematic areas of research (see above). However, every scientific endeavor must be characterized by a legitimate and explicit contribution to policy. This practice is consistent with the mission and vision of the UNU system and is manifested in a range of outputs including but not limited to: peer reviewed publications, monographs, policy briefs, technology transfer meetings, and workshops with key decision makers.

Further guided by the overall mission of the UNU system, all research undertakings must be linked to a capacity building component; e.g., training local decision makers on the ground; enhancing local knowledge around water-health links; training water and/or health practitioners. The proposed program is characterized by four key components:

1. A commitment to excellence in the science, whether that be health, natural or human science;
2. A commitment to transdisciplinary[1] research;

[1] While there is much discussion of the meaning of this term in the literature, particularly juxtaposed to discussions around related terms such as inter-disciplinary and multi-disciplinary, this particular term is much more meaningful as it describes the process of a fundament change in the nature of the question(s) asked when individuals from different sciences meet to discuss the big questions.

3. A commitment to knowledge transfer;[2]
4. A commitment to capacity building

There is tremendous ***value added*** to our students' educational experiences through the proposed collaborative program. Many students come to McMaster with an interest in international/global issues and a passion to change the world. The proposed collaborative graduate program will fuel that passion and provide them with the tools they need to achieve their goals. Further, the proposed collaborative graduate program will put McMaster on the map, so to speak, of international development programs across Canada at our sister universities with one distinct advantage: the partnership with the only UNU in Canada.

1.1 Brief listing of program(s) and Degree Designations

Students would obtain their degree from their home program. This may be an MA, MSc, MEPP (Master's in Engineering and Public Policy) or PhD. In the case of one year master's programs, research opportunities will be tailored to suit the program requirements.

1.2 Objectives of the programs

The primary **goal** of the proposed program is to develop highly qualified personnel in the area of water-health, broadly defined, to fill a growing global societal need for science and service, policy and practice, around the fundamental human issue of safe water provisioning. Issues of provision, access, quality, equity, conflict, distribution, change, governance – are all of paramount importance to studying and responding to the water problematique. Hence, we need highly qualified personnel from a range of sciences (natural, human, health) to work together in understanding and addressing the emerging global water crisis; in short, this is truly a transdisciplinary problem that requires a truly transdisciplinary program of study.

The **learning objectives** of the proposed collaborative program are three-fold:

1. To create strong scientists in water-health across a range of disciplines;
2. To create strong scientists with the ability to bridge science and policy; and,
3. To create strong scientists with the ability to undertake related capacity building.

[2] Also referred to as knowledge mobilization or knowledge translation, this term essentially refers to the practice of effectively transferring research knowledge to those most in need of that knowledge, whether that be organizations, agencies, communities, or any body involved in decision making.

1.3 Method used for the self-study as well as the preparation of the brief, including faculty and student input and involvement

The idea for the collaborative graduate program had a three-fold inception. First, obvious societal need. Second, McMaster's declaration of *water* as a major campus-wide research focus. Third, the mandate of UNU to become more involved in graduate education. Discussions began to take place over two years ago. As the program began to take shape, consultations were held with over 30 faculty members in more than a dozen academic units across all six faculties at McMaster. In addition, consultations were held with UNU-INWEH staff and a formal presentation was made (September 2009) to the International Advisory Committee to UNU-INWEH. Further, visits were made to the regularly scheduled meetings of all Chairs and Directors in four of the six faculties (Engineering, Humanities, Science, Social Sciences; note – there is only one faculty member from the Degroote School of Business involved currently in the program. With respect to Health Sciences, there are three programs but the faculty are all housed in one unit. Bilateral meetings were held with the appropriate Assistant Deans as well as the Associate Dean, Academic).

In order to elicit student views, a focus group was conducted (December 2009) with students (n=8) nominated by interested chairs and faculty members. Students came from both master's and PhD level programs and represented the Faculties of Humanities, Engineering, Social Sciences and Science. The key take home messages from the focus group were:

1. Strong support for the program across Faculties.
2. Good fit with student demand.
3. Concerns: making sure a good fit is found for the student's project and co-supervisor; additional funds required for field course.

1.4 Fields in the program(s)

Given that this is a *collaborative* graduate program wherein registered graduate students would undertake their degree program in a *home* department or program, there are no fields *per se*. Given the collaboration with UNU-INWEH, however, it is intended that any student registered in the program will have a research focus that involves issues of water in a global context.

1.5 Special matters and innovative features

This innovative collaborative graduate program will be the only one of its kind in North America. It will link the rigour of a traditional university graduate program with the policy training and experience of an international centre of excellence focused on the global water crises. Students will have the opportunity not only to

achieve a solid academic foundation at McMaster, but also to be immersed in the world of international (water) policy through UNU-INWEH. More importantly, they will be challenged within the realm of capacity building. In short, many of our very best graduate students come to us not only with aspirations of learning, but of a need to *change the world*. The intent of this program is to give them the tools they need to achieve their goals.

2. THE FACULTY

2.1 List of faculty by field

Faculty Name & Rank	M/F	Home Unit	Supervisory Privileges
Julia Abelson, Associate Professor	F	Clinical Epidemiology & Biostatistics	Yes
Zafar Adeel, Adjunct Professor & Director	M	Faculty of Engineering, UNU-INWEH	Yes
Bhim Adhikari, Research Fellow	M	UNU-INWEH	Yes
Altaf Arain, Associate Professor	M	Geography & Earth Sciences	Yes
Mirna Carranza, Assistant Professor	F	School of Social Work	Yes
Patricia Chow-Fraser, Professor	F	Biology	Yes
Paulin Coulibaly, Associate Professor	M	Civil Engineering/ Geography & Earth Sciences	Yes
Sarah E. Dickson, Associate Professor	F	Civil Engineering	Yes
Nancy Colleen Weeks Doubleday, Associate Professor	F	Philosophy	Yes
Gary C. Dumbrill, Associate Professor	M	Social Work	Yes
Michal Egan, Associate Professor	M	History	Yes
Susan J. Elliott, Professor	F	Geography & Earth Sciences	Yes
Carolyn H. Eyles, Professor	F	Geography & Earth Sciences	Yes
John David Eyles, Professor	M	Geography & Earth Sciences	Yes

Faculty Name & Rank	M/F	Home Unit	Supervisory Privileges
Elisabeth Gedge, Associate Professor	F	Philosophy	Yes
Mita Giacomini, Professor	F	Clinical Epidemiology & Biostatistics	Yes
Velma Grover, Adjunct Professor; Project Officer WVLC Coordinator	F	Engineering Practice and UNU-INWEH	Yes
Michel Louis Grignon, Associate Professor	M	Economics/Health Aging & Society	Yes
Steven Edward Hanna, Associate Professor	M	Clinical Epidemiology & Biostatistics	Yes
Benson Honig, Professor	M	Human Resources Management, School of Business	Yes
Bonny Ibhawoh, Associate Professor	M	History	Yes
Graham Knight, Professor	M	Communication Studies & Multi Media	Yes
Gail Krantzberg, Professor	F	Civil Engineering	Yes
John Norman Lavis, Professor	M	Clinical Epidemiology & Biostatistics	Yes
Colin I. Mayfield, Professor & Assistant Director	M	Biology, University of Waterloo/UNU-INWEH	Yes
Tina Moffat, Associate Professor	F	Anthropology	Yes
K. Bruce Newbold, Professor	M	Geography & Earth Sciences	Yes
Susie O'Brien, Associate Professor	F	English & Cultural Studies	Yes
Robert Pelton, Professor	M	Chemical Engineering	Yes
Edward Gordon Reinhardt, Associate Professor	M	Geography & Earth Sciences	Yes
Peter F. Sale, Professor Emeritus/Assistant Director	M	University of Windsor/UNU-INWEH	Yes
William Scarth, Professor	M	Economics	Yes
Corinne Schuster-Wallace, Adjunct Assistant Professor & Programme Officer	F	Geography & Earth Sciences & UNU-INWEH	Yes

Faculty Name & Rank	M/F	Home Unit	Supervisory Privileges
Lisa Jennifer Schwartz, Associate Professor	F	Clinical Epidemiology & Biostatistics	Yes
Richard James Thomas, Assistant Director	M	UNU-INWEH	Yes
James Michael Waddington, Professor	M	Geography & Earth Sciences	Yes
Lesley A. Warren, Professor	F	Geography & Earth Sciences	Yes
Susan M. Watt, Professor	F	Social Work	Yes
Christopher Michael Wood, Professor	M	Biology	Yes
Feng XIE, Assistant Professor	M	Clinical Epidemiology & Biostatistics	Yes
Rachel Zhou, Assistant Professor	F	Social Work	Yes

2.2 External research funding

Table 2: Total External Research Funding by Source and Year					
	Source				
Year	SSHRC	CIHR	NSERC	Other 1	University
2002-03	2,131,959.20	1,837,823.00	858,586.50	2,950,486.06	21,000.00
2003-04	1,541,915.20	2,561,959.66	715,333.50	4,973,398.99	27,140.00
2004-05	287,621.87	3,837,995.32	535,043.00	2,371,930.83	9,660.00
2005-06	713,395.87	3,783,551.24	384,306.40	1,867,268.57	20,863.00
2006-07	851,334.20	2,731,124.09	358,171.40	1,287,864.74	8,939.00
2007-08	695,615.33	3,072,608.58	517,479.34	3,021,557.57	29,514.00
2008-09	805,460.33	2,898,526.75	826,668.67	2,941,827.54	57,909.00
2009-10	2,010,586.67	2,539,738.49	746,175.67	2,572,896.90	32,976.00

1 Other funding sources include: Health Canada ; HEALNet; Ontario Ministry of Health and Long Term Care; Canadian Health Services Research Foundation; Canadian Coordinating Office for Health Technology Assessment; Physician Services Incorporated; Canadian Population Health Initiative; Atkinson Charitable Foundation; Workplace Safety and Insurance Board Research Advisory Council; Commonwealth Fund; United Kingdom Nation Health Service; Cochrane Collaboration; European Commission; Canadian Foundation for Innovation; Quebec Ministry of Health and Social Services; National Cancer Institute of Canada; Environment Canada, Climate Change Action Fund; Ministry of Transportation Ontario; Environment Canada; Hamilton Regional Conservation Authority; Ontario Ministry of National Resources; Ministry of Research and Innovation; Canadian Water Network; SNC Lavalin Inc; Aero Armoured Car Services; Consulting Engineers of Ontario; Centre for Research in Earth and Space Technology; Dajere Technology Inc; Vydexa International Corp; Windsor Utilities Commission; City of Ottawa; Environment Canada, National Water Research Institute; Institutional Research Program. International Council for Canadian Studies; DIAND Northern Contaminants Program; Marie Curie Out-bound Training Grant; IPEV, Institut Francais pur la Recherche Polaire Paul Emile Victor; Halton Region; City of Hamilton; Medicins Sans Frontieres; American Chemistry Council; Lambton-Sarnia Health District; Canadian Agency for Drugs and Technologies in Health; National University of Sigapore Academic Research Grant; Public Health Agency of Canada; Chaire Sante, France; Ministry of Health and Social

Affairs, France; French Ministry of Foreign Affairs; Ontario Neurotrauma Foundation; Hospital for Sick Children Foundation; Max Bell Foundation; Easter Seals Society of Ontario; Jack and Ina Pollack Charitable Foundation; UNESCO; Statistics Canada; CERIS; Research on Immigration and Integration in Metropolis; National Institute of Child Health and Development Services; Allergen; United Nations, UNESCAP; National Geographic Society; Royal Geographical Society; Canadian Foundation for Climate and Atmospheric Sciences; Canadian Cancer Society Research Institute; Medical Council of Canada; Ontario Centre of Excellence; Ontario Aggregate Resources Corporation; Canadian Foundation for Climate and Atmospheric Sciences; Inco Limited; Canadian Standards Association; National Resources Canada; Falconbridge Ltd; European Union & University of Antwerp Int.; Ontario Best in Science Program; Rio Tinto Alcan; Royal Society of New Zealand; International Copper Association; Kodak; ICA Human Health Program; U.S. EPA/University of Delaware, Center for Metals in the Environment; Municipal Government of Esteli, Nicaragua; European Consortium; United Way of Kitchener Waterloo and Areas; Canadian Heritage, and Social Innovation Research Group; International Joint Commission; Ontario Ministry of Natural Resources; Parks Canada; City of Pickering; Ontario Ministry of Child and Youth Services; Ontario HIV Treatment Network

2.3 Graduate Supervision

Table 3: Completed and Current Numbers of Thesis Supervisions by Faculty Member

	Career			Current		
Member	**Master's**	**PhD**	**PDF**	**Master's**	**PhD**	**PDF**
Julia Abelson, Associate Professor	2	2	4	1	2	-
Zafar Adeel, Adjunct Professor & Director	4	-	1	-	-	-
Bhim Adhikari, Research Fellow	3	1	-	1	-	-
Altaf Arain, Associate Professor	4	3	5	2	4	-
Mirna Carranza, Assistant Professor	2	-	-	-	-	-
Patricia, Chow Fraser, Professor	15	4	2	3	3	2
Paulin Coulibaly, Associate Professor	5	1	2	3	1	1
Sarah E. Dickson, Associate Professor	6	2	-	6	1	-
Nancy Colleen Weeks Doubleday, Associate Professor	13	2	1	-	1	-
Gary C. Dumbrill, Associate Professor	7	-	-	2	2	-
Michal Egan, Associate Professor	6	-	-	-	-	-
Susan J. Elliott, Professor	14	4	5	1	5	1
Carolyn H. Eyles, Professor	9	1	2	2	3	-
John David Eyles, Professor	18	29	-	-	-	-
Elisabeth Gedge, Associate Professor	15	3	-	5	2	-
Mita Giacomini, Professor	5	2	2	-	2	-
Velma Grover, Adjunct Professor; Project Officer WVLC Coordinator	5	-	-	3	-	-
Michel Louis Grignon, Associate Professor	4	2	-	2	3	-

Table 3: Completed and Current Numbers of Thesis Supervisions by Faculty Member						
	Career			Current		
Member	**Master's**	**PhD**	**PDF**	**Master's**	**PhD**	**PDF**
Steven Edward Hanna, Associate Professor	1	9	-	-	-	-
Benson Honig, Professor	-	3	-	-	-	-
Bonny Ibhawoh, Associate Professor	5	-	-	3	3	-
Graham Knight, Professor	8	11	2	-	4	-
Gail Krantzberg, Professor	40	-	-	24	3	
John Norman Lavis, Professor	4	4	5	-	-	1
Colin I. Mayfield, Professor & Assistant Director	22	16	6	-	-	-
Tina Moffat, Associate Professor	3	2	-	2	-	-
K Bruce Newbold, Professor	8	2	2	2	1	-
Susie O'Brien, Associate Professor	4	5	-	-	6	-
Robert Pelton, Professor	26	22	30	4	9	-
Edward Gordon Reinhardt, Associate Professor	4	2	-	3	2	-
Peter F. Sale, Professor Emeritus/Assistant Director	24	21	8	-	-	-
William Scarth, Professor	9	14	-	-	1	-
Corinne Schuster-Wallace, Adjunct Assistant Professor & Programme Officer	-	-	-	1	-	-
Lisa Jennifer Schwartz, Associate Professor	1	-	-	1	-	1
Richard James Thomas, Assistant Director	24	5	5	20	-	1
James Michael Waddington, Professor	12	-	3	2	3	1
Lesley A. Warren, Professor	3	3	-	1	4	1
Susan M. Watt, Professor	51	1	-	-	-	-
Christopher Michael Wood, Professor	3	20	36	3	4	5
Feng XIE, Assistant Professor	-	-	-	2	-	-
Rachel Zhou, Assistant Professor	11	-	-	1	-	-

2.4 Current teaching assignments

All but three of the student's courses will be undertaken in their home program. The three additional courses required as part of the collaborative graduate program will be provided through the Program Director. Thus, a review of current teaching loads of core faculty is not necessary.

2.5 Commitment of faculty members from other graduate programs

As this is a collaborative graduate program, all McMaster faculty listed in the accompanying tables are from other graduate programs.

3. PHYSICAL AND FINANCIAL RESOURCES

3.1 Library resources

This is a proposed collaborative graduate program that links UNU-INWEH with several departments across all 6 Faculties at McMaster. The parent programs in which students will undertake their core academic activities are OCGS approved graduate programs that are appraised on a regular basis, including appraisal of library resources. These appraisals are available upon request.

3.2 Laboratory facilities

This is a proposed collaborative graduate program that links UNU-INWEH with several departments across all 6 faculties at McMaster. The parent programs in which students will undertake their core academic activities are OCGS approved graduate programs that are appraised on a regular basis, including appraisal of laboratory resources.

3.3 Computer facilities

This is a proposed collaborative graduate program that links UNU-INWEH with several departments across all 6 faculties at McMaster. The parent programs in which students will undertake their core academic activities are OCGS approved graduate programs that are appraised on a regular basis, including appraisal of computing resources.

3.4 Space

Space will be provided for graduate students in their home program/department. ***Additional space*** will be provided for students in the collaborative program at UNU-INWEH (second floor, MIP, 175 Longwood

Road South) so students will have the opportunity to co-locate, interact with each other as well as their UNU-INWEH supervisor and colleagues.

3.5 Financial support

Students will receive scholarship and TA support in their home program as per standard operating procedures for that program. Additional funds for the costs of research related activities will come from UNU-INWEH funded projects.

Additional costs for the program are three-fold: Director's Stipend ($2800); one, 3 unit teaching buy out for the Director ($7500) and a small amount for administrative support for the program (0.1 FTE, $5500). Therefore the total cost of this program is **$15,800**.

Total program costs in the program's inaugural year will be covered by the office of the Associate Vice President and Dean, Grad Studies. In subsequent year's, the Dean has requested that each participating Faculty Dean contribute $1,000 per student enrolled in his/her Faculty to the program with any shortfall to be covered by the AVP and Dean, Graduate Studies and any surplus used to subsidize the students' field course. In addition, a major portion of the program Director's mandate will be to work closely with Development staff at McMaster to establish an endowment to fund both the field course portion of the students' work as well as additional tuition bursaries for international students.

4. PROGRAM REGULATIONS AND COURSES

4.1 The intellectual development and the educational experience of the student

Health, water, internationalization – these are all research and educational priorities at McMaster. Linking students' core academic learning with a hands-on policy environment that privileges transdisciplinary approaches to understanding as well as on-the-ground capacity building will provide students with a stellar educational experience that will lead them in a variety of directions, including international development, academia, policy work, as well as further studies.

4.2 Program regulations

Admission:

Students will be admitted to their home program using standard operating procedures. All programs linked to the collaborative graduate program will have a link on their web site (for information) and their application (for submission) to the collaborative graduate program. The *application* to the collaborative program will require a supplementary essay (limited to 500 words) describing why the student feels s/he would be a strong candidate for the collaborative program, any experience they might have had in the area of international water policy, and their career goals/aspirations. The application will trigger the Program Director (to be named by the Dean of Graduate Studies; see section 4.5, Governance) to evaluate the essay and follow up with the appropriate Chair/Director. A process of matching will then ensue between the student and potential McMaster and UNU-INWEH supervisors. Only when these supervisors and a suitable project have been identified will the student be admitted into the collaborative graduate program. This latter process will in no way impact on the student's admission to the home program.

Degree requirements:

All students in the collaborative graduate program will be guided by the program regulations in their home program. ***In addition***, in order to obtain the collaborative status with UNU-INWEH, students will be co-supervised by faculty members from McMaster and UNU-INWEH and undertake three additional courses (articulated in section 4.4, below). Only when all requirements for the home program ***as well as*** the collaborative program are met will the student obtain both components of the collaborative degree.

4.3 Part-time studies

The Program will not be offered on a part time basis.

4.4 Total graduate courses listed and level

(1) WWB 7XX *Field course*

Prior to the start of each program year, in-coming students will participate in a one week field camp linked to a UNU-INWEH project in a developing country. Core faculty will accompany the students on the trip, the objective of which will be to ground the students in the research foci of the program as well as its core principles. Upon return from the field, the discussion will

continue in the core course (see below) and a reflections paper must be submitted before the end of the first term.

(2) WWB 7XX *Principles of International Policy Development*

This will be a 3-unit, two term course designed to address issues of:

- Transdisciplinary research at the water-health nexus
- Science-policy bridging
- Knowledge translation
- Capacity building

This course will be designed and implemented by the Program Director, in consultation with the Program Committee (see section 4.5, Governance). UNU-INWEH staff will be centrally involved in delivering material through lectures/discussions/seminars/debates.

(3) WWB 7XX *Practicum*

At the end of the second term, individual students will have a second immersion experience in the work and activities of UNU-INWEH. This will be equivalent to no more than 12 person days and will be completed no later than June 15th of term three unless relevant circumstances dictate otherwise (e.g.., field work activities; additional course work; etc). The practicum will be organized by the UNU-INWEH member of the supervisory committee, in consultation with the other members. The **objective** of the practicum will be to reintroduce the student (post course-work) to the core principles of the program via a practical experience related to UNU-INWEH day to day activities. From a pedagogical perspective, this iterative learning strategy should galvanize these principles prior to launching the student's research endeavor. This will involve the student participating in the development of a written piece of work relevant to UNU-INWEH activities; for example, a position paper, an op-ed piece, or policy brief. These will be short, concise (no more than 5 page maximum) pieces of relevance to UNU-INWEH personnel and activities. Also during this term, students may be invited to participate in on-going meetings, workshops or other day to day activities at UNU-INWEH. This will be at the discretion of the responsible UNU-INWEH supervisory committee member in consultation with McMaster members of the supervisory committee.

4.5 Governance structure of the program

A Program Director will be appointed by the Associate Vice President and Dean of Graduate Studies for a 5 year term (renewable once). This position

will rotate between a person whose primary appointment is at McMaster and one whose primary appointment is at UNU-INWEH but holds adjunct status at McMaster. The primary responsibilities of the Program Director will be:

a. Oversight of the Program Committee (see below)
b. Marketing and recruitment;
c. Application reviews;
d. Supervisor networking;
e. Facilitation of the core course;
f. Organization and facilitation of the field course;
g. Facilitation of the practicum; and,
h. Any other issues related to the graduate program as they arise.

A Program Committee will be indentified to guide the Director in his/her duties and will consist of:

1. The Program Director
2. The Executive Director of UNU-INWEH
3. A participating faculty member to represent Business/Social Sciences/Humanities
4. A participating faculty member to represent Engineering/Science/Health Sciences
5. A participating faculty member from UNU-INWEH.

In order to ensure the existence of a mechanism for the collaborative program to approve completion of requirements and the granting of the degree designation to a graduating student, each student in the collaborative program will have a co-supervisor from each of the participating institutions (i.e., one from McMaster, and one from UNU-INWEH).

5. OUTCOMES

5.1 Completion and attrition

In order to ensure timely completion, it will be essential that the Program Director work closely with the Program Committee re: matching student and supervisor; matching co-supervisors; and ensuring the student has an appropriate research project that meets both research and student needs. This will all be accomplished prior to participation in the field course.

5.2 Employment of graduates

It is anticipated that students will move in a range of directions, including international development, academia, policy work, as well as further studies. Indeed, UNU will serve as a potential place of employment for graduates, as

well as many other UN and international agencies dealing with global humanitarian issues.

5.3 Projected graduate intake and enrolments

Without increased faculty capacity at UNU-INWEH, enrollment will be limited to an intake of a maximum of 10 students per year. This number will ensure a viable program and intellectual community for each graduate cohort.

A new approach to comprehensive education
Department of Biochemistry and Biomedical Sciences

All graduate students need to acquire comprehensive knowledge to qualify for a PhD. While definitions of comprehensive knowledge differ between disciplines, for health scientists it generally includes the theoretical background to their project, the technical basis for the work itself as well as the project's broader scientific and/or social significance. This knowledge forms the basis of a graduate student's development as a self-educator in anticipation of a career as a professional researcher or academic educator.

We have considered this issue at length in the Department of Biochemistry and Biomedical Sciences. We value comprehensive knowledge in our PhD candidates but do not feel that our current Comprehensive exam is the right approach. Our program is structured primarily around the student's thesis research and we feel that demanding comprehensive knowledge at a much earlier stage in their education would greatly improve the overall quality of our graduate program, encourage project ownership by our students and shorten our times to completion. This proposal, which was passed unanimously are our October departmental meeting, addresses this consensus.

Our current approach to comprehensive education

The majority of our PhD candidates first enrol as MSc students and enter our PhD program by taking the Transfer exam (described in appendix I) 18-24 months later. A smaller number of students enter our PhD program directly having completed an MSc in another department or at another university. This is the norm for laboratory-oriented graduate programs in the life sciences across North America.

After 18 months in the PhD program students must take the Comprehensive exam (described in appendix II). In contrast to the Transfer exam, comprehensive exams at this stage of training are relatively rare in programs like ours.

The relevance of Comprehensive exams and the meaning of comprehensive knowledge differ between disciplines. Historically, the role of the comprehensive exam was to prepare PhD candidates for teaching careers - this remains critically important in some disciplines. Indeed, in the Social Sciences and Humanities, the content of a PhD candidate's comprehensive exam can be an important qualification in their recruitment into academic positions.

This is virtually unheard of in departments like ours where research success and promise are the central factors in hiring. Indeed, virtually all of our faculty teach within their area of research expertise.

Comprehensive knowledge within the life sciences therefore pertains more to a body of practical and theoretical knowledge that is relevant to the research field of a given PhD candidate. Given the diversity of research in departments like Biochemistry and Biomedical Sciences, there is no universally applicable set of comprehensive works. Rather students must develop this knowledge through deep analysis of the relevant literature. They do this independently and in collaboration with their supervisor. This is one aspect of our graduate program that we want to improve and formalize with this proposal.

One of the principle reasons for this proposal is that we find consistently that our most successful doctoral students are those who attain the level of mastery expected at the Comprehensive exam at a very early stage in their graduate education, ideally while they are still MSc students. This early

acquisition of broad knowledge leads them to ask better questions and work with greater independence. These students tend finish within time and to be more successful over the long term. Thus, as in other disciplines, comprehensive knowledge is critical to our students but unlike other disciplines, our students need it ***earlier*** in their training. We find that the existing comprehensive examination is not an effective means for demanding or ensuring it.

First of all, it comes too late in students' graduate career to act as an incentive for the early acquisition of comprehensive knowledge. Indeed, for some students the delayed assessment of comprehensive knowledge creates the false impression that they can delay the reading and digestion of material more broadly related to their research.

In addition, we find that the comprehensive exam lengthens out students' times to completion. Coming as it does 18 months into a student's PhD training, the Comprehensive is a significant interruption at a time when students should most be focusing on moving their thesis research towards its completion and publishing scholarly papers.

The problem is even more acute for students who enter our PhD program directly with an MSc degree. As these students have only 4 years to complete a PhD thesis, it is imperative that they master their field as soon as possible and go on to a determined focus on their thesis work.

Finally, at the time of the Comprehensive exam most of our PhD students have been in our program for three and a half years, including the 2 years they spend at MSc level study. Failing a student and sending them away with nothing after such a significant investment of time and energy is neither fair nor efficient. Students who lack the intellectual hardware to be PhD candidates need to be identified earlier in the existing training periods: we feel that demanding comprehensive knowledge at an earlier stage is an excellent means of doing this.

Our proposal: demand comprehensive knowledge earlier

Our proposal is based on one that has been employed in the Department of Biology since 2005 and involves incorporating the Comprehensive exam into the Transfer exam. For those students who enter our PhD program with an MSc we will institute a 'Qualifying exam' which will be procedurally identical to the Transfer exam except that it will come 12 months after the student's first enrolment in our PhD program.

The Transfer exam has a written and oral component. The written component is a detailed proposal for the student's PhD research, roughly similar in scope and density to a CIHR grant application. We expect the quality of the writing to be exceptional. The oral component of the exam is conducted by the student's supervisory committee, an external examiner and a Chair who is usually a member of our graduate recruiting and curriculum committee. The duration of the oral exam is typically 2 hours and involves several rounds of questioning. Questions are intended to assess the student's project – whether it has sufficient depth and promise for a full-fledged PhD thesis as well as any topic that the examiners feel is relevant to the student's performance as a PhD candidate. In most of our Transfer exams we already question and demand a significant level of comprehensive knowledge.

As part of this proposal, we intend to integrate comprehensive knowledge more fully into the Transfer into the exam and we have experimented with means of doing this over the past two years.

Our current practises already prepare students for the idea that they need to master their field from the outset if they intend to transfer to the PhD program. All students entering the program (including new MSc and PhD candidates) meet with the Associate Chair for Graduate Education within a few weeks of first registration. At this meeting the requirements of the program, including comprehensive knowledge, are made clear. Students have the opportunity to ask any questions about what is expected at that time. The Associate Chair presents a clear trajectory for all students with specific milestones at each supervisory committee meeting (which occur at 6, 12 and 18 months for MSc candidates and at the 4-6 months mark for PhD candidates entering the program with an MSc). These details are also provided to students in our student handbook. At the time of their first committee meeting, while we do not necessarily expect experimental progress, we demand and test on significant knowledge of the literature pertaining to the student's project and field.

In anticipation of this proposal, we initiated a new practise two years ago that has proven extremely successful as a means of demanding early comprehensive knowledge. At the end of the student's first supervisory committee meeting (6 months into their MSc training), 3-5 reading topics are assigned to the student with the expectation that they will investigate, read and integrate this knowledge. The student and their supervisory committee sign off on these topics and their progress is revisited at subsequent committee meetings coming 6 and 12 months later. The committee's view of their progress is documented at each meeting and the results revisited at subsequent meetings. By their third committee meeting therefore (at 18 months) students must be ready to demonstrate sufficient breadth and scope of knowledge to qualify for taking the Transfer exam. Those who do not appear ready or able to do this will be asked to write and defend an MSc instead.

The beauty of this practise is that rather than making the acquisition of comprehensive knowledge a one-off event that a student can study for, we integrate it throughout the training at the earliest stages. Conversely, by making broad expertise an expectation from the outset, we can monitor the development of a student's scholarship over an 18 month period, rather than testing it in a single afternoon. This allows us to identify those students who are able attain this level of scholarship (and perhaps more importantly, those who cannot) while the students are still MSc students. Thus, those students who enter our PhD program are pre-selected for this critically important ability and habit.

For those students who enter our program with an MSc degree, we will institute a 'Qualifying exam' (appendix III) having the same format and expectations as the Transfer exam. Students at this level have their first committee meeting 4-6 months after enrolling in our program and again, 3-5 reading topics will be assigned that they are expected to master. In recognition of the fact that these students already have significant graduate level training, the Qualifying exam then takes place 9-12 months after registration for PhD studies. The written proposal and oral examination will be essentially identical to those described for the Transfer exam. We have been asking direct-entry PhD students to fulfill these requirements on an experimental level for several years as part of their second supervisory committee meeting and, as with the comprehensive research topics, the practise has proven to be very successful. Indeed, this eventual implementation of this idea was passed during our 2003 OCGS review.

Note that for both MSc and PhD level students the topics established in the first committee meeting are regarded as an outline of what is meant by 'comprehensive knowledge'. We expect the student to expand their knowledge of their project well beyond these initial boundaries and forge off on their own, following their interests and the demands of their work.

Essentially therefore, our intent is to eliminate our current Comprehensive exam by, essentially, merging it with our Transfer/Qualifying exams. As mentioned above, a very similar process was adopted in the Department of Biology at this university in 2005. The only difference between our proposal and Biology's approach is that whereas they retained their comprehensive exam for students who enter directly to their PhD program we wish to replace it with our existing Qualifying exam thereby moving the timing up by 6-8 months.

By demanding a clear demonstration of comprehensive knowledge from students earlier in their graduate career, we will identify and encourage them to bring a more sophisticated and ultimately successful approach to their doctoral research. Furthermore, by eliminating the existing Comprehensive exam, we will eliminate a distraction from student progress that comes at the worst possible time in their development as doctoral candidates – we expect that this will reduce times to completion.
We believe that the change in our process will foster students to publish more high quality papers, and prepare these individuals to be better scientists over the long term. We feel strongly that this needs to be the gold standard of our PhD program.

Appendix I - Transfer Examination – to be changed as indicated in bold italics
This exam provides a direct route from undergraduate to Ph.D. studies and permits students to significantly reduce their overall time to completion of a Ph.D. The transfer examination takes place eighteen to twenty-four months after first registration in the M.Sc. program and is not permitted beyond Term 6.

GUIDELINES FOR TRANSFER FROM M.Sc. TO Ph.D.

Goals and Outline of the Transfer Process

To be eligible for the Transfer exam the student must have completed one graduate ½ course with a minimum B+ standing. They must also have the support of their supervisor and supervisory committee. The student needs to have made demonstrable research progress during their MSc research. This does not necessarily mean that they need to have published (though this is desirable) but they need to have publication-quality data. They also need to be working on a project considered by the supervisory committee to have sufficient potential to serve as the basis for a PhD thesis. Second, the student needs to have performed well in their supervisory committee meetings. This means that they need to have written clear and informative committee reports indicative of a general competence in written expression. ***Third, they need to have demonstrated comprehensive knowledge of their field. For the purpose of eligibility, comprehensive knowledge is defined as successful mastery of the topics assigned to the student at their first supervisory committee meeting as well as broader knowledge of their project that they have developed through reading the background literature to their project.***

Transfer Examination

Procedure

Students will complete a proposal for their PhD research based loosely on the format of a CIHR operating grant. This written proposal must represent the student's own original work; the inevitable input of the supervisor notwithstanding, McMaster University policies on Academic Ethics and Academic Dishonesty apply.

The aim of this proposal is to describe the theoretical background to the project and outline the goals of the research. This document should illustrate that the student's goals have sufficient depth to form the basis of a Ph.D project and must clearly demonstrate the progress that the student has made during the first 18 months as a graduate student. This proposal is expected to be a major exercise in writing and should be interesting, concise and informative. It must be comprehensible by faculty members who are not necessarily experts in the field. This proposal should include an abstract of not more than 300 words, an introduction to the student's field and basic research direction, a summary of progress and a detailed discussion of the research to be carried out towards a Ph.D. It is important to explain and justify the approach being taken and include a projected time line for the completion of each goal.

There is an absolute length limitation of 22 pages (double-spaced, 12 point font, not including figures or references). The first 2-3 pages should introduce the subject of the student's thesis. Following the introduction there should be a 2-3 page summary of the student's progress. The remaining 16-18 pages should explain the proposed research. Students may subdivide each section in whatever manner they deem to be the most readily digested by the examining committee. References must conform to accepted ASM practices (see http://www.journals.asm.org/misc/ifora.shtml).

Preparation time for this proposal is limited. Students will be assigned a date for their transfer exam five weeks in advance of their exam (at least three months prior to anticipated Ph.D. start-date). The report must be presented to the Committee at least one week prior to the transfer meeting. Extensions will not normally be granted.

Transfer Meeting

The student will give a 15-20 minute presentation outlining the major points of their proposal, including accomplishments to-date and the research proposed for the Ph.D. The exam will then consist of at least two rounds of questioning from each of the voting Committee members, and will deal with any and all aspects of the presentation and proposal. The total time for the questioning will normally be two hours.

The Transfer Committee will consist of the members of the Supervisory Committee, the Transfer Chair, and one additional member who has no direct connection with the student's project. The Transfer Chair will normally be the department's Associate Chair for Graduate Education or a member of the Graduate Recruiting and Curriculum committee. The student's supervisor may not serve in the role of Transfer Chair.

The Transfer Chair does not vote or ask questions. The Transfer Chair will ensure that the exam is conducted in a fair manner in keeping with its objective. In the event that a student is at a loss to answer a particular question, the Chair may ask the examiner for clarification or to move on to a more fruitful line of questioning.

Students should expect questioning to be thorough and far-ranging and to include, but not be limited to, the topics assigned to the student at their first supervisory committee meeting. Frequently, a correct answer will be followed up with a more difficult continuation in an attempt to plumb the depths of the student's knowledge. Students may encounter some questions that they are unable to answer fully; it is particularly important therefore that the student is certain he/she always understands what is being asked.

Possible Recommendations

Proceed to Ph.D. studies without obtaining a Master's degree;

Admission to Ph.D. studies but with concurrent completion of all requirements for a Master's degree within two months from the date of reclassification;

Proceed with Ph.D. studies following completion of the Master's degree;

Do not proceed to Ph.D. studies but complete the Master's degree;

Adjournment of the transfer meeting.

Adjournment is reserved for cases where the student's performance or committee report is not sufficient such that failure is considered a possibility. The Chair will provide the student with written documentation of the committees concerns. Usually, this will require that the committee reconvene at a later date to complete the exam however there are other options. For example, in some cases it may prove more fruitful to have students provide a written follow up to an important question that they could not answer at the exam. Regardless of the mechanism chosen, the committee's requirements must be completely successfully before the end of term 6 for the student to successfully complete the Transfer exam.

Upon completion of the examination, the Transfer Chair will inform the candidate and the Department Chair of the Committee's decision and the reason for it. Transfers will only become effective: September 1st, January 1st or May 1st.

Appendix II Ph.D. Comprehensive Examination – to be eliminated

Every Ph.D. candidate must pass a Comprehensive Examination between 18 and 20 months after beginning Ph.D. work at McMaster. The Comprehensive Examination will consist of a seminar and oral defence. See "Guidelines for the Ph.D. Comprehensive Examination" (see page 30).

GUIDELINES FOR THE Ph.D. COMPREHENSIVE EXAMINATION

Goals and Outline of the Comprehensive Examination

The comprehensive exam is a capstone event in the PhD program. It is given 18-24 months post entry into the PhD program when students are expected to have matured into experts in their field. The marking scheme is Pass, Pass with Distinction, or Fail.

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The exam consists of two components: 1) a departmental seminar and 2) a post seminar question period with members of the advisory committee.

***NOTE: Copies of your power point presentation (3 slides per page) must be distributed to each committee member at the beginning of your seminar.**

1) Seminar

The presentation is made before the Department of Biochemistry and Biomedical Sciences during the course of the departmental graduate seminar series. Students will be required to give a thorough background description of their field and a complete synopsis of their research accomplishments to date. The seminar should be 45-50 minutes in length. This should very much resemble in form and content, seminars students attend in the external seminar series.

2) Question Period

Following the presentation normally on the same day (may be delayed in certain instances); the student will meet with the comprehensive examination committee for a session of question and answers, similar to that of the transfer exam or a Ph.D. defense. This will typically involve two rounds of questions from each member of the committee and can be expected to last for one to two hours. Questions can include anything relevant to the student's field, including the current state of literature and prevailing views on relevant questions related to the topic. An additional line of questioning will likely centre on the student's strategy for completing their Ph.D. research within the allotted time.

3) Timing of Re-Examination

If a re-examination is necessary, it will normally take place within one month, but the actual timing will be determined on the basis of consideration of what is needed to correct the deficiencies. A second failure will necessitate withdrawal from the Ph.D. program.

Appendix III - The Qualifying exam – to be added

This exam is a requirement for all PhD students who entered the program with an MSc degree and who have therefore not taken the transfer exam. The exam must be successfully completed within 12 months of enrolment in the PhD program.

GUIDELINES FOR THE QUALIFYING EXAM

Goals and Outline of the exam

The purpose of the Qualifying exam is essentially the same as that of the Transfer exam. To qualify for PhD candidacy, we expect all students to have a comprehensive knowledge of their chosen field. While there is no universal definition of comprehensive knowledge, it clearly includes the theoretical underpinnings of their project, a technical understanding of the experimental approach they are going to take and the broader scientific and social significance of the project itself. The Qualifying exam is therefore a means to encourage students to acquire this knowledge.

To be eligible for the Transfer exam the student must have completed one supervisory committee meeting and have the support of their supervisor and supervisory committee. Given that the department has a selective process for enrolling graduate students, it is expected that virtually all students in this category will be considered eligible to take the Qualifying exam. Under exceptional circumstances however, students may be encouraged to forgo this exam and withdraw from the

graduate program. This would usually be accompanied by a grade of 'unsatisfactory' on their first graduate supervisory meeting.

The Qualifying Examination

Procedure

Students will complete a proposal for their PhD research based loosely on the format of a CIHR operating grant. This written proposal must represent the student's own original work; the inevitable input of the supervisor notwithstanding, McMaster University policies on Academic Ethics and Academic Dishonesty apply.

The aim of this proposal is to describe the theoretical background to the project and outline the goals of the research. This document should illustrate that the student's goals have sufficient depth to form the basis of a PhD project and must clearly demonstrate the progress that the student has made during the first 8-12 months as a graduate student. This proposal is expected to be a major exercise in writing and should be interesting, concise and informative. It must be comprehensible by faculty members who are not necessarily experts in the field. This proposal should include an abstract of not more than 300 words, an introduction to the student's field and basic research direction, a summary of progress and a detailed discussion of the research to be carried out towards a Ph.D. It is important to explain and justify the approach being taken and include a projected time line for the completion of each goal.

There is an absolute length limitation of 22 pages (double-spaced, 12 point font, not including figures or references). The first 2-3 pages should introduce the subject of the student's thesis. Following the introduction there should be a 2-3 page summary of the student's progress. The remaining 16-18 pages should explain the proposed research. Students may subdivide each section in whatever manner they deem to be the most readily digested by the examining committee. References must conform to accepted ASM practices (see http://www.journals.asm.org/misc/ifora.shtml).

Preparation time for this proposal is limited. Students will be assigned a date for their Qualifying exam four weeks in advance of their exam. The report must be presented to the Committee at least one week prior to the exam meeting. Extensions will not normally be granted.

Qualifying exam Meeting

The student will give a 15-20 minute presentation outlining the major points of their proposal. The exam will then consist of at least two rounds of questioning from each of the voting Committee members, and will deal with any and all aspects of the presentation and proposal. The total time for the questioning will normally be two hours.

The Qualifying exam Committee will consist of the members of the Supervisory Committee, a Chair, and one additional member who has no direct connection with the student's project. The Chair will normally be the department's Associate Chair for Graduate Education or a member of the Graduate Recruiting and Curriculum committee. The student's supervisor may not serve in the role of Chair.

The Chair does not vote or ask questions. The Chair will ensure that the exam is conducted in a fair manner in keeping with its objective. In the event that a student is at a loss to answer a particular

question, the Chair may ask the examiner for clarification or to move on to a more fruitful line of questioning.

Students should expect questioning to be thorough and far-ranging and to include, but not be limited to, the topics assigned to the student at their first supervisory committee meeting. Frequently, a correct answer will be followed up with a more difficult continuation in an attempt to plumb the depths of the student's knowledge. Students may encounter some questions that they are unable to answer fully; it is particularly important therefore that the student is certain he/she always understands what is being asked.

Possible Recommendations

Pass

Adjournment of the meeting

Fail

Adjournment is reserved for cases where failure is considered a possibility. The Chair will provide the student with written documentation of the committees concerns. Normally, the committee will then reconvene at a later date to complete the exam however there are other options. For example, in some cases it may prove more fruitful to have students provide a written follow up to an important question that they could not answer at the exam. Regardless of the mechanism chosen, the committee's requirements must be completely successfully within 3 months of the original exam. If this does not occur, the student will be asked to withdraw from the program.

A grade of *fail* will only be assigned once the student has been given a chance to address the exam committees concerns either in writing or at a follow-up exam.

McMaster University

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	EHealth: CE&B, Business and Computing and Software Engineering			
COURSE TITLE	Research and Evaluation Methods in eHealth			
COURSE NUMBER	*701	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (x)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Ann McKibbon			
PREREQUISITE(S)	enrolment in eHealth Program or permission of the Instructor			

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

NEW COURSE	x	**DATE TO BE OFFERED:** Winter 2010	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?** **IF YES, PROVIDE THE DATE:** no

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.**

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

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

This course will provide background and basic principles of research and evaluation methods for eHealth students. The course will study research/evaluation methods of such eHealth applications as electronic medical records systems or handheld devices to provide decision support as well as research/evaluation using eHealth applications. Examples of these latter applications are data mining of electronic health records information to determine prognostic data on individuals or construction of and data analyses using data from large prospective population databases. The course is given in seminar (small group) format. Evaluation is based on participation, 2 written assignments, a final paper in the form of a research proposal or contract proposal to address a Request for Proposal from industry. Students will also review a project proposal done by another student.

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

The proposed topics with their general order follows.

1.Introduction to science, research, and evaluation in eHealth including research/evaluation of eHealth applications and research/evaluation using the same applications
2.Questions and Populations: What and who we are studying
3.Research/evaluation methods 1--controlled/experimental trials and observational studies (what can learn [quantitatively] from controlling situations or observing people)
4.Research/evaluation methods 2--qualitative studies (what can we learn about why and how by observing people and situations)
5.Research/evaluation methods 3--syntheses of existing evidence (what can we learn from existing data, eg systematic reviews and meta-analyses, clinical practice guidelines, health technology assessment studies)
6.Economics and costs--how and why to study and various types
7.Using existing evidence to support clinical decision making and actions--implementation of clinical decision support systems
8.Analyses of large databases and datasets--population studies and data mining
9.Measurement issues related to eHealth projects and 'gold' standards
10.Statistical methods of analyses--overview

11.Research and evaluation ethics
12.Final presentations

Textbook:Friedman CP, Wyatt JC. Evaluation Methods in Biomedical Informatics. 2nd edition. Springer, Berlin. 20 plus readings

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

This course is to introduce eHealth students to the variety of research/evaluation methods that are available to them. Most of the graduates of the program will become consultants or work in evaluation/resreach careers and need this kind of background. The basic research methods course (HRM *721) has proven too clinical for the eHealth students who are eager to take this course.

2. EXPECTED ENROLMENT:

6-12 students for the first year. The course may also become oriented so that HRM students may want to take it to become acquainted with research using large information resources such as electronic health/medical records systems or large prospecitve population studies.

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

Three-hour weekly, seminar (small group) sessions--11 in total with the final session as presentation

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:

25% for weekly participation and student facilitating
20% (2 hand in documents worth 10% each)
10% first draft of final report
25% final paper in print format
15% presentation of final paper
5% for evaluation of a paper from another classmate (skill development in critiquing)

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).

There is very little overlap with other courses

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

Intended for students in eHealth (interdisciplinary program--3 faculties)

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.

SGS/December 2006

McMaster University

To: Catherine P. M. Hayward, MD PhD FRCP(C) January 8, 2010
Associate Dean of Graduate Studies
Faculty of Health Sciences
From: Ann McKibbon
Director eHealth MSc program
Faculty of Health Sciences Domain Leader
Re: Expedited Approval of a new course in research and evaluation methods for eHealth students in Winter 2010

The first eHealth graduates have finished their internships and have returned to McMaster to complete their courses, major papers, and theses. With the introduction of our new program and expansion of all other graduate programs our students may not be able to graduate because they cannot complete their elective requirements.

This memo is to ask you to consider an expedited approval of an eHealth course in research/evaluation methods. I have been planning to offer this course in the winter of 2011 but because of problems with scheduling electives for our students, I am asking you to consider early approval for this winter term, which will start in February if approval is obtained.

The eHealth program is small with15 students in each of the first two years. We did not hire new faculty members and have developed courses using existing faculty members. Our students need to take our 3 core courses--one each in Business (Bus/eHealth K736) Health Sciences (HRM/eHealth 724), and Engineering (CS/eHealth 757). These courses are new or substantial adaptations of existing courses. The thesis students take one more elective and the course based students need to take an additional four electives. These electives must come from more than one faculty. At least 4 of our students have encountered problems registering for their electives because courses are oversubscribed. When courses are oversubscribed the first people to be asked to withdraw are students from programs outside faculty or program boundaries. For example, Bus722 has 30 students registered with several more wishing to take the course while the professor seeks 20 and will take 24. The eHealth students will be asked to withdraw as they are not MBA or HRM students. To complicate things further, because eHealth students spend 8 months away from McMaster doing their internships they have fewer chances (only 3-4 semesters on campus) to be able to take their electives than students who are on campus for all of their graduate programs (6 semesters). These graduating eHealth students need to be able to take this course so that they qualified to graduate on schedule.

In addition several of the first year eHealth students feel that they need a course in research/evaluation methods to enrich their understanding for their thesis work and to improve their performance in their internships which start in May 2010. Their first semester is too full for them to take HRM721, a clinically based research methods course. 721 is not offered in the winter and then the students are away when it is offered both times in the next year (summer and fall).

I feel that I am qualified to develop and teach a research/evaluation methods course for the eHealth students. While at the University of Pittsburgh (2002-2005) I was the teaching assistant for one of the most influential evaluators in informatics in a similar course. We will use his textbook for the course (Dr. Charles Friedman). I have been a member of CE&B for almost 30 years and I have taught in their research methods courses for more than 20 years. In addition, I have coordinated the introductory research methods course (721) for 3 years (6 teaching cycles) and substantially revamped the course in 2007. I will be the only instructor so do not need formal approval from the Faculty of Engineering or the School of Business.

In summary, I realize that this request is not a usual request and that I have not followed standard procedures with respect to timing. However, I do not want to hold back the 2nd year eHealth students from graduation because of my poor timing, the limited amount of time the students spend on campus because of their internships, and the challenges of graduate expansion and its effects on student numbers in existing classes. I also want to build a solid foundation in research/evaluation for the first year students and therefore ask you to consider my request favourably. I also realize that in working through this issue the eHealth faculty members have more planning and reflection to do before we can more easily and effectively accomplish our goals of having our students ready for graduation with the right number of electives and an appropriate background in research and evaluation.

Please get back to me with questions and issues.

Respectfully submitted.

eHealth Course Outline

Course Number & Title:	eHealth 701: Research and Evaluation Methods in eHealth
Course Co-ordinator:	Ann McKibbon
Additional Faculty/Support:	None with substantial input or responsibility

Course Description

This course will provide background and basic principles of research and evaluation methods for eHealth students. The course will study research/evaluation methods of such eHealth applications as electronic medical records systems or handheld devices to provide decision support as well as research/evaluation using eHealth applications. Examples of these latter applications are data mining of electronic health records information to determine prognostic data on individuals or construction of and data analyses using data from large prospective population databases. The course is given in seminar (small group) format. Evaluation is based on participation, 2 written assignments, a final paper in the form of a research proposal or contract proposal to address a Request for Proposal from industry. Students will also review a project proposal done by another student.

Course Objectives

1. Understand the basic tenets of science, research, and evaluation, how they differ and are the same, and how they are important to the practice of eHealth.
2. Understand the importance of asking good questions and choosing who to study (sampling issues)
3. Know the perspectives and tools of research and evaluation in relation to controlled/experimental trials, observational studies (case-control, cohort, and qualitative methods), and synthesis methods (systematic reviews and meta-analyses, health technology assessments, clinical practice guidelines, and economics studies).
4. Be able to write a successful research grant application (research project) and consultant proposal to address an industry or foundation based request for proposals (evaluation project).

Educational Methods/Course Format

The course will follow standard tutorial methods in 12, 3-hour sessions. Students will be expected to prepare material before class and come to class prepared to discuss their readings and weekly tasks. Each student will act as a student facilitator for at least 1 session to improve their presentation and teaching skills. We also may have 2-3 speakers, experts in their field, present their expertise on important aspects of that week's topic. These presentations will take 1 hour of the 3 hour class time.

Course Text/Materials

Textbook: Friedman CP, Wyatt JC. Evaluation Methods in Biomedical Informatics. 2nd edition. Springer, Berlin. 2006 plus weekly readings from current and historical articles in the research and technical literature. This textbook is available online through the McMaster University Health Sciences Library.

Prerequisites:	Entry in the eHealth program or permission of the instructor. This course may not be appropriate for HRM students as it covers basic research methods already addressed in other HRM courses. All readings will conform to copyright restrictions by being part of the Health Sciences Library collections or being open source publications.

Session	Topic
Week 1	Introduction to science, research, and evaluation in eHealth including research/evaluation of eHealth applications and research/evaluation using the same applications
Week 2	Questions and Populations: What and who we are studying
Week 3	Research/evaluation methods 1--controlled/experimental trials and observational studies (what can we learn [quantitatively] from controlling situations or observing people)
Week 4	Research/evaluation methods 2--qualitative studies (what can we learn about why and how by observing people and situations)
Week 5	Research/evaluation methods 3--syntheses of existing evidence (what can we learn from existing

	data, e.g., systematic reviews and meta-analyses, clinical practice guidelines, health technology assessment studies)
Week 6	Economics and costs--how and why to study and various types
Week 7	Using existing evidence to support clinical decision making and actions--implementation of clinical decision support systems, computerized provider order entry systems, etc)
Week 8	Analyses of large databases and datasets--population studies and data mining
Week 9	Measurement issues related to eHealth projects and 'gold' standards
Week 10	Statistical methods of analyses--overview
Week 11	Research and evaluation ethics
Week 12a	Preparation of final report
Week 12b	Final presentations--oral and submission of final project paper

Evaluation of Student Performance
We will use standard methods of evaluation that are used in other research methods courses: participation, 2 marked hand in assignments, formal evaluation of another student's final paper, and a final report in both written and oral formats. 25 % for weekly participation and student facilitating 20% (2 hand in documents worth 10% each) 10% first draft of final report 25% final paper in print format 15% presentation of final paper 5% for evaluation of a paper from another classmate (skill development in critiquing)

Week 1 Introduction

Title: Introduction to Science, Research, and Evaluation

Objectives:

- To develop working definitions of
  - science
  - research
  - evaluation
- To understand the difference between
  - research and evaluation
  - research and evaluation of eHealth applications, and
  - research and evaluation using the same applications

Content:

- Introduction to the course
- What is science
- What is evaluation
- What is research
- What is the relation among science, evaluation, and research?

Readings:

1. Priest S. A program evaluation primer. Journal of Experimental Education 2001;24:34-40. http://academic.evergreen.edu/curricular/atpsmpa/Priest.pdf

2. Friedman CP, Wyatt J. Evaluation Methods in Biomedical Informatics. 2nd edition. 2006. Chapter 1. Challenges of evaluation in biomedical informatics. Pages 1-20.

3. Friedman CP, Wyatt J. Evaluation Methods in Biomedical Informatics. 2nd edition. 2006. Chapter 2. Evaluation as a field. Pages 21-47.

4. Review documents on the internet to determine what is "science".

Activities:

1. Come prepared to discuss your definitions of science, evaluation, and research

Other issues:

Intruduction to the course and its requirements including grading and attendance and report expectations

Week 2 Questions and Populations

Title: Questions and Populations: What and Who We are Studying

Objectives:

- To realize how important the question (or statement of purpose) is in relation to research and evaluation and how difficult it is to come to consensus on the best question to address the needs of the project or proposal
- To understand that choosing the most appropriate population to study is also vital for both research and evaluation.

Content:

1. Question formalization--for both qualitative and quantitative projects or issues
2. Sampling issues

Readings:

1. Friedman CP, Wyatt J. Evaluation Methods in Biomedical Informatics. 2nd edition. 2006. Chapter 3. Determining what to study. Pages 48-84. Please concentrate on issues related to question formulation and choosing who to study and where they should be studied.

2. Scott Memorial Library (2003). Evidence-based medicine: The well-built clinical question. http://jeffline.jefferson.edu/SML/helpaids/handouts/EBM_PICO.pdf

3. Mantzoukas S. (2008) Facilitating research students in formulating qualitative research questions. Nurse Education Today. 28(3):371-7. http://libaccess.mcmaster.ca/login?url=http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6WNX-4PG8H0R-2&_user=1067350&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&_acct=C000051241&_version=1&_urlVersion=0&_userid=1067350&md5=4756d719aa9108172e508ba6fc75647c

Activities:

1. Think of an eHealth situation that you find interesting. Develop a researchable or evaluation question that could be answered by qualitative methods and one that could be answered by quantitative methods. State whether this is evaluation or research.

2. Who would you choose to study to address these questions? Be prepared to state how you would choose and why.

Other issues:

Week 3. Research Methods 1--Controlled/Experimental and Observational Quantitative Methods

Title: Research/Evaluation Methods 1--controlled (or experimental) studies and observational studies (what can we learn [quantitatively] from controlling situations/ experimenting or observing people and situations)

Objectives:

- To understand that depending on the question and the situation, different methods and tools should be applied to produce the answers sought. Many research and evaluation methods exist and each has its own tools and techniques, strengths and weaknesses
- To become familiar with controlled/experimental trials and their methods, strengths and weaknesses
- To become familiar with quantitative observational studies and their methods, strengths and weaknesses

Content:

Controlled/experimental studies: tools, strengths, and weaknesses
Observational studies: tools, strengths, and weaknesses

Readings:

1. Supercourse online tutorial on study designs: http://www.pitt.edu/~super1/lecture/lec33681/001.htm. Ahmad Mandil. Study Designs in Epidemiology. January, 2009.

2. Textbook. Friedman CP, Wyatt J. Evaluation Methods in Biomedical Informatics. 2nd edition. 2006. Chapter 7. Design of Demonstration Studies. Pages 188-223.

Activities:

1. Large group session with Ann McKibbon to sort out challenges with quantitative methods--experimental and observational.

2. Find and bring to class examples of a
    a. controlled trial of an eHealth application
    b. controlled trial that uses an eHealth application
    c. quantitative study of an eHealth application
    d. quantitative study that uses an eHealth application

3. Be prepared to discuss the differences and similarities including strengths of controlled/experimental trials and quantitative observational studies

Other issues:

Week 4 Research/Evaluation methods 2--Qualitative Studies

Title: Research/evaluation methods 2--qualitative studies (what can we learn about why and how by observing people and situations)

Objectives:

- To understand the place of qualitative studies in determining the why and how of situations.
- To be introduced to different types of qualitative studies
- To know when a qualitative study is appropriate
- To start to understand some of the tools of qualitative studies
- To understand the strengths and limitations of qualitative studies

Content:

Qualitative studies methods and tools, strengths and weaknesses

Readings:

1. Textbook. Friedman CP, Wyatt J. Evaluation Methods in Biomedical Informatics. 2nd edition. 2006. Chapter 9. Subjectivist Approaches to Evaluation pages 248-266.

2. Textbook. Friedman CP, Wyatt J. Evaluation Methods in Biomedical Informatics. 2nd edition. 2006. Chapter 10. Performing Subjectivist Studies in the Qualitative Traditions Responsive to Users. Page 267-300.

Activities:

Come to class with examples of qualitative studies done on eHealth topics. The examples should come from more than one qualitative method, for example, grounded theory, phenomenology, case report, ethnography.

Other issues:

Week 5. Research/Evaluation Methods 3--Syntheses of Existing Evidence

Title: Research/Evaluation Methods 3--syntheses of existing evidence (what can we learn from existing data, e.g., systematic reviews and meta-analyses, clinical practice guidelines, health technology assessment studies)

Objectives:

- To learn about the research methods that use existing information/data to summarize existing information and to produce new findings.
- To come to an appreciation of what constitutes a meta-analyses and systematic review, health technology assessment, and clinical practice guideline

Content:

Systematic reviews
Meta-analyses
Clinical practice guidelines
Health technology assessment studies

Readings:

1. **Meta-analysis and Systematic Reviews:** Supercourse online tutorial: http://www.pitt.edu/~super1/lecture/lec3221/017.htm

2. **Health Technology Assessment:** http://www.sst.dk/publ/Publ2005/CEMTV/Mini_MTV/Introduction_mini_HTA.pdf Introduction to Mini-HTA

3. **Clinical Practice Guidelines:** Canadian Medical Association. Clinical Practice Guidelines Handbook. http://www.cma.ca//multimedia/CMA/Content_Images/CMAInfobase/EN/handbook.pdf. Read the first sections more carefully and skim the rest of the document.

Activities:

Come to class prepared to discuss the place of systematic reviews and meta-analyes, health technology assessment documents, and clinical practice guidelines for eHealth applications. Which ones are the most important for eHealth.

Other issues:

First take home assignment.

Week 6. Economics and Costs Studies

Title: Economics and Costs Studies--how and why to study and various types

Objectives:

- To learn what kinds of cost and economics studies exist: cost, cost benefit analyses, cost effectiveness analyses, cost utility analyses, and possibly cost of illness studies.
- To appreciate how these studies are done.

Content:

Costs studies
Economics studies

Readings:

Textbook. Friedman CP, Wyatt J. Evaluation Methods in Biomedical Informatics. 2nd edition. 2006. Chapter 11. Economics Aspects of Evaluation. Pages 301-337.

Activities:

Come to class with 2 economics articles that include data on an eHealth application or have used health information technology somewhere in the economics study. Please come with examples from more than one kind of economics or costs studies.

Other issues:

Week 7. Using Existing Evidence to Support Clinical Decision Making and Actions

Title: Using existing evidence to support clinical decision making--implementation of clinical decision support systems and other eHealth applications)

Objectives:

- To understand how evidence is/can be built into advanced eHealth applications such as clinical decision support systems (CDSS) and Computerized Provider/Physician Order Entry (CPOE) systems.
- To review the evidence on the formal impact of these systems.

Content:

1. The role of published evidence from research
2. How published evidence has been incorporated into eHealth applications
3. CDSS
4. CPOE

Readings:

1. Sim I, Gorman P, Greenes RA, Haynes RB, Kaplan B, Lehmann H, Tang PC. Clinical decision support systems for the practice of evidence-based medicine. Journal of the American Medical Informatics Association. 2001;8(6):527-34. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC130063/pdf/0080527.pdf

2. Moxey A, Robertson J, Newby D, Hains I, Williamson M. Pearson M. Computerized decision support for prescribing: Provision does not guarantee update. Journal of the American Medical Informatics Association, 2010;17(1):25-33.

3. Weir CR, Staggers N, Phansalkar S. The state of the evidence for computerized provider order entry: A systematic review and analysis of the quality of the literature. International Journal of Medical Informatics. 2009;78:365-74.

Activities:

1. What can we learn from reading the articles by Sim, Moxey, and Weir and their colleagues?
2. Are CDSS or CPOE systems ready for across-the-board application?
3. What else do we need to know before we push for universal application of either or both?

Other issues:

Hand in the question you will address in your final project.

Week 8. Analyses of Large Databases and Datasets

Title: Analyses of large databases and datasets--population studies and data mining

Objectives:

- To understand the role that eHealth plays in the discovery of new knowledge by analysis and mining of large databases.

- To explore existing large prospective datasets and to understand their construction, goals, current outcomes, and projected results.

Content:

Large databases of patient information--both specifically established databases and those that can be produced by using input from electronic health records systems.

Readings:

1. Simon GE, Unutzer J, Young BE, Pincus HA. Large medical databases, population-based research and patient confidentiality. American Journal of Psychiatry. 2000;1576(11): 1731-7.

2. van Bemmel JH, van Mulligen EM, Mons, B. van Wijk M, Kors JA, van der Lei J. Databases for knowledge discovery. Examples from biomedicine and health care. International Journal of Medical Informatics. 2006;75:257-67.

Activities:

3. Pick a large established database and come to class prepared to describe its construction, goals, current outcomes, and projected results. Examples include the Nun Study, Nurses' Health Study, Physicians Health Study, all of the Framingham studies, and many more.
4. Pick an article that shows production of new knowledge from existing databases (not designed for research purposes) and be prepared to discuss its structure and current outcomes.

Other issues:

Week 9. Measurement Issues Related to eHealth Projects and 'Gold' Standards

Title: Measurement issues related to eHealth projects.

Objectives:

- To start to understand the challenges and importance of good measurement techniques.

Content:

Measurement
Reliability and validity

Readings:

1. Textbook: Friedman CP, Wyatt J. Evaluation Methods in Biomedical Informatics. 2nd edition. 2006. Skim chapters 5 (Measurement Fundamentals) and chapter 6 (Developing and Improving Measurement Methods). Pages 85-187.

2. Friedman CP, Abbas UL. Is medical informatics a mature science? A review of measurement practice in outcome studies of clinical systems. International Journal of Medical Informatics. 2003;69:261-72.

Activities:

Come to class knowing the difference between reliability and validity in terms of measurement.

Bring 2 articles to class that deal with an eHealth application--one that includes a well established and strong measurement tool and one where you feel that the measurement tools or techniques might be weaker/questionable.

Other issues:

Week 10. Statistical Methods of Analyses--Overview

Title: Statistical methods of analyses--overview

Objectives:
To learn basic principles of statistical methods that can be associated with eHealth applications.

Content:
Descriptive statistics
Inferential statistics

Readings:
1. Textbook. Friedman CP, Wyatt J. Evaluation Methods in Biomedical Informatics. 2nd edition. 2006. Chapter 8. Analyzing the Results of Demonstration Studies pages 224-47.

2. General overview of statistics: http://en.wikipedia.org/wiki/Statistics

Activities:
1. Large group presentation by Ann McKibbon

2. Bring 2 articles on eHealth research/evaluation to class that provide statistical information and be prepared to talk about what the descriptive and inferential statistics were designed to do and if they succeeded.

Other issues:
Second take home assignment.

Week 11. Research and Evaluation Ethics

Title: Research and Evaluation Ethics

Objectives:

- To understand the importance of ethical behaviour in conducting research or evaluation projects.
- To appreciate the differences and similarities in relation to doing research and evaluation studies.

Content:

Research and evaluation ethics

Readings:

See below--the TriCouncil Policy Statement.

Activities:

1. Complete the tutorial from the TriCouncil Policy Statement: Ethical Conduct of for Research Involving Humans. Hand in your certificate showing successful completion. http://www.pre.ethics.gc.ca/english/tutorial/

2. Where are ethics especially important in eHealth applications?

3. Role playing of an ethical scenario.

Other issues:

Final questions in relation to the course project.

Week 12. Final presentations

Title: Final Presentations

Objectives:

- To present the project to the class.
- To practice successful selling of the project in relation to the granting or contracting agency.

Content:

Final paper presentations

Readings:

Not applicable

Activities:

Presentations-one per student

Other issues:

Global Health

The new and innovative Graduate Program in Global Health is an interdisciplinary, cross-cultural and interprofessional M.Sc. degree program. The program strives for synergy in global health, integrating education and research from the Faculty of Health Sciences, Faculty of Social Sciences, and DeGroote School of Business. It is designed to prepare students for the global workforce providing a solid foundation in global health issues, web-based learning and and experience in low-and middle-income countries.

Students will receive education in the major topics of global health ranging from globalization and management issues, to studies of disease and policy development. The M.Sc. is offered as either course-based or thesis-based depending on the goals of the student.

McMaster University has established an internationally collaborative learning experience with Maastricht University, The Netherlands. McMaster and Maastricht will be offering two core courses- Global Health Foundations I & II- online by faculty members at both universities. Students from both universities will also join together for the learning symposium/field placement (service learning) in Term 3.

Term 2 will provide students the opportunity to choose from one of the following three fields of the Global Health program: Globalization and Development, Global Health Management, and Global Diseases.

On completion of this Master's program, graduates will qualify for high-level positions with international health and development agencies.

Enquiries: 905 525-9140 Ext 22045
Fax: 905 522-5493
Email: hoorenm@mcmaster.ca
Website: http://fhs.mcmaster.ca/global_health_masters

Staff/ Fall 2010

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ASSISTANT PROFESSOR
Susan Jack, B.Sc.N. (Alberta), Ph.D. (McMaster)

ASSOCIATE MEMBERS
Noori Akhtar-Danesh (Nursing)
Vishwanath Baba (Human Resources & Management)
Will Coleman (Political Science, Institute on Globalization and the Human Condition)
Mahshid Dehghan (Population Health Research Institute, Medicine)
Daniel Drache (Political Science, York University)/ Part-time
Forough Farrokhyar (Clinical Epidemiology & Biostatistics, Surgery)
Christopher Longo (Strategic Market Leadership & Health Services Management)
Geoffrey Norman (Clinical Epidemiology & Biostatistics)
Robert O'Brien (Political Science, Institute on Globalization and the Human Condition)
Tim O'Shea (General Internal Medicine, Medicine)
Tony Porter (Political Science, Institute on Globalization and the Human Condition)
Glen Randall (Strategic Market Leadership & Health Services Management)
Aaron Schat (Human Resources & Management)
Patricia Wakefield (Strategic Market Leadership & Health Services Management)
Jianping Xu (Biology)
Toru Yoshikawa (Strategic Market Leadership & Health Services Management)

FIELDS IN THE PROGRAM
The fields of study in the program are not mutually exclusive, students will choose from a wide spectrum of research interests that cross the boundaries that define the fields. To encourage this cross-fertilization, all students will take the core courses Global Health Foundations I and Global Health Foundations II that bridge the fields. They will also attend the required collaborative seminars that address a variety of issues in Global Health. In addition they will choose fields, electives and do scholarly projects in areas of special individual interest, to enable them to build upon and advance their knowledge of Global Health in a manner that will often cross field boundaries.

The M.Sc. program is designed so that students will meet the following core competencies:

- Develop an understanding of Global Health as a series of dynamic relationships and interrelated themes
- Gain a working knowledge of selected topics within one of the three fields in Global Health
    - Develop a specialized working knowledge of one of these fields
    - Be able to identify and extrapolate the macro and micro level themes of globalization to health outcomes
    - Understand the systemic inequalities that permeate the relationships of Global Health through Commerce, Globalization, and Power
    - Build an awareness of the new practices, instruments, insights, and perspectives needed to cope with the health challenges posed by globalization
- Develop the tools to critically analyze and measure the relationships which define the global embeddedness of health
- Understand and appreciate the changing roles and responsibilities of old and new actors in the global health field (citizens, governments, health professionals, international organizations, etc.)

- Use reflective practice as a critical tool for knowledge acquisition, personal and professional growth, and effective intercultural exchange

The three fields in the program are as follows:

a) Globalization and Development
Globalization focuses on cultural, political, social and economic globalizing processes in the contemporary era and how they impact economic development, health, healthcare, and education in underdeveloped and developing countries. These processes, often accelerated by information and communication technologies, have redefined in unequal ways how individuals and communities experience and view the world, and how they organize to change the world.

b) Global Health Management
Global Health Management introduces students to management and policy skills, including a fundamental understanding of the capacities needed to manage projects related to health, healthcare, economic development, and education.

c) Global Diseases
The Global Diseases field involves the study of endemic tropical diseases as well as other diseases that tend to afflict under-developed countries, including HIV/AIDS, tuberculosis, and cancer. A globalization topic that will be emphasized is the threat to public health from existing, new, and re-emerging diseases that may move almost with impunity across national borders through immigration, travel, and global trade. Chronic diseases that affect developed nations are also a threat to health in developing nations, and will be addressed as well.

Finally, 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) field visits to sites that involve development activities in global health, relevant to the program.

Admission
Admission to the M.Sc. Global Health program requires an honours bachelor's degree with at least a B+ from an accredited university (equivalent to a McMaster 8.5 out of 12) in the final year in all courses in the discipline, or relating to the discipline, in which the applicant proposes to do graduate work. All students entering the program must have completed a university level course in statistical analysis with a minimum grade of B-. Students with no background in health may be required to complete a makeup course in health before entering the program. Finally, applicants must have a strong interest in one of the fields offered in the program.

Admission requirements include:
1. One official transcript of academic work completed to date at all post-secondary institutions attended, sent directly from the issuing institution(s). If the final transcript does not show that a completed degree has been conferred, an official copy of the diploma is also required.
2. Two academic letters of recommendation from instructors most familiar with the applicant's academic work, sent directly from the instructors.
3. A personal curriculum vitae (resume).
4. A written personal essay (submitted online within the application). The essay should explain why the applicant is seeking graduate education; describe how the applicant plans to benefit from the program; and finally, outlines the selected field of interest from

the three tracks offered in the program in order of preference; if no preference, please indicate (no more than 750 words).

5. An official copy of the applicant's TOEFL Test of English as a Foreign Language score or other evidence of competency in English must be submitted (if English is not the applicant's native language). A minimum TOEFL (iBT) score of 92 (550 on the paper-based TOEFL or 237 on the computer-based test) is required.

Degree Requirements

M.Sc. Degree

The general requirements for the M.Sc. Degree appear under the regulations for the Master's degrees near the beginning of this Calendar.

M.Sc. by Thesis

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 placement (GLOB HTH *710).
3. Completion of a thesis on an approved global health issue and defend the thesis at a final oral examination.

M.Sc. by Course Work

Requirements for the course-based M.Sc. degree include:

1. Completion of the program with at least a B- standing, a minimum of eight graduate half courses which must include the five required courses: GLOB HTH *701, GLOBALST *710, HRM *721, BUS C721, GLOB HTH *702; two courses from the selected field of interest and an additional course from the elective offerings.
2. Successful completion of the learning symposium/field placement (GLOB HTH *710).
3. Completion of a 15-20 page written scholarly paper on a topic approved by the student's supervisor (GLOB HTH 711).

Courses and Degree Requirements by Term

Required Term 1

GLOB HTH *701- Global Health Foundations I

This course addresses cross-sectional and interrelated features of the health problems, issues, and concerns in the circumstances or experiences of nations that transcend national boundaries, and that are best addressed by cooperative actions and solutions. The critical relationships among health, healthcare, education, economic development, and business management will be explored in detail. Ethical issues in global health are also addressed. Discussion and interaction among the participants is strongly encouraged. The course will also include several seminars from recognized researchers in global health and infectious diseases,

and from field workers familiar with the aspects of what graduates from this program are likely to encounter in their careers, accompanied by significant interaction and discussion.

GLOBALST *710 - Globalization: An Introduction
An introduction to major theories and debates in the field of globalization studies.

HRM *721 Fundamentals of Health Research and Evaluation Methods
The major components of research activities are covered, including concepts of health, formulation of research questions, literature reviews, study designs, selection of study populations, choice of measuring instruments, and study interpretation issues such as determination of causality and the effectiveness of clinical and community interventions.

BUS C721 - Health Policy Analysis
This course will examine the field of health policy analysis with particular emphasis on clinical, administrative and government policy. After establishing a framework by which to analyze policy – which will include consideration of stakeholders, pressure groups, values, institutions, and the media – various tools will be studied as means of formulating and evaluating policy. Techniques from business, political science, economics, sociology, epidemiology, and history will be used. Specific policy topics will be presented as illustrations of this management art.

Required Term 2

GLOB HTH *702 Global Health Foundations II
Program and project management skills are essential to every graduate from this program. This course introduces global health program and project management, and demonstrates their application using real cases from each of the three Global Health program fields. Interaction among, and contributions from students are strongly encouraged. The course will also include regular weekly seminars, presented by students and their supervisors or advisors, resulting from their studies of global health issues, and accompanied by significant interaction and discussion with other students, instructors, and supervisors.

Term 2 by Field

GLOBAL HEALTH MANAGEMENT (Term 2)

BUS C711 - Health Economics and Evaluation
This course will examine the application of economic principles to policy-relevant questions in the area of health and healthcare. Topics will include applied health economics, economic correlates to health, demand and supply of healthcare and insurance, healthcare system financing, alternative payment schemes, economic regulation of the pharmaceutical industry, cost-effectiveness and cost-benefit analyses, QALY's, and means by which to improve value-for-money in the health sector.

BUS C741 – Health Care Marketing
(Same as BUS M722)
This course provides an in-depth understanding of the key concepts of marketing and their application to the rapidly changing public and private health care environment. Students build practical skills: in analyzing marketing problems in for-profit and not-for profit health care organizations in Canadian, U.S. and other international settings; and, in developing programs

and strategies applying marketing tools and principles (such as pricing, promotion, products/services, consumer behavior, branding, segmentation, social marketing and health promotion). Students also increase their appreciation of the role of data collection, analysis, interpretation, and management in health care marketing decisions. The course consists of case discussion, lectures, guest speakers, readings (cases, articles, textbook), and practical field experience whereby student teams undertake marketing consulting projects in local health care organizations.

BUS I731 - International Business
This course examines the environmental analysis of international business and surveys a number of managerial issues related to international operations. Macro strategic decision making and alliance formation are studied as are functional decision making in the areas of finance, accounting, marketing, human resources, sourcing, and production. The course acquaints students with available databases and their use, and requires a research project to be undertaken.

GLOBAL DISEASES (Term 2)

Biology 6P03 - Medical Microbiology
Microbial infectious diseases of humans: ecology, evolution, epidemiology, immunity, pathogenesis and the treatments of these diseases.

Medical Sciences *717 - Vaccines and Vaccine Immunology

Vaccines and vaccine immunology have become an important sub discipline of modern biomedical practice and research. It becomes increasingly important to both prevention and treatment of infectious diseases, cancer, autoimmune diseases and allergic diseases. This course is designed to provide graduate students with the basic concepts of current human vaccination programs, methods used to developing various forms of new vaccines, and vaccine immunology.

GLOBALIZATION AND DEVELOPMENT (Term 2)

GLOBALST *705 - Global Public Policy
(Same as Political Science *705)
An examination of policy-making at global institutions and the relationships with other scales of policy formation.

GLOBALST *712 - International Trade and Economic Development

This course studies the economic impacts of world trade on developing countries.

GLOBALST *777 – Global Governance
(Same as Political Science *777)

This course examines the institutions and processes of global governance. It considers different theoretical approaches to understanding rule creation and maintenance on a global scale. Approaches and issues that will be examined include: neoliberal and neorealist regime theory; critical theory approaches; international law, the role of corporations and private authority and the activity of global civil society.

ELECTIVES

BUS C722 – Management of Population Health

The Management of Population Health takes a meta-approach to health issues focusing on strategies to improve health and well-being while controlling costs. Several frameworks will be critiqued and concepts studied will include, but will not be limited to, the correlates of the health of different populations, the stages of the life cycle, the burden of illness for society, contagions and public health, the congruence between evidence and policy, prevention, community action, and the development of students' critical appraisal skills.

HRM *770 - Mixed Methods Research Designs for Health Services and Policy Research / (Same as Nursing *770)

This course introduces students to the major concepts and issues involved in mixed methods approaches to tackle important questions in the field of health services and policy. *LearnLink* is used as the mode of instruction. A framework for thinking about mixed methods will be developed that provides guidance to decision-making about when and how to use mixed methods and models to study health services and policy problems. The course will provide students with knowledge of the current controversies and major challenges in the use of mixed methods and models of research. Students are expected to design a mixed method study as part of the course and critically evaluate the design options chosen by a classmate.

Required Spring Term

GLOB HTH *710 - Learning Symposium and Field Orientation

All students in the Master of Science in Global Health Program are required to complete a Global Health Learning Symposium/Field Orientation, working in an approved public or private organization engaged in the prevention of disease, health promotion, health service delivery, health policymaking, or research in a global context. The placement provides the opportunity to become familiar with the kinds of organizations that put into practice the theory, concepts, and methods taught in the Master's program. This course will take place through field visits, small group discussions and the presentations of the conclusions from project work undertaken during the placement. After 3 weeks, students will also present their research findings, in order to receive feedback from peers.

Summer Term (May-August)
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 major research 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.

GH 711- Scholarly Paper (For Students in the M.Sc. by Course-work Option)

This full course is designed as an opportunity for graduate course-based M.Sc. students to demonstrate in writing, their ability to integrate ideas that reflect current knowledge in Global

Health. The scholarly paper is to demonstrate integrative thinking at a general and abstract level. A student will identify a topic, and in consultation with a faculty member with expertise in the area 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 15 to 20 pages, excluding references and appendices. The paper does not involve the collection or analysis of primary data or the conduct of research with subjects. It is a scholarly essay, not a thesis. It is critical to the course-based M.Sc. students to demonstrate mastery of the theoretical and methodological understandings that have been acquired during the course work.

Thesis Option

Students taking the thesis option will spend the remainder of the summer and, normally, the fall term (in certain cases extending into the following winter term) completing their research and theses, which may involve the collection and analysis of field data or developing major conceptual works based on the literature.

McMaster University

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	Global Health (Health Sciences, Social Sciences, DeGroote School of Business)			
COURSE TITLE	Global Health Foundations I			
COURSE NUMBER	*701	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (x)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Andrea Baumann, Tim O'Shea, Anne Wong			
PREREQUISITE(S)	none			

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

NEW COURSE	Y	**DATE TO BE OFFERED:** September 2010	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**				
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***				
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**		
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**				
OTHER		**EXPLAIN:** New Course developed for the Global Health program.				

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

This course addresses cross-sectional and interrelated features of the health problems, issues, and concerns in the circumstances or experiences of nations that transcend national boundaries, and that are best addressed by cooperative actions and solutions. The critical relationships among health, healthcare, education, economic development, and business management will be explored in detail. Ethical issues in global health are also addressed. Discussion and interaction among the participants is strongly encouraged. The course will also include several seminars from recognized researchers in global health, chronic and infectious diseases, and from field workers familiar with the aspects of what graduates from this program are likely to encounter in their careers, accompanied by significant interaction and discussion.

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 provides students with a theoretical underpinning in the the social science and sciences of global health and illness, learned through modules/courses, applied to policies that are used as a vehicle to appreciating concepts that affect Global Health. Through this course students will become familiar with existing health policies of non-governmental organizations (NGO's) and (local and international) governmental institutions, learn to use their theorteical knoweldge to assess existing policies, and to comprehend global- social determinants of health.

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

In Foundations I students will investigate policies from real, national and international governmental and non-governmental organizations and assess whether these policies have an adequate answer to the challenges of globalization. Given the huge complexity of ongoing processes, perfect policies will not be found. However, we will identify positive examples, reflect on the question of how policies can be reshaped to address the complicated consequences of globalization and elaborate on the opportunities that globalization can offer to improve health. This will facilitate the development of innovative policy and managerial instruments necessary to operate effectively both in the global arena as well as at the intersection of local and global interests anywhere in the world.

2. EXPECTED ENROLMENT:

25-50

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

The course incorporates a variety of resources to aid the student in meeting the learning objectives. Lectures wil be delivered online every second week and will include seminars from international guest lecturers. Group work will commence in the off-week to provide time to develop their projects. The groups are to study weekly assignment questions to direct their focus. At the end of the course groups will present their projects. Students will work in groups of 4-6 students from interdisciplinary backgrounds (business, health science, social science) on inter-continental teams including students from Maastricht University with students from McMaster Unviersity.

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 examination of active/constructive participation in group work (20%), group presentation (35%), and assessment of the course paper (45%).

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?

Yes

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Andrea Baumann Email: baumanna@mcmaster.ca Extension: 22581 Date: February 3, 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

GLOB HTH *701
Global Health Foundations I
Course Outline
McMaster University

GLOB HTH *701 Global Health Foundations I
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COURSE OVERVIEW

This course provides students with a theoretical underpinning in the social science and sciences of global health and illness, learned through modules/courses, applied to policies that are used as a vehicle to appreciating concepts that affect Global Health. Through this course students will become familiar with existing health policies of NGO's and (local-international) governmental institutions, learn to use their theoretical knowledge to assess existing policies, to reflect on political, social and ethical implications of those policies and to comprehend global social determinants of health

INTRODUCTION

Globalization is a gradual and eventual process. However, due to trade, migration, travelling, and the rise of broadly accessible communication and information technologies, exchanges on the global level have intensified during the last decades. As a result, a new level and speed of global interconnectedness appears, which is a force in shaping the health of populations around the world (Koplan et al., 2009).

Processes of globalization are affecting health in several ways. Increased trade, travelling and migration, allow infectious diseases to spread much easier around the world. At the same time, the spread of lifestyles traditionally associated with western cultures have led to an increase in non-communicable conditions such as cardiovascular disease. Globalization patterns, however, not only increase health risks. Knowledge and prevention strategies are also spreading easier around the world as a consequence of communication and information technology. These technologies make people less dependent on traditional national governments and health professionals, and provide more people with access to health promoting sources and enable them to become self informed. Furthermore, trade and migration improve economic position of some and marginalise others.

Not only health risks are changed by processes of globalization. The same processes are responsible for major shifts in the opportunities to intervene and effectively fight these health risks. Again, the impacts of globalization are multidirectional, both facilitating as well as complicating policies and measures to adequately address health

(related) problems. Global health problems go beyond the scope of traditional actors and strategies that are based on national boundaries.

Consequently, the meaning and the functions of the traditional nation state - and of national identity - are changing. Simultaneously the boundaries between local and global are becoming less distinct.

Developing an adequate response to the disappearance of traditional boundaries is a tremendous challenge. Poverty, disease and disease control should become the concerns and the responsibilities of all, and donor-recipient hierarchies need to be replaced by global networks of partners collaborating on an equal basis. New arrangements, new types of institutions and new forms of collaborative governance are needed to facilitate a new method of grasping global health. The goal of which is to effectively link global,national, regional and local, public and private actors from all parts of the world into networks, alliances and consortia for global wellbeing and health.

AIM OF FOUNDATIONS I

In Foundations I students will investigate policies from real, national and international governmental and non governmental organizations and assess whether these policies have an adequate answer to the challenges of globalization. Given the huge complexity of ongoing processes, perfect policies will not be found. However, we will identify positive examples, reflect on the question of how policies can be reshaped to address the complicated consequences of globalization and elaborate on the opportunities that globalization can offer to improve health. This will facilitate the development of innovative policy and managerial instruments necessary to operate effectively both in the global arena as well as at the intersection of local and global interests anywhere in the world.

OBJECTIVES

- By this course students will learn how to address global health issues by analyzing real life policy documents
- Be able to critically appraise (global) health policy by integrating knowledge from a range of health and social science courses, be able to identify global actors of major health issues and be aware of the context in which they operate
- Be able to identify and handle paradigmatic differences in global health approaches (Rights, Business, Epidemiological etc.)
- Be knowledgeable of current global issues and their social determinants of health (i.e. environmental)
- Be able to function in multidisciplinary/multicultural teams or contexts
- Be able to communicate the results of the analysis of a global health issue to an audience of peers

LEARNING OUTCOMES

Upon completion of this course students will be able to complete the following key tasks:

1) Be able to identify, address, and critically appraise global health issues.

2) Be knowledgeable in current global health issues and obtain the ability to communicate those ideas to peers.

3) Be able to identify and address paradigmatic differences in global health approaches and function in multidisciplinary/multicultural contexts.

RESOURCES

The course incorporates a variety of different resources to aid you in meeting the learning objectives. These include:

1. Physical space. Small group meeting rooms are available seven days per week in the library and on the third floor of MDCL. Rooms may be booked through Sonya (MDCL 3308) or simply used if vacant.
2. Electronic Space. The course and program will use an electronic bulletin board system known as Learnlink built on First Class Client software. The system allows for collaborative group work (private and public), systematic knowledge construction, self and peer evaluation around knowledge acquisition and group process. Training will be provided at the outset.
3. Elluminate software for lectures, discussion and peer-peer interaction between McMaster and Maastricht students and faculty. Training will be provided.
4. Lecture space to examine core concepts. These are scheduled and the schedule is posted.
5. Specific core readings as appropriate to concept development.
6. The library and specific web resources
7. Each other. This is a critical resource. We know with certainty that we all learn best and retain concepts longer when we have to learn and teach. Students will be assigned to groups. There will be a common 'help' space for all.

FORMAT

Lectures will be given every second week to allow time for groups to develop their projects in the off week. The groups are to study weekly assignment questions to direct their focus. At the end of the course groups will present their projects.

Week 1: Lecture 1. Introduction to Global Health

Objectives: a) Course Overview
b) Introduction and testing of Elluminate
c) Formation of intercontinental groups & explore list of policy examples
d) Study introductory literature and concepts on global health
e) Explanation of assignment and introduction to policy analysis

Readings:

- Koplan, J. P. et al. (2009). Towards a common definition of global health. The Lancet, vol. 373, 1993-95.

Activities: Individual preparation for group work: study texts on policy analysis
Group work: students will meet to discuss group dynamics and brainstorm on global aspects of the selected health policy problem

Speaker(s): Dr. Andrea Baumann Associate Vice-President, Faculty of Health Sciences International Health, McMaster University, Canada
Dr. Tim O'Shea, Clinical Scholar, Medicine, McMaster University, Canada

Week 2: Lecture 2. History, Definitions, and Concepts

Objectives: a) Understand the historical context in which Global Health developed
b) Asses the intricacies of how health is conceptualized in policy
c) Learn major concepts and language of global health
d) Review and critically analyze a policy statement

Assignment Question 1: Identify problem definition in the policy document,Address how is health/disease conceptualized and operationalized in your policy document and what factors are addressed.

Readings:

- Davis, P. (2004). Problems, politics, and processes: public health sciences and policy in developed countries. Oxford Textbook of Public Health, 4th ed
- Rochefort, D. A., Cobb, R. W. (1994). Problem Definition: An Emerging Perspective. University Press of Kansas

Activities: Individual preparation for group work:
- read selected policy document
- study introductory literature on global health (definitions, concepts, etc.)

Group work: use the concepts from mentioned above to discuss assignment question

Speaker: Dr. Anja Krumeich, Assistant Professor, Department of Ethics, Ethics and Society, Maastricht University, The Netherlands

Week 3: Group Work

Activities: Individual preparation for group work: continue preparation from week two
Group Work: continue discussion on question 1
Individual: complete written concept for paragraph in individual paper (question 1)

Week 4: Lecture 3. Influences of Modern Technology

Objectives: a) appreciate the benevolent and malevolent advancements made by modern technologies and their relationships with health

Assignment Question 2: How do increased possibilities for communication (i.e. internet, mobile phone) and mobility (i.e. travelling, migration) affect the health issue, and what challenges and risks they address for solutions? Are these items properly disclosed in the policy document?

Activities: Individual preparation for group work:

- scan/refresh literature of course/modules for relevant concepts
- scan/refresh suggested literature on communication/mobility and global health
- search for additional literature if necessary

Group work: use the concepts from above mentioned classes (lecture and literature)

Speaker: First part: Prof. dr. Valentina Mazzucato, Maastricht University
Second part: Dr. Norman Archer, Professor, School of Business and Senior Consultant to the Global health Program, McMaster University, Canada

Week 5: Group Work

Activities: Individual preparation for group work:

- scan/ refresh literature of courses/modules for relevant concepts
- scan/ read suggested literature on communication and mobility and global health
- search for additional literature if necessary

Group work: continue discussion on question 2.
Individual: write concept for paragraph in individual endpaper Question 2
discussion of progress with tutor

Week 6: Lecture 4. Global Economics and Global Health

Objectives: a) Gain understanding of the complexities of a globalizing economy
b) Appreciate social hardships of victims of global economic instability
c) Learn to identify the mechanisms by which global economy influences health
d) Be able to critically appraise policy on these aspects

Assignment Question 3: How do international economic trends and relations affect the (global) health problem? Identify risks and challenges. Are these issues adequately addressed?

Activities: Individual preparation for group work:

-scan/refresh literature of courses/modules for relevant concepts
-scan/read suggested literature on economy and global health
-search for additional literature if necessary

Group work: use the concepts from above mentioned classes

Speaker(s): Lesley Doyal, University of Bristol, UK
Alan Whiteside, University of Kwazulu Natal, South Africa
Nana Poku, University of Southampton, UK

Week 7: Group Work

Activities: Individual preparation for group work:
- scan/ refresh literature of courses/modules for relevant concepts
- scan/ read suggested literature on communication and mobility and global health
- search for additional literature if necessary

Group work: continue discussion on question 3.
Individual: write concept for paragraph in individual paper(question 3).

Week 8: Lecture 5. Respect for Cultural and Moral Values

Objectives: a) Develop an understanding for the tensions between local traditions versus global values

b) Develop understanding for practical circumstances: influence of material and infrastructural circumstances in which (cultural) norms are embedded and that are influenced by economic and financial situation.

Assignment Question 4: Does the policy adequately take cultural and moral variety (regional, international) and practical circumstances into consideration?

Activities: Individual preparation for group work:
- scan/ refresh literature of courses/modules for relevant concepts
- scan/ read suggested literature on cultural and moral variety and practical circumstances and global health
- search for additional literature if necessary

Group work: use the concepts from above mentioned classes (lecture and literature) to discuss question 4.

Speaker: Dr. Agnes Meershoek, Department of Health, Ethics and Society, Maastricht University, The Netherlands

Week 9: Group Work

Activities: Individual preparation for group work:
- scan/ refresh literature of courses/modules for relevant concepts
- scan/ read suggested literature on cultural and moral variety and practical circumstances and global health
- search for additional literature if necessary

Group work: continue discussion on question 4.
Individual: write concept for paragraph in individual paper(question 4).

Discussion of progress with tutor.

Week 10: Lecture 6. Power relations, Social (in)Justice and Global Health

Objectives: a) Understand the relation between (political) power relations, social justice and health
b) Learn of interactions between politics and the economy and vice versa
c) Be able to critically appraise policy on these aspects

Assignment Question 5: Does the policy adequately deal with political and power relations and social justice?

Activities: Individual preparation for group work:
- scan/ refresh literature of courses/modules for relevant concepts
- scan/ read suggested literature on global political and power relations, social justice and global health
- search for additional literature if necessary

Group work: use the concepts from above mentioned classes (lecture and literature) to discuss question 5.

Discussion of progress with tutor

Speaker: Prof Dr Pim Martens or dr. Maud Huynen, Maastricht University

Week 11: Group Work

Activities: Individual preparation for group work:
- scan/ refresh literature of courses/modules for relevant concepts
- scan/ read suggested literature on global political and power relations, social justice and global health
- search for additional literature if necessary

Group work:
- continue discussion on question 5.
- prepare an overarching presentation on the results of your group work

Individually:
- write a concept for paragraph in individual endpaper on question 5
- integrate concept paragraphs in an overarching INDIVIDUAL end paper

Time allotted for Group Presentations

Week 12: Group Presentations

Activities: *Group presentations (5 groups)*

Individually: continue integration concept paragraphs in an overarching INDIVIDUAL end paper (include recommendations for discussion on group presentation

Week 13: Group Presentations

Activities: *Group presentations (5 hours)*

Individually: continue integration concept paragraphs in an overarching INDIVIDUAL end paper (include recommendations for discussion on group presentation)

- *Final Paper Submission*

Student Evaluation

Summary of Global Health Policy Cases

1. US Stem Cell Research Policy:
In the Unites States the scientific, moral and ethical dimensions of stem cell research are heavily debated in science, politics and society. In a global perspective this political economic and social landscape gives rise to various international dynamics and shapes global relations and local lives.
US National Institutes of Health Guidelines on Human Stem Cell Research: http://stemcells.nih.gov/policy/2009guidelines.htm
2. Global Production and Transport of Generic HIV Treatment:
The global production of generic HIV medication has lowered the price of these products by more than 90%, and thus greatly increased availability. Nevertheless, in the global political economy the production, distribution and sale of generic ARVs remains complicated.
WTO Declaration on the TRIPS agreement and public health: http://www.wto.org/english/theWTO_e/minist_e/min01_e/mindecl_trips_e.htm
3. China's H1N1 Quarantine Policy:
Following the 2005 SARS outbreak China received considerable critique for its lack of effective actions. Now, in 2009 China is again receiving much critique regarding the country's health policies, only this time the international community objects China's strict H1N1 policies.
WHO. (2007). Ethical considerations in developing a public health response to pandemic influenza: http://www.who.int/csr/resources/publications/WHO_CDS_EPR_GIP_2007_2c.pdf
4. PharmAccess' introduction of (private) health insurance funds in African countries:
PharmAccess's mission is to improve access to quality basic health care including HIV/AIDS treatment and care in sub-Saharan Africa, through building sustainable health systems. PharmAccess introduces a new approach, which advocates a different organization of the healthcare delivery and contributes to the building of sustainable health systems and a sustainable health care economy.
PharmAccess (2007): http://www.pharmaccess.org/RunScript.asp?Page=270&p=ASP\Pg270.asp
5. Heineken's HIV/AIDS Policy, the contribution of a private company:
Heineken International launched its HIV/AIDS-HAART Program in Rwanda and Burundi on the 1st of September 2001. Since September 2001 Heineken has been making HAART available to local employees and their dependents in Africa, in collaboration with the NGO PharmAccess.
PharmAccess and Heineken (2007): http://www.pharmaccess.org/FileLib/Heineken%20broch%2024-7%20(2).pdf
5.a) An ILO code of practice on HIV/AIDS and the world of work:
The objective of the ILO code is to provide a set of guidelines to address the HIV/AIDS epidemic in the world of work and within the framework of the promotion of decent work. The guidelines cover the following key areas of action: (a) prevention of HIV/AIDS; (b) management and mitigation of the impact of HIV/AIDS on the world of work; (c) care and support of workers infected and affected by HIV/AIDS; (d) elimination of stigma and discrimination on the basis of real or perceived HIV status.
Internatinoal Labour Organization (2001): http://www.ilo.org/public/english/protection/trav/aids/code/languages/hiv_a4_e.pdf
6. UNICEF's policy on maternal and newborn health:
The State of the World's Children 2009 examines the current state of maternal and neonatal health, explores the fundamentals of a supportive environment for mothers and newborns, and outlines ways to strengthen efforts in support of primary health care. The report highlights the importance of establishing a continuum of maternal and newborn care framework and the imperative of strengthening health systems and working together.
Unicef (2009) The state of the world's children. Maternal and newborn health. Executive summary. (www.unicef.org/publications)

7. The Carter Center's malaria program
The following is the first summary of the proceedings of the Carter Center's Malaria Control Program. In 2006, at the invitation of the Ethiopian Ministry of Health, The Carter Center joined Ethiopia's national effort to provide protection to all 50 million Ethiopians at-risk for malaria through an ambitious plan to distribute long lasting insecticidal nets throughout all malaria affected areas by the end of 2007.
The Carter Center (2008): http://www.cartercenter.org/resources/pdfs/news/health_publications/malaria/malaria_program_summary.pdf
8. WHO policy malaria control:
The World malaria report 2008 describes the global distribution of cases and deaths, how WHO-recommended control strategies have been adopted and implemented in endemic countries, sources of funding for malaria control, and recent evidence that prevention and treatment can alleviate the burden of disease.
WHO (2005): http://apps.who.int/gb/ebwha/pdf_files/WHA58/WHA58_2-en.pdf
9. International Tobacco Control:
The WHO Framework Convention on Tobacco Control (FCTC) was the first treaty designed and produced by the WHO. The measure was adopted 21 May 2003 and entered into force on 27 February 2005
WHO. (2009) http://www.who.int/tobacco/framework/final_text/en/
10. Management of the River Jordan:
Jordan is a semi arid country in the Middle East with very limited freshwater resources. Needs already outstrip supply and the population and industry continue to grow.
MWI. (2009): http://www.mwi.gov.jo/English/MWI/Pages/default.aspx
11. Indonesian Financial Restructuring:
The IMF and WTO have financial guidance packages for states to help alleviate their debt. However, these restructuring plans sometimes drastically change state landscapes socially, commercially, politically, and these changes have adverse effects on health.
IMF. (2000) http://imf.org/external/pubs/ft/op/op178/index.htm

Academic Integrity:

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at http://www.mcmaster.ca/senate/academic/ac_integrity.htm

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. For this course, it is recommended that all work be appropriately referenced using APA 5th Edition Manual.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

EVALUATION MEASURES

1. Active/Constructive Participation in Group Work (20 %)
2. Group Presentation (35 %)
3. Course Paper (45 %)

SUGGESTED READINGS

Database

OVID SP Global Health Database. Wolters Kluwer Health. http://ovidsp.ovid.com

Articles

Al-Jayyous, O., R., & Shatanawi I, M. R. (1995). An analysis of future water policies in jordan using decision support systems. *Water Resources Development, 11* (3). No. 3.

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Books

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McMaster University

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	Global Health (Health Sciences, Social Sciences, DeGroote School of Business)			
COURSE TITLE	Global Health Foundations II			
COURSE NUMBER	*702	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (x)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Andrea Baumann, Tim O'Shea, Anne Wong			
PREREQUISITE(S)	GLOB HTH *701, GLOBALST *710, HRM *721, BUS C721			

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

NEW COURSE	Y	**DATE TO BE OFFERED:** September 2010	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**				
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***				
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**		
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**				
OTHER		**EXPLAIN:** New Course developed for the Global Health program.				

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

Program and project management skills are essential to every graduate from this program. This course introduces global health program and project management, and demonstrates their application using real cases from each of the three Global Health program fields. Interaction among, and contributions from students are strongly encouraged. The course will also include regular weekly seminars, presented by students and their supervisors or advisors, resulting from their studies of global health issues, and accompanied by significant interaction and discussion with other students, instructors, and supervisors.

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

In Foundations I the 'real world' cases consist of (international) governmental and non governmental policies. Foundations II will concentrate on health interventions. Furthermore, by analysing the problem definition of the policies, and assessing whether global health aspects of the problem were adequately addressed, the focus in Foundations I was primarily on the content of these policies. In foundations II the scope will be broadened to the implementation processes.During Foundations II students will develop or evaluate a real world intervention and investigate whether responsiveness and accountability are incorporated in the intervention design (in case of an evaluation) or incorporate responsiveness and accountability in their own design. Through this course students will deepen their insights in existing health policies of NGO's and (local- international) governmental institutions, learn to use their theoretical knowledge to develop and assess 'real' interventions, learn to reflect on political, social and ethical implications of these policies and to reflect on their theoretical knowledge.

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

The purpose of Foundations II is to apply the knowledge and skills acquired through the modules/policy. The students will study examples of existing global health initiatives. They will learn and apply aspects of organization, coordination, finances and evaluation methods to a design and leadership of a global health project. To develop, improve or evaluate a responsive intervention for a global health issue. As in Foundations I, students will work in project groups of 4-6 students, each group must include at least one student from each of the two universities. The project groups will complete an intervention design or an evaluation of an existing intervention. Students will contact non-governmental organizations (NGO's) for an assignment or intervention project to evaluate. The final analysis will be presented in a group presentation during a plenary closing seminar and in individual papers. Contact persons of the involved NGO's will be invited to comment on the designs/ evaluations, if possible, during the plenary closing seminar.

2. EXPECTED ENROLMENT:

25-50

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

The course incorporates a variety of resources to aid the student in meeting the learning objectives. Lectures wil be delivered online every second week and will include seminars from international guest lecturers. Students will work in groups of 4-6 students from varying backgrounds (business, health science, social science) on inter-continental teams including students from Maastricht University and McMaster Unviersity.The project groups will design, improve or evaluate a global health intervention, that will be provided by NGO's. Students can choose from suggestions of the staff or suggest a real life intervention themselves. The students will compose project groups themselves, facilitated by a group discussion site to advertize and discuss ideas.

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 examination of e-summary of group learning (two submissions) (20%), evaluation of peer group presentation (20%), group presentation from peers (20%), group presentation from faculty (40%).

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?

Yes

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Andrea Baumann Email: baumanna@mcmaster.ca Extension: 22581 Date: February 3, 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

GLOB HTH *702
Global Health Foundations II
Course Outline
McMaster University

GLOB HTH *702 Global Health Foundations II
Course Outline
McMaster University

COURSE DESCRIPTION

The purpose of Foundations II is to apply the knowledge and skills acquired through the modules/courses, seminars and Foundations I theories, when designing a real-life initiative/policy. The student will study examples of existing global health initiatives. They will learn and apply aspects of organization, coordination, finances and evaluation methods to a design and leadership of a global health project.

In designing this course, we have been cognizant of the need to provide opportunities to develop knowledge, skills and more comfort with uncertainty. This follows from complexity science but may be best captured by a paper attached to this outline; Coping with Complexity; educating for capability (Fraser and Greenhalgh, BMJ 323;799-803, (2001).

OVERVIEW

The module gives students the opportunity to apply the theoretical grounding obtained in the modules and the policy analysis in Foundations I to a 'real world' initiative for a global health issue. Students will be challenged to demonstrate their understanding of philosophical, conceptual and operational issues including the role of research and evaluation in addressing global health issues. They will take into account a range of disciplines and approaches.

LEARNING OUTCOMES

- Describe major initiatives/policies/projects presently operating in the global health field
- Attain a greater understanding in the design and management and evaluation of global health initiatives.
- Be able to describe a variety of evaluation/research models used to study global health initiatives.
- Apply theories, policies and global health issues to contribute an academically rigorous paper to the Learning Symposium

OBJECTIVES

At the end of the module students should:

- Be able to apply theories of health and illness and analytical tools learnt during the modules to an initiative/policy/project concerning a particular global health issue
- Have insight into global transformation and changing forms of leadership, management and institutional arrangements
- Demonstrate the ability to formulate judgments regarding new forms of leadership, governance, co-operation, competition and global practices
- Be able to integrate evidence and knowledge from different contexts, at the local and global scale, from private, public and civil society sectors and at the intersection of global processes
- Be able to communicate conclusions of the case study to an audience of peers
- Have obtained sufficient knowledge and insight of theories, policies and global health issues to contribute an academically rigorous paper to the Learning Symposium

Resources

The course incorporates a variety of different resources to aid you in meeting the learning objectives. These include:

1. Physical space. Small group meeting rooms are available seven days per week in the library and on the third floor of MDCL. Rooms may be booked or simply used if vacant.
2. Electronic Space. The course and program will use an electronic bulletin board system known as Learnlink built on First Class Client software. The system allows for collaborative group work (private and public), systematic knowledge construction, self and peer evaluation around knowledge acquisition and group process. Training will be provided at the outset.
3. Elluminate software for lectures, discussion and peer-peer interaction between McMaster and Maastricht students and faculty. Training will be provided.
4. Introductions to real world exemplars (cases)
5. Specific core readings as appropriate to concept development. Concepts form the three tracks.
6. The library and specific web resources (http://globalhealthedu.org/modules)
7. Each other. This is a critical resource. We know with certainty that we all learn best and retain concepts longer when we have to learn and teach. Students will be assigned to groups. There will be a common ‘help’ space for all.
8. Faculty members in all three tracks of the global health program.

Topics

Students will identify a 'real world' global health issue and be required to design an intervention/initiative (either a project or program). Each of the topics will assist students in completing the case study. Students will begin with a brief introduction to project management, in order to provide a common starting point for all students.

GROUP WORK

Working Groups will be formed at the outset. Each group of five students will include one student from each of the three tracks of global health. All three tracks need to be represented in a group in order to satisfy the explicit learning outcomes (above). Each group will be assigned a faculty member supervisor who will act to facilitate learning by examining the group process and knowledge using rubrics which can satisfy the objectives. Groups will be provided with electronic working space which we will all monitor.

Groups will select one exemplar (case) to work with throughout the term. Formal class time will be scheduled for convenience but the expectation is that groups are meeting often and regularly. Each week one member of the group (in rotation) will be required to submit an e-report detailing group learning. Minimally, this should identify the questions the group has asked, the concepts examined, the resources employed, and executive summaries of the learning. These summaries will be evaluated as one 'individual' component of the course.

At the end of the course, each group will be prepared to present a thirty to forty minute public presentation of the case and learning with respect to the learning outcomes. One group member, chosen randomly will present the material. All five group members will then field questions from the other groups, faculty and other attendees. **The presentations will be advertised widely and will be open to attendance by any members of the McMaster and Maastricht communities.**

The role of the faculty member/facilitator is to guide groups and to help identify knowledge gaps. They will monitor and evaluate weekly summaries. They will attend group meetings only by invitation.

List of possible Non Governmental Organizations (NGO) for study

1) Doctors Without Borders

- Doctors Without Borders / Médecins Sans Frontières (MSF) is an international medical humanitarian organization working in more than 60 countries to assist people whose survival is threatened by violence, neglect, or catastrophe.

www.msf.ca
doctorswithoutborders.org

2) **Unicef**

- Unicef believes that nurturing and caring for children are the cornerstones of human progress. Unicef was created with this purpose in mind – to work with others to overcome the obstacles that poverty, violence, disease and discrimination place in a child's path. Together, we believe that we can advance the cause of humanity.

http://www.unicef.org

3) Bill and Melinda Gates Foundation

- Guided by the belief that every life has equal value, the Bill & Melinda Gates Foundation works to help all people lead healthy, productive lives. In developing countries, we focus on improving people's health and giving them the chance to lift themselves out of hunger and extreme poverty.

http://www.gatesfoundation.org/Pages/home.aspx

4) **WANGO**

- The World Association of Non-Governmental Organizations is a global organization whose mission is to serve its member organizations, strengthen and encourage the non-governmental sector as a whole, increase public understanding of the non-governmental community, and provide the mechanism and support needed for NGOs to connect, partner, and multiply their contributions to solve humanity's basic problems.

http://www.wango.org/

5) Cross Cultural Solutions

- CCSs' vision is of a world where people value cultures different from their own, are aware of global issues, and are empowered to effect positive change. Their mission is to operate volunteer programs around the world in partnership with sustainable community initiatives, bringing people together to work side-by-side while sharing perspectives and fostering cultural understanding. CCS is an international not-for-profit organization with no political or religious affiliations

http://www.crossculturalsolutions.org/

6) Fair Trade Original

- FTO shares a vision of a world in which justice and sustainable development are at the heart of trade structures and practices so that everyone, through their work, can maintain a decent and dignified livelihood and develop their full potential. The Foundation's mission is to work with businesses, community groups and individuals to improve the trading position of producer organisations in the South and to deliver sustainable livelihoods for farmers, workers and their communities

http://www.fairtrade.org.uk/

7) WHO

- WHO is the directing and coordinating authority for health within the United Nations system. It is responsible for providing leadership on global health matters, shaping the health research agenda, setting norms and standards, articulating evidence-based policy options, providing technical support to countries and monitoring and assessing health trends.

http://www.who.int/en/

8) Oxfam

- Oxfam works directly with communities and we seek to influence the powerful to ensure that poor people can improve their lives and livelihoods and have a say in decisions that affect them. Working with more than 3,000 local partner organizations, we work with people living in poverty striving to exercise their human rights, assert their dignity as full citizens and take control of their lives.

http://www.oxfam.org/

9) Global Health Council

- The Global Health Council is the world's largest membership alliance dedicated to saving lives by improving health throughout the world. Our diverse membership is comprised of health-care professionals and organizations that include NGOs, foundations, corporations, government agencies and academic institutions that work to ensure global health for all.

http://www.globalhealth.org/

10) The International Red Cross and Red Crescent Movement

- The International Red Cross and Red Crescent Movement is the world's largest humanitarian network. The Movement is neutral and impartial, and provides protection and assistance to people affected by disasters and conflicts. Our mission is to improve the lives of vulnerable people by mobilizing the power of humanity. Vulnerable people are those who are at greatest risk from situations that threaten their survival, or their capacity to live with an acceptable level of social and economic security and human dignity. Often, these are victims of natural disasters, poverty brought about by socio-economic crises, refugees, and victims of health emergencies.

http://www.ifrc.org/

STUDENT EVALUATION

E-Summary of Group Learning (two submissions)	20%
Evaluation of Peer Group Presentation	20%
Group Presentation: from Peers	20%
from Faculty	40%

There are three evaluated components examined from multiple perspectives; details, appropriate rubrics and auto-submit forms will be posted in the course electronic space.

Academic Integrity:

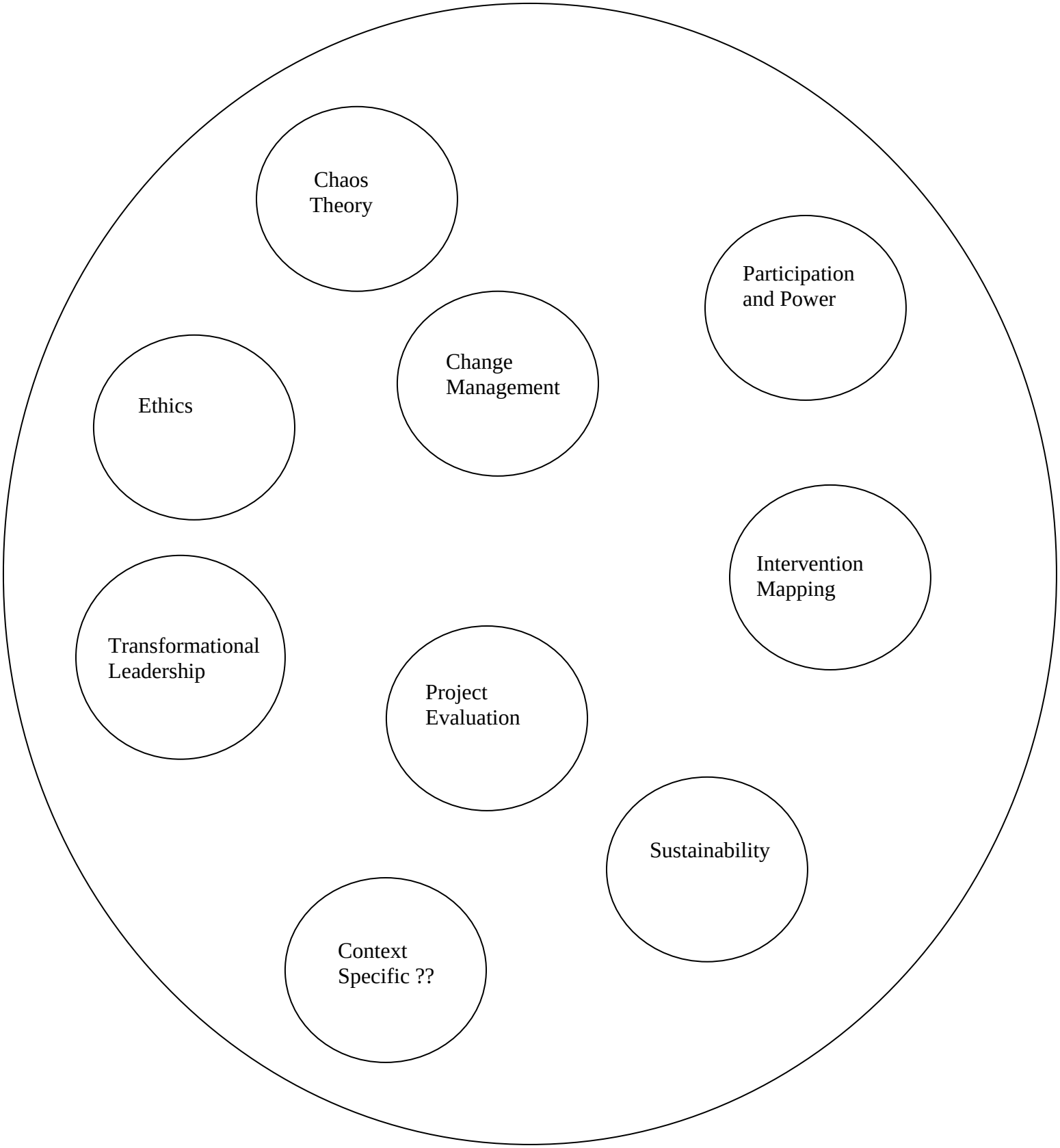
Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at http://www.mcmaster.ca/senate/academic/ac_integrity.htm

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. For this course, it is recommended that all work be appropriately referenced using APA 5th Edition Manual.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Foundations II Domains



Interpreting the science

Although the chances of predicting a preventable fracture by bone densitometry may be small, it is also important that two thirds of patients can be reassured that fracture is less likely and therefore long term treatment is not needed. That there is overuse, overdiagnosis, and overtreatment for osteoporosis is due not to bone densitometry or to epidemiological reports but to various factors, including pressure of some competing pharmaceutical companies and the uncritical medical society relying more on technical instrumentation than on clinical skills and reasoning. As Wilkin and Devendra assert above, effectiveness is critical in daily clinical practice.—Jan Dequeker, Frank P Luyten

Competing interests: None declared.

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Complexity science

Coping with complexity: educating for capability

Sarah W Fraser, Trisha Greenhalgh

Recent high profile scandals in the United Kingdom have highlighted the changing values by which the National Health Service is judged.[1] The public expects, and the government has promised to deliver, a health service that is ever safer, constantly up to date, and focused on patients' changing needs. Successful health services in the 21st century must aim not merely for change, improvement, and response, but for changeability, improvability, and responsiveness.

Educators are therefore challenged to enable not just competence, but also capability (box). Capability ensures that the delivery of health care keeps up with its ever changing context. Education providers must offer an environment and process that enables individuals to develop sustainable abilities appropriate for a continuously evolving organisation. Recent announcements in the United Kingdom of a "university for the NHS,"[2] a "national leadership programme,"[3] and "workforce confederations"[4] raise the question of what kind of education and training will help the NHS to deliver its goals

Capability is more than competence

Competence—what individuals know or are able to do in terms of knowledge, skills, attitude

Capability—extent to which individuals can adapt to change, generate new knowledge, and continue to improve their performance

Summary points

Traditional education and training largely focuses on enhancing competence (knowledge, skills, and attitudes)

In today's complex world, we must educate not merely for competence, but for capability (the ability to adapt to change, generate new knowledge, and continuously improve performance)

Capability is enhanced through feedback on performance, the challenge of unfamiliar contexts, and the use of non-linear methods such as story telling and small group, problem based learning

Education for capability must focus on process (supporting learners to construct their own learning goals, receive feedback, reflect, and consolidate) and avoid goals with rigid and prescriptive content

The principles of complexity theory introduced earlier in this series (box) are explicitly or implicitly espoused in a series of NHS documents covering continuing professional development and lifelong learning[5]; learning networks[6]; quality improvement and organisa-

This is the last in a series of four articles

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Series editors: Trisha Greenhalgh, Paul Plsek

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Complexity concepts applicable to education and training

- Neither the system nor its external environment are, or ever will be, constant
- Individuals within a system are independent and creative decision makers
- Uncertainty and paradox are inherent within the system
- Problems that cannot be solved can nevertheless be "moved forward"
- Effective solutions can emerge from minimum specification
- Small changes can have big effects
- Behaviour exhibits patterns (that can be termed "attractors")
- Change is more easily adopted when it taps into attractor patterns

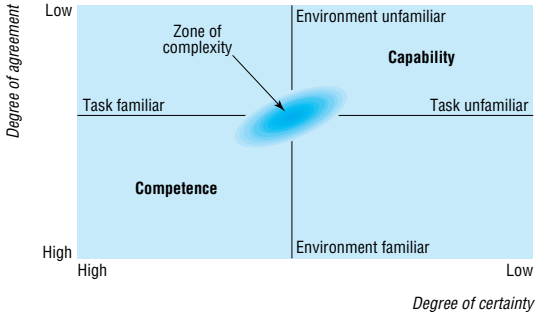
tional learning[7]; evidence based practice[8]; information and knowledge management[9]; and interprofessional working.[10] This article highlights specific areas where complexity theory can inform the development of new educational approaches.

Developing capability: transformational learning

Individuals and systems change because they learn.[11] Indeed, pedagogical research has shown that adults choose to learn because they want to change.[12] The process of developing new behaviours in the context of real life experiences enables individuals to adapt to or co-evolve with new situations, thereby supporting the transition from individual competence to personal capability.[13]

Learning takes place in the zone of complexity[16] (figure), where relationships between items of knowledge are not predictable or linear, but neither are they frankly chaotic. Learning which builds capability takes place when individuals engage with an uncertain and unfamiliar context in a meaningful way. Those of us who recall trying to prepare for house jobs by reading the textbook beforehand will know that capability cannot be taught or passively assimilated: it is reached through a transformation process in which existing competencies are adapted and tuned to new circumstances. Capability enables one to work effectively in unfamiliar contexts.

For example, suppose a doctor is doing a locum in a contraceptive clinic and the patient is a sex worker who speaks little English and is suspected of being HIV positive. The task has changed from the typical "textbook" pill check requiring merely competence (familiar task in a familiar environment) to a complex consultation testing the doctor's capability (somewhat unfamiliar task in a somewhat unfamiliar environment). The doctor best able to cope with this is one whose training provided continual opportunities to be stretched by the uniqueness of each context, where knowledge had to be applied in ways the textbook did not anticipate, and where "expertise" was seen as the ability to access knowledge and make connections across seemingly disparate fields and life experiences.



Competence and capability in complex adaptive systems (based on Stacey[14] and Stephenson[15])

In complex adaptive systems the behaviour of the individual agents, and therefore of the system of which they are part, evolves in response to local feedback about the impact of actions. Similarly, the basis of transformational learning is the information that is fed back to learners about the impact of their own actions and those of others. An education process that provides feedback about performance as it takes place will enhance capability. One such initiative based on feedback is the Norwegian continuing medical education system, where doctors in a peer group state learning needs, discuss ways forward, take action, and then report back on the feedback from the action.

Reflective learners are receptive to feedback and able to adapt appropriately, while poor learners are either unreceptive to feedback or they adapt inappropriately.[17 18] Reflective learners transform as the world around them changes: poor learners simply complain about it.

Relational learning

Not so long ago, knowledge was hard to come by and experts were people with a lot of it. These days, there is so much knowledge available that we risk drowning in it.[19] The official exhortation to "feel good about not knowing everything"[20] resonates well with complexity theory's acknowledgement of the uncertain and unknowable and with the need to be alert to emerging information from different sources. The modern expert is someone who knows how to access knowledge efficiently and judiciously and who can form conceptual links between seemingly unrelated areas. The successful diabetologist, for example, is not necessarily the individual who is au fait with the latest research on insulin kinetics but one who is able to draw appropriately on the wider literature of pharmacology, nephrology, ophthalmology, cardiovascular epidemiology, psychology, anthropology, economics, and informatics.

Learning how things are interconnected is often more useful than learning about the pieces. Traditional curriculums, based on a discrete and simplistic taxonomy of disciplines that focus on the acquisition of facts, usually highlight content without helping learners understand the interrelationships of the parts. Without this understanding of the interactions and relations between the pieces it is difficult to apply the learning in a unique context.

Non-linear learning

"Checklist driven" approaches to clinical care, such as critical appraisal, clinical guidelines, care pathways, and so on, are important and undoubtedly save lives. But what often goes unnoticed is that such approaches are useful only once the problem has been understood. For the practitioner to be able to make sense of problems in

the first place requires intuition and imagination—both attributes in which humans, reassuringly, still have the edge over the computer.[21] Education that makes use of the insights from complex systems helps to build on these distinctly human capabilities.

The complex real world is made up of messy, fuzzy, unique, and context embedded problems. Context and social interaction are critical components of adult learning.[22] Adults need to know why they need to learn something and they learn best when the topic is of immediate value and relevance.[23] This is particularly true in changing contexts where capability involves the individual's ability to solve problems—to appraise the situation as a whole, prioritise issues, and then integrate and make sense of many different sources of data to arrive at a solution. Problem solving in a complex environment therefore involves cognitive processes similar to creative behaviour.[24] These observations are directly opposed to current approaches in continuing education for health professionals, where the predominant focus is on planned, formal events, with tightly defined, content oriented learning objectives.

For example, a typical course on asthma management for nurses might include a series of talks from experts on drugs, devices, monitoring, emergency care, and audit. Participants might be told that "on completion of this course, we expect that you will be able to advise a patient on the benefits and limitations of different inhaler devices," and so on. This approach, while providing helpful information on content for the prospective delegate, ignores the fact that learners actively build, rather than passively consume, knowledge, and that learning simply does not progress via neat "building blocks" of factual content or skills training.

In reality a nurse who attended this asthma course might find that she didn't really understand the lecture on the use of steroids until a colleague explained some key points to her in the coffee queue, using examples drawn from her own patients. A more imaginative programme might have included a problem solving workshop on the broad theme of medication, with case studies brought by participants to stimulate group discussion, prioritise learning needs, and expose particular ambiguities ("what exactly don't you understand about this topic?") before any specific content is introduced. Inclusion in the timetable of a structured reflection period towards the end of the workshop (for example, addressing the question "what have we learnt?") enables the key learning points to be consolidated. A challenge for the proposed initiatives in the NHS will be to deliver vocational and learning oriented programmes without taking on the rigid features of more traditional "academic" curriculums.

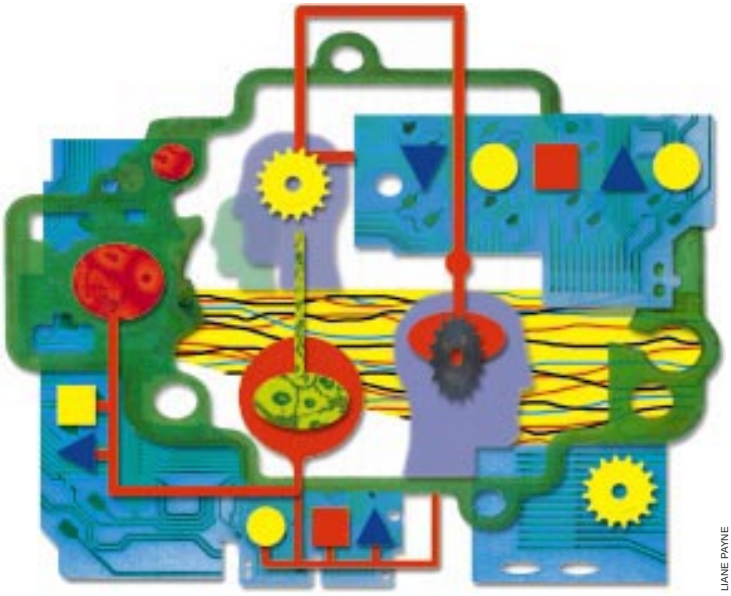
We believe that the imaginative dimension of professional capability is best developed through non-linear methods—those in which learners embrace a situation in all its holistic complexity. The most straightforward example of a non-linear method is the story.[25] Doctors and nurses have long used story telling in professional training, and there is some evidence that clinical knowledge is stored in memory as stories ("illness scripts") rather than as discrete facts.[26] There has, however, been remarkably little formal research into how stories might be used more effectively in professional education and service development. More work needs to be done on the formal use of story telling in particularly complex situations where a holistic view is essential—such as significant event audit,[27] exploring the extremes of illness experience (such as that of the profoundly disabled or traumatised patient[28]), and the management of patients from other cultures.[29] The story can be told (as in a conventional case presentation), in the first person (as in a patient's own illness narrative[30]), or enacted (as in role play[31]).

Another well known non-linear method is small group, problem based learning, in which a case history forms the basis of an exploratory dialogue facilitated by the tutor, and an emerging action plan is worked out by a group of participants.[32] The group is encouraged to share ideas, divide up any necessary research work, and reconvene after a few days to add emerging data to what is already known. Problem based learning is no panacea: while it is valued and enjoyed by students and improves their ability to solve problems, perhaps unsurprisingly it does not improve their content knowledge as assessed in written examinations,[33] and it is debatable whether problem solving skills developed through artificial classroom situations will reliably transfer to behaviour in the real world. Clearly, the situation is not an "either or" choice but rather a dynamic balance, characteristic of a complex adaptive system, in which both content learning and non-linear learning methods are needed.

Process techniques

Complexity thinking maintains that an emergent behaviour, such as capability building, can be aided by some minimal structure (for example, minimum specifications and feedback loops). As education moves away from the potentially over structured "table d'hôte" menu of the predefined, content oriented syllabus designed for the mass market to the more "à la carte" menu designed for the complex, individual, self directed learner, attention needs to be focused on the process of learning.

The use of process techniques is the crucial distinction between learning which has a flexible and evolving content and learning which is simply disorganised and



LIANE PAYNE

Process-oriented learning methods[29]

Informal and unplanned learning

Experiential learning—shadowing, apprenticeship, rotational attachments

"Networking" opportunities—during formal conferences and workshops, through open plan poster exhibitions, or extended coffee and lunch breaks, for example

Learning activities—in structured course materials, such as reflection exercises, suggestions for group discussion

"Buzz groups" during intervals in lectures—the lecturer invites participants to turn to a neighbour and undertake a short task before the lecture resumes

Facilitated email list servers for professional interest groups

Teachback opportunities—newly skilled workers training others in new techniques and sharing their understanding

Feedback—responses that provide the learner with information on the real or projected outcome of their actions

Self directed learning

Mentoring—named individuals provide support and guidance to self directed learners

Peer supported learning groups—the small group process is used for mutual support and problem solving

Personal learning log—a structured form for identifying and meeting new learning needs as they arise

Appraisal—a regular, structured review of past progress and future goals

Flexible course planning that explicitly incorporates input from learners at key stages—using a 'Post-it' note exercise to add new learning objectives or amend a draft programme, for example

Modular courses with a high degree of variety and choice

Non-linear learning

Case based discussions—grand rounds, clinical case presentations, significant event audit

Simulations—opportunities to practise unfamiliar tasks in unfamiliar contexts by modelling complex situations

Role play

Small group, problem based learning (see text for definition)

Teambuilding exercises—activities focused on the group's emergent performance rather than that of the individual

is unstructured, disjointed, and driven only by convenience or coincidence. When process techniques are used, learning is driven by needs and is characterised by a dynamic and emergent personal learning plan with explicit goals, protected time for reflection and study, mentoring or peer support, and perhaps a written learning log or record of achievement.[34] Process oriented techniques such as those listed (box) provide boundaries for the learning and the opportunity for prompt and relevant feedback from tutors or peers. Tutors adopt the role of facilitator, rather than lecturer or trainer.

As noted above, a small group can be a powerful educational structure for solving complex problems and promoting capability. In a small group the combination of individuals can achieve more than the sum of the parts (non-linear effects in a complex system), as social interaction between members stimulates learning, raises individuals' confidence, and increases motivation.[31] The group can also be a powerful source of both positive and negative feedback on an individual's actions. Discovering ways in which personal behaviour impacts on the system, focusing on and assessing relationships, and finding ways to harness skills of individuals and teams to increase the amount of feedback, and thus learning.

But being part of a poorly functioning small group can be an unproductive, intimidating, and even traumatic experience. The biggest mistake made by facilitators of such groups is to assume that because the task is intended to be emergent and learner focused, there is no need for attention to process. In reality, a group will feel sufficiently secure to take risks and be creative only if clear boundaries and ground rules have been set. In particular, minimum specifications for a small group might cover such items as the nature and scope of the task, the rules of confidentiality, the time limit, any differentiation of roles (who will chair, keep notes, and so on), and the group's responsibility to its external stakeholders—the budget for a project or the details of what needs to be handed in at the end of the session, for example.[31]

Attention to process is the distinguishing characteristic of productive, non-linear learning. Future educational efforts, such as the university for the NHS or the leadership centre, almost certainly need fewer content experts and more tutors, mentors, and facilitators. The development of expertise in the learning process is itself a complex learning experience, and preliminary guidance has recently been published for both individual mentoring[35] and group based learning.[31]

The future of learning in healthcare systems

The word "university" conjures up images of lecture theatres, files of notes, and examinations designed to test retained skills and knowledge. As the table shows, and the stirring rhetoric of recent policy documents acknowledges, the new university for the NHS will need to break from the bonds of this image and adopt learning processes that are coherent with the complex adaptive experience of health care. The "learning outcomes" in the new curriculum should focus on capabilities, not competencies.

Competing interests: SWF is an independent consultant receiving fees for work on this topic.

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Increasing complexity in higher education[36 37]

	Traditional education and training	The future for education and training
Knowledge	Knowledge is static, finite, linear, and private	Knowledge is dynamic, open ended, multidimensional, and public
Learning	Instructivist model ("facts" are transmitted from teachers to students)	Constructivist model (concepts are acquired, built and modified through social discourse, incorporated into appropriate schemes, and tested in action)
The university	Machine bureaucracy whose greatest resource is its stock of high-status knowledge	Adapting, dynamic and evolving organism whose greatest resource is its staff and the networks they maintain within and beyond its boundaries
The teacher	"Sage on the stage"	"Guide on the side"
Student population	Homogeneous (young, intellectually elite, full time)	Heterogeneous and shifting (wide range of ages, social and educational backgrounds, abilities, aims and expectations)
Student experience	Generally precedes definitive career choices and personal relationships	Lifelong learning means that education converges with (and is influenced by) work, family, and personal development
Assessment	Based on reproduction of facts	Based on analysis, synthesis, and problem solving
Course timetable	Teacher-centred, "Fordist" model lacking choice and flexibility	Learner centred model in which students mix and match options from different courses, departments, and even universities
Curriculum development	Historical model (students learn X because it's always been included)	"Outcomes" model (students learn X because employers require it as a competence)
Time and space utilisation	Synchronous, mass, single location learning (eg, lecture theatre, laboratory)	Asynchronous, individualised, with networked learning support
Quality assurance	Paperwork exercise that is resented by staff	Ongoing process of personal, professional, and organisational learning that is owned and driven by staff
Evaluation	Teacher focused ("what is being provided?")	Learner focused ("what are the learners' needs and are they being met?")
Relation between research and teaching	Discrete and hierarchical separation; addressed by different individuals, teams, and funding streams	Integrated model in which a major research question in any discipline is the nature of knowledge and how it can be effectively and efficiently acquired and utilised.
University funding	Mainly from block grants to institutions from a few official sources	Increasing reliance on diffuse and decentralised sources—including support for individual students, industrial sponsorship for bespoke courses, and partnerships with local businesses and services

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A memorable patient

Compliments

During my specialist registrar rotation in obstetrics and gynaecology last year, I was posted to a busy district general hospital in Northern Ireland. One on call session was particularly busy. From Friday morning I attended more than 10 deliveries and performed four caesarean sections. By the early hours of Saturday morning, I was exhausted and praying that there would be no more operative deliveries before my replacement arrived. Unfortunately, a patient arrived at 6 am who needed almost immediate caesarean section. I hurriedly gulped a cup of tea while the spinal anaesthesia took effect and braced myself for another section.

The patient and her husband were told about the need for the operation and the risks involved before the procedure started. The husband was present in the operating room, sitting beside his wife and reassuring her. At the same time he was watching the operative procedure enthusiastically, though I did not notice his keen observation until he started talking to me.

Over the next half hour, he complimented me on my operative skills, starting with my preparation of the patient to the aesthetic wound closure using subcuticular stitches. He praised my speed of opening the abdomen, technique of delivering the baby, detailed knowledge of the anatomy, meticulous haemostasis, handling of instruments, tying of knots, and cosmetically beautiful closure. He was most impressed by my gentle tissue handling. Although tired, I was delighted with his explicit and generous compliments. His comments not only boosted my morale but also seemed to enhance my prestige among the other theatre staff, who were also listening to him.

With his knowledge of abdominal organs, I was sure that he belonged to the medical profession but could not tell what branch of surgery he was in. In my experience, surgeons are rarely so appreciative of other surgeons' technical skills, and I was pleasantly surprised by his kind gesture. At that moment, genuine appreciation by the patient and her relatives was possibly the biggest reward for an overworked and tired junior doctor like myself.

After completing the procedure, I had returned to the doctors' rest room when the husband walked in to thank me for a final time. I thanked him in return but could not resist asking him whether he was a doctor and which specialty he practised. Slightly embarrassed, he replied, "Oh no. I'm a butcher."

Yashashri Choudhari *specialist registrar in obstetrics and gynaecology, Mater Hospital, Belfast*

McMaster University

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	Global Health (Health Sciences, Social Sciences, DeGroote School of Business)			
COURSE TITLE	Learning Symposium/Field Orientation			
COURSE NUMBER	*710	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (x)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Andrea Baumann, Tim O'Shea, Anne Wong			
PREREQUISITE(S)	GLOB HTH *701, GLOBALST *710, HRM *721, BUS C721, GLOB HTH *702, and three electives			

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

NEW COURSE	X	**DATE TO BE OFFERED:** September 2010	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**				
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***				
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**		
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**				
OTHER		**EXPLAIN:** New course developed for the Global Health program.				

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, working in an approved public or private organization engaged in the prevention of disease, health promotion, health service delivery, health policymaking, or research in a global context. The placement provides the opportunity to become familiar with the kinds of organizations that put into practice the theory, concepts, and methods taught in the Master's program.This course will take place through field visits, small group discussions and the presentations of the conclusions from project work undertaken during the placement. After 3 weeks, students will also present their research findings, in order to receive feedback from peers.

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

The topics covered will be student led, based on the policy analysis and case study project completed in the Foundation courses. Local relevance of the topics will be ensured through careful selection of topics by students and close monitoring by tutors/supervisors. As well, the host organization will be intimately involved in planning the project, ensuring that the work done is relevant and useful to their goals and objectives.This course will take place through field visits, small group discussions and the presentations of the conclusions from project work undertaken during the placement. After 3 weeks, students will also present their research findings, in order to receive feedback from peers.

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

The aim of the learning symposium is to provide students with the opportunity to exchange knowledge, as equal partners, at a location that will provide a unique learning environment. International placements offer students an unparalleled opportunity to gain insight about the broad determinants and policies of global health, comparative health care systems and a variety of international roles. As well, students will gain insight into the unique challenges involved in applying their knowledge and skills in unfamiliar settings.

2. EXPECTED ENROLMENT:

25-50

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

To organize for study and research in the field placement a sensitive and appropriate approach will be taken, with a strong emphasis on co-learning and service, not simply learning. The first step in the co-learning process is taken by faculty, the careful selection of an appropriate location and the establishment of an equal partnership with a host organization(s). Second, students will be required to contact organizations and/or students working/studying in that location in order to identify health policy analyses and case studies that would be beneficial to the host organization. Third, during the symposium, McMaster students will present their policy analyses and case studies as one 'solution', and host organizations/students will present their 'solutions'.

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.)

The evaluation breakdown includes the following: field work participation (20%), field work paper (30%), symposium participation (15%), symposium presentation (35%).

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

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: Andrea Baumann Email: baumanna@mcmaster.ca Extension: 22581 Date: February 3, 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

GLOB HTH *710
Learning Symposium/
Field Orientation
Course Outline
McMaster University

GLOB HTH *710
Learning Symposium/
Field Orientation
Course Outline
McMaster University

Course Description

All students in the Master of Science in Global Health Program are required to complete a Global Health Learning Symposium/Field Orientation, working in an approved public or private organization engaged in the prevention of disease, health promotion, health service delivery, health policymaking, or research in a global context. The placement provides the opportunity to become familiar with the kinds of organizations that put into practice the theory, concepts, and methods taught in the Master's program.

Overview

This course will take place through field visits, small group discussions and the presentations of the conclusions from project work undertaken during the placement. After 3 weeks, students will also present their research findings, in order to receive feedback from peers.

Field Placement:

To organize for study and research in the field placement a sensitive and appropriate approach will be taken, with a strong emphasis on co-learning and service, not simply learning. The first step in the co-learning process is taken by faculty, the careful selection of an appropriate location and the establishment of an equal partnership with a host organization(s). Second, students will be required to contact organizations and/or students working/studying in that location in order to identify health policy analyses and case studies that would be beneficial to the host organization. A list of potential sites will be provided based on existing affiliations/memorandums of understanding. Third, during the symposium, McMaster students will present their policy analyses and case studies as one ‘solution’, and host organizations/students will present their ‘solutions’.

Aim of the Learning Symposium/Field Orientation

The aim of the learning symposium is to provide students with the opportunity to exchange knowledge, as equal partners, at a location that will provide a unique learning environment. International placements offer students an unparalleled opportunity to gain insight about the broad determinants and policies of global health, comparative health care systems and a variety of international roles. As well, students will gain insight into the unique challenges involved in applying their knowledge and skills in unfamiliar settings.

During the Learning Symposium/Field Orientation feedback is provided by all participants. This stimulates co-learning and does not valorize one's knowledge over another's. All presentations and discussions are seen as equal learning opportunities for all participants.

Learning Objectives

General Objectives:

- Development of leadership skills and ability to effectively interact with public health professionals, leaders and community members from diverse communities.

- Demonstrate first-hand knowledge of community agencies, organizations or other workplaces in which public health interventions and/or health risk assessments are carried out, including their mission, organizational structure, primary methods used to prevent illness and injury, and any specific populations targeted and unique health risks they present. Describe first-hand knowledge and experience with public health services including federal, state and local public health departments

Each group of student placements will be unique, therefore students are required to devise a subset of learning objectives that they must prepare and have approved (see Appendix 1 Field Placement Planning Guideline, and Appendix 2 Field Placement Planning Form for submission).

Criteria for Selecting Internship Sites

Students are expected to identify a placement that provides a challenging and rewarding experience in global health. While placements will vary considerably among students, the following basic criteria should be used in selecting sites for placements:

1. Willingness of the agency to provide an internship relevant to global health
2. Relationship of the agency and the assignment to global public health issues
3. Conducive environment for graduate-level fieldwork
4. Ability of the agency to provide adequate and suitable supervision. Ideally, the preceptor or mentor should have formal public health training.

In addition, each internship must include at a minimum the following elements:

- Meaningful work assignments and other experiences requiring synthesis and application of Global Health core knowledge (not necessarily all core but must be more than their own area of interest).
- Opportunity to apply specific knowledge and skills unique to their discipline.
- Increased understanding of career options in public health.
- Opportunities to work and network with community members and/or various public health professionals.
- Some tangible work product that helps to document what the student gained from the experience.

Topics

The topics covered will be student led, based on the policy analysis and case study project completed in the Foundation courses. Local relevance of the topics will be ensured through careful selection of topics in Foundations I and II. As well, the host organization will be intimately involved in planning the project, ensuring that the work done is relevant and useful to their goals and objectives.

Paper

The student will submit a paper, analyzing a specific global health problem, or a reflection in relation to their placement. The paper will include the evaluation of an initiative they were involved with during their international placement, The paper will include a critique of relevant literature as well as a problem statement, methods and interpretation and discussion. This paper will allow the student to integrate previous work into a final research paper.

Evaluation

Field Work

- Participation 20%
- Paper 30%

Symposium

- Participation 15%
- Presentation 35%

Academic Integrity:

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at http://www.mcmaster.ca/senate/academic/ac_integrity.htm

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. For this course, it is recommended that all work be appropriately referenced using APA 5th Edition Manual.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Appendix 1
Master of Science in Global Health
McMaster University

Field Placement Planning Form Guideline

Organization/Company	Indicate the main or "parent" organization/company that you are providing service work
Department/Unit/Branch	Indicate the name of the department within the main organization.
Project Name	The official name of the funded (or to be funded) project that the student will be working on. If there is no particular project then leave this blank.
Address	The physical location of where you will be working
Primary Field Supervisor	The individual who is identified to be the primary staff person to oversee your work
Secondary Field Supervisor	Identified when the primary field supervisor is out of town or filling in during busy periods

Learning Objectives: Develop at least three (3) objectives that you hope to achieve through your placement. Must be written in Specific, Measurable, Achievable, Realistic and Time-bound (SMART) terms.

Duties/Responsibilities: Must be clear, specific, appropriate and related to your selected GH field of interest/track. In addition, duties must include activities that will be performed both in the office and the field/community (i.e. community meetings, interviews, focus groups, direct service, field sampling etc.).

Appendix 2
Master of Science in Global Health
McMaster University

FIELD PLACEMENT PLANNING FORM

Date:_____

STUDENT INFORMATION

Student Name: **First:** **Last:**
Student ID:
Address:
City: **Province:** **Postal Code:**
Phone/Email: **Telephone:** **Email:**

Faculty Advisor's Name:

GH Concentration: ☐ Globalization and Development
☐ Global Health Management ☐ Global Diseases

ORGANIZATION/INSTITUTION INFORMATION

Organization/Company Name:
Department/Branch/Unit:
Project Name (if applicable):
Address: **City:** **Postal Code:**
Phone: **Website:**

PRECEPTOR INFORMATION

Primary Field Supervisor (optional):
Title:
Address: **City:** **Postal Code:**
Phone: **Alt. Phone:** **Email:**

Secondary Field Supervisor (optional):
Title:
Address: **City:** **Postal Code:**
Phone: **Alt. Phone:** **Email:**

Brief Description of organization **AND** internship project:

Learning Objectives (must include at least three objectives):

Major Tasks/Responsibilities

Office Duties:

In Field/Community:

Name of Organization(s) where duties will be performed (if applicable):

Start Date: **End Date:** **Expected Hrs/Wk:**

Compensation (amount) OR benefits provided:

Student:_____
_ Date:_____

Primary Field Practice
Supervisor:_____
Date:_____

Secondary Field Practice
Supervisor:_____
Date:_____

McMaster University

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	Global Health (Health Science, Social Science, DeGroote School of Business)			
COURSE TITLE	Scholarly Paper			
COURSE NUMBER	711	**COURSE CREDIT**		
		FULL COURSE (x)	**HALF COURSE ( )**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Individual Faculty Members, coordinator Andrea Baumann			
PREREQUISITE(S)	GLOB HTH *701, GLOBALST *710, HRM *721, BUS C721, GLOB HTH *710 and 3 electives			

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

NEW COURSE	X	**DATE TO BE OFFERED:** September 2010	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**				
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***				
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**		
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**				
OTHER		**EXPLAIN:** New course developed for the Master of Science in Global Health program.				

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 MSc students to demonstrate in writing, their ability to integrate ideas that reflect current knowledge in Global Health. The scholarly paper is to demonstrate integrative thinking at a general and abstract level. A student will identify a topic, and in consultation with a faculty member with expertise in the area 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 15 to 20 pages, excluding references and appendices. The paper does not involve the collection or analysis of primary data or the conduct of research with subjects. It is a scholarly essay, not a thesis. It is critical to the course-based MSc. students to demonstrate mastery of the theoretical and methodological understandings that have been acquired during the course work.

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 3 elective courses have been completed, course-based MSc. students in the Global Health Graduate Program 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 that focuses on one of the following: clinical practice, research, health systems or education. 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 issue to be examined, timelines, and bibliography.

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

The purpose of the Scholarly Paper is to demonstrate integration of learning across the courses that a student has taken in the Global Health Program. The paper should reflect the student's understanding of:

i) Methodological issues and global health concepts
ii) Your ability to independently apply them and discuss them in a concise, critical and coherent manner
iii) The paper should not involve the collection or analysis of primary data, the conduct of research with subjects or design of a research protocol. It is a scholarly essay, not a thesis.

2. EXPECTED ENROLMENT:

20-25

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

The course is an independent self-directed in-depth exploration of a topic chosen by the student and approved by his/her faculty advisor. The student will be working under the supervision of a faculty member whose research, clinical, or teaching interests match the student's learning needs and who is willing to work with the student. The student will meet regularly with the faculty advisor. The student will develop a proposal for the scholarly paper and after approval (a passing grade) will work independently until the paper is completed. An evaluation of the paper will be completed by the faculty advisor and an external examiner from within the department.

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.)

The scholarly paper will be judged on a pass/fail basis.

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: Andrea Baumann Email: baumanna@mcmaster.ca Extension: 22581 Date: February 3, 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

Master of Science in Global Health (GLOB HTH 711)

GLOB HTH 711 SCHOLARLY PAPER COURSE OUTLINE

1.0 Timing
Under normal circumstances students are expected to complete the scholarly paper in the academic term following completion of their course work or during the term that the student is completing the learning symposium/field placement. Failure to successfully complete the scholarly paper will require withdrawal from the MGH Program. The student should declare any potential conflicting event which may take place during the scholarly paper process so that the Faculty Advisor can take the time into consideration.

Who is Eligible?
Students completing the course-based Global Health Master's degree are required to complete the Scholarly Paper as part of their degree requirements.

Purpose
The purpose of the Scholarly Paper is to demonstrate integration of learning across the courses that a student has taken in the Global Health Program. Your paper should reflect your understanding of:

i) Methodological issues and global health concepts
ii) Your ability to independently apply them and discuss them in a concise, critical and coherent manner
iii) The paper should not involve the collection or analysis of primary data, the conduct of research with subjects or design of a research protocol. It is a scholarly essay, not a thesis.

2.0 Steps in the Scholarly Paper Process

2.1 A Faculty Advisor will be chosen or assigned for the scholarly paper. The student will arrange an in-person, online or telephone meeting with his/her Faculty Advisor to begin exploring possible global health- focused, research-focused, health-system or education-focused topics that are complementary to his/her work about one month before the course begins. The topic cannot be one on which the student has previously written a paper or done a substantive presentation (e.g. worth 40% or more of a course grade). The student notifies the Course Coordinator in the Global Health Office (MDCL 3500) that he/she wishes to begin the process for approval of a scholarly paper topic and an electronic copy of the **Global Health Scholarly Paper Proposal Form** will be sent to the student (see Appendix 1).

2.2 Student will meet as necessary with his/her Faculty Advisor to discuss topics and prepare a proposal. This proposal becomes the student's contract with the examiners and his/her roadmap for writing the paper.

2.3 Complete a proposal of the scholarly paper (2 pages exclusive of references). This should consist of: a) paragraph which provides the rationale for choosing the topic; b) a paragraph which describes the purpose of the paper, and c) a point-form outline of the main areas of content to be included in the paper. Note that the rationale and purpose should be supported with appropriate references. A list of preliminary key references (extensive but not exhaustive) should be appended. The student must also append a list of the titles of papers they have written and graded presentations they have made for courses during the MGH Program, along with the course numbers of the courses for which each was submitted **Global Health Scholarly Research Paper Topic Approval Form** (see Appendix 2).

2.4 The proposal must be approved by the Advisor before it goes forward for consideration by the GH Curriculum Committee and this approval should be confirmed by an email from the Advisor to Dr. Andrea Baumann, the Chair of the GH Curriculum Committee (baumann@mcmaster.ca). Also included in this

email should be the names of potential examiners on the topic. The examiners must be GH graduate faculty members. It is then considered for approval by the GH Curriculum Committee.

2.5 The Chair of the GH Curriculum Committee will notify the student and advisor when the proposal is approved, which usually occurs within one week after submission, and will confirm the due date of the paper. The student must then complete the hard copy of the Global Health Scholarly Paper Topic Approval Form, reference list, and list of papers and presentations and submit to the Course Coordinator in the Global Health Office (MDCL 3500). This includes ensuring the appropriate signatures are completed. The student will normally have twelve to sixteen weeks to write the paper. An extension of up to two weeks may be requested for extenuating circumstances.

2.6 Note that the student may consult with the Advisor during the writing period regarding resources and points of clarification, but reading drafts of the paper or any other direct comments on the paper should not occur.

2.7 Before 4:00pm on the day that the scholarly paper is due, three hard copies of the Scholarly Paper must be submitted to the Global Health Office (MDCL 3500) for the two examiners and one for the advisor.

2.8 Selection of examiners is done by the Chair, GH Curriculum Committee, from the list provided by the Advisor. Usually the paper is read by the Advisor and one other GH graduate faculty. Once confirmed they are sent copies of the **Scholarly Paper Evaluation Criteria** (see Appendix 3) and the proposal for the paper. The examiners will review the paper independently, using the evaluation of the paper must be sent to the Chair, GH Curriculum Committee within two weeks of the receipt of the paper.

2.9 Written feedback to the student about whether (s)he passed or failed will then be given by the Chair of the Global Health Curriculum Committee. If the paper is deemed unsatisfactory, one rewrite will be allowed (within a four-week period) after formal written notification of the unsatisfactory grade to the student is given by the Chair of the Global Health Curriculum Committee. A pass/fail decision will be made and feedback given within one week (with consideration of availability of both readers).

2.10 Once a student passes the final scholarly paper requirement, the **Notification of Completion of GH M.Sc Requirements Course-based Option form** must be completed to permit graduation. This form is available from the Global Health Office (MDCL 3500). The completed form is submitted to the FHS School of Graduate Studies Office (MDCL 2235) with an additional copy provided to the Global Health Office.

3.0 Other Guidelines

4.1 The scholarly paper, like final papers for courses is to be written solely by the student. It is essential that the student references appropriately and avoids any suggestion of plagiarism. McMaster's policy on plagiarism on the university website:
http://www.mcmaster.ca/academicintegrity/students/typeofad/plagiarism/

4.2 Format and Grading

The paper must be 15 to 20 pages, excluding references and appendices, double-spaced using 12 point type and one inch margins. It will be judged on a pass/fail basis. There is no reason that your paper cannot be used for another purpose afterwards (e.g., publication of a paper on the topic or integrated into the introduction of a new research grant that you plan to write).

4.3 Examples of Research

• Review a small area of research (e.g., treatment studies with children who have a specific, rare health problem), write a critique of the methods used and suggest what needs to be done to develop better information in this area

• Compare and contrast the methods involved in several papers that have disparate findings about the same topic of interest to you. Discuss the differences and similarities in methods and their likely impact on the findings. Briefly describe the kind(s) of research that would need to be done to resolve the current controversy.

• Discuss a current methodological controversy(ies) in your particular field of interest, the origins and the views of leading proponents of each side of the controversy, drawing your own conclusions.

Appendix 1

Global Health Scholarly Paper Proposal Form

In order to proceed with your scholarly paper, please complete the following form and submit it to our department, Course Coordinator, MDCL 3500.

Proposed Title:
Submitted by:
Student No:

Abstract: *Please submit an abstract (no more than 500 words) that describes the topic/controversy you wish to address including background, relevance and specific objectives that will be addressed in the paper.*

Appendix 2
Global Health Scholarly Paper Topic Approval Form

Please list the Global Health courses you have completed and the title of the final assignment you submitted for each one.

Global Health Courses Completed	Title of Final Assignment

FOR INTERNAL USE ONLY	
Date Proposal Received for Review:	
Curriculum Committee Reviewer:	
Faculty Advisor (Reader #1):	
Reader # 2:	
Date Proposal Approved:	
Date Scholarly Paper Due:	
Date Faculty Reviews Due:	
Notes, rewrites if any:	

Appendix 3

Global Health Scholarly Paper Evaluation Criteria

Student's Name:_____**Date:**_____
TOPIC TITLE:_____
Examiner:_____

The following guidelines should be used in evaluating the submitted paper. Please use the guidelines to evaluate the paper and prepare written feedback on the paper.
CONTENT:

1. The scope of the paper is clearly identified and is consistent with the approved proposal.

Comments:

2. Rationale for the importance and relevance of the topic is provided.

Comments:

3. Theoretical literature is used to structure the review of the topic under consideration.

Comments:

4. Critical analysis of the research literature cited is evident.

Comments:

5. Reasoned arguments are presented to support interpretation of the issue under study.

Comments:

6. Clear and logical connections are made between evidence from the literature and conclusions and suggestions presented by the student.

Comments:

7. Content presented is accurate.

Comments:

8. Content presented is relevant and includes current as well as older material that is seminal to the field of exploration.

Comments:

9. The conclusions reached are based on good judgment, reasoning and evidence.

Comments:

10. Implications for application of information are evident.

Comments:

Appendix 3

Global Health Scholarly Paper Evaluation Criteria

FORMAT:

1. The purpose of the paper is stated clearly in the introduction.
Comments:

2. There is a concise, logical ordering of ideas.
Comments:

3. There is adequate documentation of ideas.
Comments:

4. There is appropriate referencing of the literature cited.
Comments:

5. The paper is well written with good sentence structure, grammar and spelling, following APA or AMA format.
Comments:

Summary comments of strengths and areas of improvement:

Recommended Mark:

Notification of Completion of Global Health Requirements

Course-Based Option

Student's Name:	ID#:

Topic of Scholarly Paper:
Date Scholarly Paper requirement completed:

Courses Completed:	M / EC / D
SGS 101	

Date of Completion of Learning Symposium/Field Orientation:

Date of Completion of requirements for Course-Based Global Health:

Assistant Dean, Global Health *(signature)*: Date:

Student *(signature)*: Date:

Please return this form to the Global Health Office, MDCL 3500.

McMaster University

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	Health Management - School of Rehabilitation Science and DeGroote School of Business			
COURSE TITLE	Health Systems and Policy Analysis			
COURSE NUMBER	*700	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Glen Randall			
PREREQUISITE(S)	admission to the Master in Health Management Program, or permission of the instructor.			

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

NEW COURSE	X	**DATE TO BE OFFERED:** September 2010	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?** NO **IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER		**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 Science in Health Management program. It will provide students with an understanding of 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) and journal articles.

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

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. The course is also available, as an elective course, to graduate students enrolled in Masters or Doctoral programs at McMaster.

2. EXPECTED ENROLMENT:

15 students

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

The course is composed of 13 sessions which are spread out over a 13-week term. This course will be offered through a combination of online and on-site delivery. Topics will initially be explored online through a review of documents, discussions, and course assignments. Students will then be required to meet on-site for an intensive 3-day period of lectures, discussions and presentations. For sessions conducted online, students will be required to respond to posted discussion questions.

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.)

Students will be evaluated as follows:

Participation (for both on-site and online course components) 20%
Assignment #1 - Students are to submit answers to a series of questions about the Canadian healthcare system 10%
Assignment #2 - Policy issue presentation and facilitation of discussion (10% for 2-3 page summary and 20% for presentation) 30%
Assignment #3 - Scholarly paper (10% for outline, 30% for final written paper) 40%

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).

A similar course is offered in the School of Business (C721 Health Policy Analysis) however, there is a substantial difference in content, students are required to have a significant healthcare background, and the course will be delivered primarily on-line.

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: Glen Randall Email: randalg@mcmastr.ca Extension: 26191 Date: January 22, 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

HM *700
Health Systems and Policy Analysis
Fall 2010 Course Outline
Master of Health Management Program
Rehabilitation Sciences & DeGroote School of Business
McMaster University

COURSE OBJECTIVE / PROFILE

The goal of this course is to introduce students to the Canadian healthcare system and the field of health policy analysis. This will be done through an overview of the funding and delivery of services within the Canadian healthcare system and a comparison of the Canadian system with that of other developed countries. In examining the field of health policy analysis students will be exposed to various theoretical perspectives, frameworks and tools which can facilitate the policy analysis process. Current policy topics in health care will be used in order to demonstrate the practical relevance of policy analysis for health care managers.

COURSE DESCRIPTION

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.

LEARNING OUTCOMES / OBJECTIVES

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.

MODES OF STUDY

This course is delivered in an online format using Blackboard VISTA as the principal mode of instruction. Topics are explored through a review of documents, course assignments, case studies and online discussions. Learners are expected to be adult learners who will independently read course content posted on the course website, analyze information, and share their new knowledge and understanding with their classmates so that they learn from each other as well as from the instructor. Learners will use course content posted on Blackboard, readings and texts as resources for learning. Instead of face-to-face small group discussions, learners will interact online with other learners and the course instructor. Typically, discussions will occur asynchronously (not in real time) as this enables learners from different time zones to participate more easily and to organize their learning activities around work, family and personal demands. Live chat rooms and video links through Illuminate will be used when needed by learners. The instructor and learners will also maintain regular contact by email.

TECHNICAL 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 at least 33.3 kps. Minimum computer memory required is at least 64 MB RAM (although higher is preferred). Learners should also be comfortable using a keyboard and have an active Email account, and web browser. The course will be delivered through the ELM software system at McMaster.

EVALUATION

Learning in this course comes from readings, lectures, in-class discussion and participation, preparation of assignments, and out-of-class analysis. All work will be evaluated on an individual basis except where group work is expected. In these cases group members will share the same grade, unless all group members agree to an adjustment.

Components and Weights

Class Participation	Participation (students are expected to share ideas and experiences related to the topics presented during onsite and online discussions)	20%
Assignment #1	Students are to submit answers to a series of questions about the Canadian healthcare system (questions will be posted online).	10%
Assignment #2	Policy issue presentation and facilitation of discussion (10% for 2-3 page summary and 20% for presentation)	30%
Assignment #3	Scholarly paper (10% outline, 30% final written paper)	40%

DELIVERY METHOD

This course will be offered through a combination of online and on-site delivery. Topics will initially be explored online through a review of documents, discussions, and course assignments. Students will then be required to meet on-site for an intensive 3-day period (dates to be determined) of lectures, discussions and presentations. NOTE: Students will be responsible of all costs associated with travel and/or accommodation to attend each of the two on-site residency periods. Participation will **NOT** be graded by counting each contribution a student makes. Participation will be graded by examining the quality of contributions (both for onsite and online discussions). Students are expected to attend all onsite sessions.

COURSE CONTENT

Course content is divided into the following four learning modules.

Module 1: **Introduction to the Canadian healthcare system**

- The constitution and federal provincial division of powers.
- Understanding the Canada Health Act.
- The role of regulation in health services (organizations, professionals, technology etc.).
- Measuring quality and outcomes in healthcare.

Module 2: **Comparative health systems**

- The determinants of population based health.
- The role of the World Health Organization.
- A comparative assessment of the funding and delivery of services across provinces.
- A comparative assessment of the funding and delivery of services across developed countries.

Module 3: **Introduction to health policy analysis and methods**

- Policy cycle
- Sampling / Frameworks / operationalizing research.
- Interpreting evidence / quality and grading of evidence / competing evidence.
- Agenda setting and problem definition.
- Policy Formulation (rational models, incremental models, combined models)\
- Policy implementation and evaluation (cost-effective evaluation, goals)

Module 4: **Conducting health policy analysis**

- The role of ideas (values, evidence, knowledge, beliefs).
- The role of interests (structural interests - dominant, challenging, repressed).
- Concentrated versus diffuse costs/benefits (resource and incentive effects).
- The role of institutions (path dependence; autonomy and capacity of governments).
- Policy universe (policy subsystem; policy communities; interest networks).
- Policy change (incremental, policy feedback, windows of opportunity).

Assignment #1 –

Provide brief answers (1-2 pages or 250-500 words maximum) to questions which will be posted online. Do not worry about format (bullet points are fine). This assignment is intended to get you thinking about the complexities of the Canadian health system and policy analysis.

Assignment #2 –

Working in groups of two (or three with permission), students will select a health policy topic (a list will be posted online) on a first-come basis (please confirm with instructor).

Groups will prepare a presentation and facilitate a class discussion which includes the following:

- A summary of the topic;
- Identification of the policy issue(s) (how has the issue been defined and how did the issue get on the policy agenda?);
- Identification of where the issue is in the policy cycle;
- A discussion of the role played by ideas, interests and institutions; and
- Identification of the implications of the issue for policy makers, health care managers, and consumers.

Each group will present their topic in class and lead a discussion which highlights the policy analysis issues covered in the course. Groups will be given approximately 25-30 minutes for both the presentation and the class discussion. The precise approach used to present the topic to maximize its relevance and interest to the class is up to each group. A data projector will be available for PowerPoint presentations. The purpose of this assignment is to encourage students to become actively involved in health policy analysis by identifying policy analysis concepts and issues using a practical example while exposing students to a broad range of policy topics.

Groups are to submit a 2-3 page report which provides a summary of the key aspects of the presentation (please leave 1 inch margins and use at least an 11 point font). Presentations will be evaluated for completeness (inclusion of the material noted above), innovation in making the presentation, and ability to facilitate discussion. Group presentations will take place during the onsite residency period at McMaster.

Assignment #3 –

The final course assignment consists of each student selecting his or her own policy issue (subject to final approval from the instructor) and conducting a mini policy analysis. A topic for the policy analysis must be approved by the instructor. Students are then required to submit a 2-3 page outline describing the proposed policy analysis at the beginning of class on **October 19th**. The outline should identify the policy topic you propose to analyse, the policy audience, why the topic is important, which aspects of the policy will be included in the analysis (e.g. one or more stages of the policy cycle), and which concepts from the course will be used in the analysis. The outline must also identify data sources that that you will be consulting for the analysis. The outline is intended to make sure students are on the right-track.

The final policy analysis paper must conform to the following:

- Submitted online in Word format;
- 1 inch margins and at least an 11 point font;
- 12 – 15 pages double spaced (3000 – 3750 words) in length, not including appendices or references;
- only include appendices that are relevant to your analysis (there are no bonus marks for volume);
- references must be complete and in a consistent format (e.g. APA, Chicago, Vancouver) and the reference format must be noted on the cover page.

Examples of possible policy topics and examples of published policy analysis will be posted.

ACADEMIC DISHONESTY

It is the student's responsibility to understand what constitutes academic dishonesty. Please refer to the University Senate Academic Integrity Policy at the following URL:

http://www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf

This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic dishonesty arise. Academic dishonesty is defined as to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow in cases of academic dishonesty as well as general guidelines for penalties. For further information related to the policy, please refer to the Office of Academic Integrity at:

http://www.mcmaster.ca/academicintegrity

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http://library.mcmaster.ca/about/copying.pdf

STUDENTS WITH DISABILITIES

Students with disabilities are required to inform the Centre for Student Development (CSD) of accommodation needs for examinations on or before the last date for withdrawal from a course without failure (please refer to official university sessional dates). Students must forward a copy of such CSD accommodation to the instructor immediately upon receipt. If a student with a disability chooses NOT to take advantage of a CSD accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The CSD website is:

http://csd.mcmaster.ca

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Health Policy Reference List

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McMaster University

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	Health Management - School of Rehabilitation Science and School of Business			
COURSE TITLE	Evaluating Sources of Evidence for Management and Evaluation			
COURSE NUMBER	*705	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE** (x)	**QUARTER (MODULE)** ( )
INSTRUCTOR(S)	Brenda Lammi and Mary Law			
PREREQUISITE(S)	Admission to the Master of Science in Health Management Program, or permission of instructor ANTIREQUISITE-RS 705			

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

NEW COURSE	x	**DATE TO BE OFFERED:** Jan 2011	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

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

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

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

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

The course will include 4 thematic modules:

- Module 1: Introduction to Evidence-Based Practice [Week 1]
- Module 2: Characteristics and Processes for Evidence-Based Health Management [Weeks 2-5]
- Module 3: Evaluating the Evidence [Weeks 6-10]
- 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-bsed Rehabilitation), journal articles and internet resources.

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

This course is one of the core courses in the Master of Science in Health Management Program. The program is offered through a collaboration between the School of Rehabiliation Science and the Degroote School of Business at McMaster University. This course is also available, as an elective course, to graduate students enrolled in the Masters or Doctoral programs at McMaster.

2. EXPECTED ENROLMENT:

15 students

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

This course is composed of 13 sessions which are spread out over a 13-week term. Each of the first 11 sessions includes objectives, reading assignments, and study questions and learning activities. The final two sessions will be devoted to student projects when the students will read and respond to each other's projects. In place of traditional lectures and class discussions, this course uses posted messages as a means of group communication. Sessions will be active for 7 days. Each week, students will be required to respond to the discussion questions. All students are required to participate in each discussion.

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 be based on:

Participation in weekly sessions - 20%
Assignment 1 - Systematic Review Topic - 20%
Assignment 2 - Scholarly Paper – Obtain and Review Data - 40%
Assignment 3 - Implementing Evidence into Management Presentation - 20%

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).

A similar course is offered in the RS program. The two courses are taken by students in different programs. This course focuses directly on use of evidence in health management.

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: Mary Law Email: lawm@mcmaster.ca Extension: 27837 Date:

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

Course Outline

Evaluating Sources of Evidence for Management and Evaluation HM 705*

Purpose and Profile

This course is designed to provide students with the knowledge and skills to understand and critically evaluate sources of evidence used to support decision making within a health care environment. Students will develop knowledge about the principles of evidence-based decision-making, searching the literature, and critically reviewing research methods and analyses. The course emphasizes the development of skills to apprise, synthesize and communicate evidence in order to use it within management decision-making. Methods of evaluation for this course will include a critical research review, an analytic paper applying evidence to a current health management issue, a seminar presentation online, and participation in online course discussions.

Course Objectives

Upon completion of this course students will be able to:

- define evidence-based practice and its role in health management
- understand qualitative and quantitative research methodologies
- use a variety of sources to search for evidence related to practice questions
- critically read, evaluate and synthesize evidence to support decision-making that lead to best practice in health care
- create an evidence-based summary related to a management issue within their own workplace
- develop strategies for disseminating and using evidence in health management practice

Course Content

Course content is divided into four learning modules. The objectives and main topics of each module are as follows:

Module 1: Introduction to Evidence-Based Practice [Week 1]

Main Topics:

- Defining Evidence-based Practice.
- Myths Surrounding Evidence-Based Practice.
- Key Elements of Evidence-Based Health Management.

Module 2: Characteristics and Processes for Evidence-Based Health Management [Weeks 2-5]

Main Topics:

- Approaches to developing evidence based knowledge.
- Approaches to becoming and evidence-based decision-maker.
- Formulating successful research questions for health management decisions.
- The application of descriptive and inferential statistics to outcome measurement
- Identifying and searching different sources of evidence.

Module 3: Evaluating the Evidence [Weeks 6-10]

Main Topics:

- Systematic appraisal of quantitative research.
- The critical review of qualitative research.
- Types of qualitative and quantitative evidence.
- Benefits and limitations of evidence ranking systems.
- Methodology for conducting systematic reviews.
- Analyzing and/or quantifying the accepted data.
- Implementing and interpreting systematic reviews and meta-analyses in health management decisions.
- Presenting and reporting findings.

Module 4: Building, Using, Communicating and Transferring Evidence [Weeks 11-13]

Main Topics:

- Methods of organizing evidence: Using critically appraised topics (CATS) and Summary Finding Tables
- Issues influencing the development of clinical practice guidelines and clinical pathways
- Disseminating the evidence to decision-makers
- Models for transferring research evidence into use in health management.
- Effective research transfer dissemination models.
- The manager's role in communicating evidence to a range of stakeholders.
- Knowledge-driven versus problem-driven models of evidence-based health management policy

Modes of Study

This course is delivered in an online format using Blackboard VISTA as the principal mode of instruction. Topics are explored through a review of documents, course assignments, case studies and online discussions. Learners are expected to be adult learners who will independently read course content posted on the course website,

analyze information, and share their new knowledge and understanding with their classmates so that they learn from each other as well as from the instructor. Learners will use course content posted on Blackboard, readings and texts as resources for learning. Instead of face-to-face small group discussions, learners will interact online with other learners and the course instructor. Typically, discussions will occur asynchronously (not in real time) as this enables learners from different time zones to participate more easily and to organize their learning activities around work, family and personal demands. Live chat rooms and video links through Illuminate will be used when needed by learners. The instructor and learners will also maintain regular contact by email.

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 at least 33.3 kps. Minimum computer memory required is at least 32 MB RAM (64 MB RAM is preferred). Learners should also be comfortable using a keyboard and have an active Email account, and web browser. The course will be delivered through the ELM software system at McMaster.

Assessment

Assessed Activities	The learner…	Value	Due/Timing
Participation in weekly discussion	Shares ideas and experiences related to the topics/cases presented in the three online discussions.	20%	Module 2: wk 2-4 Module 3: wk 6-9 Module 4: wk 11-12
Systematic Review Topic	Develops a descriptive systematic review topic on a health management decision and outlines methods for data gathering.	20%	Submit at the end of week 5
Scholarly Paper – Obtain and Review Data	Provides results of literature search in terms of both process (methods) and analyses the data.	40%	Submit at end of week 10
Implementing Evidence into Management Presentation	Develops an evidence dissemination plan and sample materials	20%	Submit at end of week 13

Online Discussions

The discussions are intended to enable learners to develop their knowledge and explore how the course concepts can be applied in rehabilitation. Learners are expected to participate regularly by reading the discussions and making substantive contributions to them. They are expected to respond in a way that builds on (adds to) rather than

duplicates previous content. Contributions need to be supported using experience, reference(s) or logic.

Assignments

The three successive course assignments (profiled in the above table) require learners to apply the concepts learned and build the skills required for evidence-based practice.

In the scholarly paper Systematic Review Topic assignment, learners formulate an answerable question related to a specific health management decision, and present and justify a plan (i.e. proposed search strategy) for obtaining data to answer their question. The plan should include specific data sources, timelines, types of studies, and inclusion-exclusion criteria. Learners are expected to identify how information gained could add to current knowledge about best practices in health management. This assignment should be no more than 1200 words excluding references.

In the Obtain and Review Data assignment, learners implement their search strategy (plan) that that was developed for Assignment 1, and use the knowledge and skills you gained in Module 3 to review, analyse and interpret the data gathered related to their systematic review question. A description of the implications of their findings for health management practice is expected as well as recommendations for further research. Learners also critique their search strategy including strengths, limitations and changes they would make in future searches for evidence. This assignment should be no more than 2400 words excluding references.

The final 'Implementing Evidence into Practice' assignment requires learners to develop a presentation to transfer the evidence gained through their systematic review and critical appraisal to colleagues in health management. The assignment has two parts:

(a) the presentation content and materials (limited to 1200 words), and
(b) a companion document that describes the target audience and why they were selected, the context and objectives for the presentation, the chosen research transfer strategy and why it was chosen, and the subsequent activities and timeline required to facilitate the use of this evidence in practice (limited to 400 words).

Bibliography

The following texts, readings and Websites are potential resources for learning. Access to online readings can be done through the McMaster Library system. Access to selected Websites will be available through the course Website. These may be also be supplemented by the instructors and students during the course to address additional course-related issues of interest to students.

Course Textbook: Law, M. & MacDermid, J. (2008). *Evidence-based*

rehabilitation: A guide to practice. Thoroughfare, NJ: Slack.
NOTE – there is no textbook that directly applies evidence-based practice to health management. This text covers the basics of evidence-based practice and other reference materials will cover application to health management.

Austin MJ, Claassen J. (2008). Implementing evidence-based practice in human service organizations: preliminary lessons from the frontlines. *Journal of Evidence Based Social Work, 5(1-2),* 271-293.

Chalkidou, K. (2009). Comparative effectiveness review within the U.K.'s National Institute for Health and Clinical Excellence. *Issue Brief (Commonw Fund), 59,*1-12.

Cook, D.J., Mulrow, C., & Haynes, R.B. (1997). Systematic reviews: Synthesis of best evidence for clinical decisions. *Annals of Internal Medicine, 126,* 376-380.

Greenhalgh, T. (1997). Getting your bearings (deciding what the paper is about). *British Medical Journal,* 315(7102), 243-246.

Greenhalgh, T. (1997). Assessing the methodological quality of published papers. *British Medical Journal,* 315(7103), 305-308.

Greenhalgh, T. (1997). Statistics for the non-statistician. I: Different types of data need different statistical tests. *British Medical Journal,* 315(7104), 364-366.

Greenhalgh, T. (1997). Statistics for the non-statistician. II: Significant relations and their pitfalls. *British Medical Journal,* 315(7105), 422-425.

Greenhalgh, T. (1997). Papers that summarise other papers (systematic reviews and meta-analyses). *British Medical Journal,* 315(7109), 672-675.

Greenhalgh, T. (1997).Papers that go beyond numbers (qualitative research). *British Medical Journal,* 315(7110), 740-743.

Sackett, D., & Haynes, B. (2000) *Evidence-based medicine: How to practice and teach EBM* (2nd ed.). New York, NY: Churchill-Livingstone.

Satterfield JM, Spring B, Brownson RC, Mullen EJ, Newhouse RP, Walker BB, Whitlock EP. (2009). Toward a transdisciplinary model of evidence-based practice. *Milbank Quarterly, 87(2),* 368-390.

Schuurman N, Leight M, Berube M.(2008). A Web-based graphical user interface for evidence-based decision making for health care allocations in rural areas. *International Journal of Health Geography, 15,* 7-49.

WWW

Definitions of Evidence-Based Practice
http://www.shef.ac.uk/~scharr/ir/def.html

Sackett, DL., Rosenberg, WM., Gray, JA., Haynes, RB, Richardson WS. (1996). Evidence Based Medicine: What it is and what it isn't. *British Medical Journal, 312*(7023), 71-72.
http://www.jr2.ox.ac.uk/cebm/ebmisisnt.html

Evidence-Based Practice Research Group, McMaster University, Canada
Includes resources for reviewing evidence. Some occupational therapy terminology is used but the review processes are applicable to other rehabilitation providers too.
http://www-fhs.mcmaster.ca/rehab/ebp/

Occupational Therapy Evidence-Based Practice Research Group (McMaster University)
www.fhs.mcmaster.ca/rehab/ebp

Centre for Evidence-Based Medicine, Oxford
http://cebm.jr2.ox.ac.uk/

Centre of Evidence-Based Medicine, Toronto
http://www.library.utoronto.ca/medicine/ebm/

Evidence-Based Medicine Learning Resources
http://www.herts.ac.uk/lis/subjects/health/ebm.htm
This site features a large section on definitions of evidence-based practice, and a list of links to centers and institutes that work with evidence-based practice, giving an overview of work being done in the field.

Evidence-Based Health Informatics
http://hiru.mcmaster.ca/overview.htm#Evidence_based_Health_Informatics
This page from the HIRU site at McMaster, provides information on the idea of Evidence-Based Rehabilitation, as well as the preferences and outcomes it has delivered for Rehabilitation.

The Cochrane Database of Systematic Reviews (CDSR)
http://cochrane.org

Randomized Controlled Trials: A User's Guide
http://www.bmjpg.com/rct/contents.html

University of Illinois at Chicago – Is All Evidence Created Equal
http://www.uic.edu/depts/lib/lhsp/resources/levels.shtml
This site, compiled by the University of Chicago Library, takes an open-ended

approach to the topic. Students will likely find the bottom of the page the most useful, as it discusses the characteristics of specific types of evidence, and where to find them.

What is a Critically Appraised Topic (CAT)?
http://jr2.ox.ac.uk/cebm/docs/cats/catabout.html

World Health Organization (WHO) Statistical Information System
http://www.who.int/whosis/index.html

A New View of Statistics
http://www.sportsci.org/resource/stats/index.html

ACADEMIC DISHONESTY

It is the student's responsibility to understand what constitutes academic dishonesty. Please refer to the University Senate Academic Integrity Policy at the following URL:

http://www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf

This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic dishonesty arise. Academic dishonesty is defined as to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow in cases of academic dishonesty as well as general guidelines for penalties. For further information related to the policy, please refer to the Office of Academic Integrity at:

http://www.mcmaster.ca/academicintegrity

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http://library.mcmaster.ca/about/copying.pdf

STUDENTS WITH DISABILITIES

Students with disabilities are required to inform the Centre for Student Development (CSD) of accommodation needs for examinations on or before the last date for withdrawal from a course without failure (please refer to official university sessional dates). Students must forward a copy of such CSD accommodation to the instructor immediately upon receipt. If a student with a disability chooses NOT to take advantage of a CSD accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The CSD website is:

http://csd.mcmaster.ca

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

McMaster University

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	Clinical Epidemiology & Biostatistics/ Health Research Methodology Graduate Program			
COURSE TITLE	Health Quality Improvement			
COURSE NUMBER	713	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Charlie Goldsmith			
PREREQUISITE(S)	HRM 702 (or equivalents) or permission of instructor.			

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

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

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**				
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***				
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**		
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**				
OTHER	x	**EXPLAIN:** Minor updates to information (content/rationale and method of presentation description)				

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

This course will expose students to principles of quality improvement (QI). It allows them to gain experience in using QI tools, develop an appreciation of the role that people management and teams play in QI, become proficient in conducting QI studies in the Health Care arena and become familiar with the QI literature applied to Health Care. Students will become familiar with the principal software for statistical QI methods and learn the principles of reduction of variation, robustifying processes and resisting human error. 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.

No main text.

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

As the HRM program develops, more courses will be needed at this level.

2. EXPECTED ENROLMENT:

6-15 students

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

Small group seminar style with discussion. Students must prepare each week by reading assigned material and be prepared to discuss questions and issues identified for each session.

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 be based on in-course assignments (30%), preparation for and participation in class discussion (20%), and a final paper on a project by the student (50%). Pass/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).

Not offered in another department.

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: Charlie Goldsmith Email: goldsmit@mcmaster.ca Extension: 34903

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

McMaster University

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.

DEPARTMENT/PROGRAM	Clinical Epidemiology & Biostatistics / Health Research Methodology			
COURSE TITLE	Fundamentals of Health Research and Evaluation Methods			
COURSE NUMBER	HRM 721	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Mitchell Levine and Alice Lytwyn			
PREREQUISITE(S)	Enrolment in HRM, eHealth or PhD in Health Policy programs or Permission of Instructor			

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

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

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? 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.**

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**				
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***				
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**		
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**				
OTHER	X	**EXPLAIN:** Clarification of prerequisite and change to calendar description.				

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

The course will cover the basic concepts in formulating a research question, literature reviews, study designs, selection of study populations, choice of measuring instruments, research ethics and knowledge translation. The course will provide students the opportunity to develop a research question and determine the appropriate research methods. Research designs that will be discussed include randomized clinical trials, cohort and case-control designs, qualitative methods, health technology assessment and the evaluation of diagnostic test properties.

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

The major components of research activities are covered, including concept of health, formulation of research questions, literature reviews, study designs, selection of study populations, choice of measuring instruments, assessing disease frequency, study interpretation issues such as determination of causality and the effectiveness of clinical and community interventions, and ethics, economics, health technology assesment, and knowledge translation.

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

Course introduces students to a wide range of perspectives and research methodologies that are relevant to the study of health phenomena.

2. EXPECTED ENROLMENT:

40 to 45 students each Summer and Fall

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

There are 12-13 sessions. Each session is comprised of a 1 hour large group session and 1.5 hour tutorial.

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.)

-Midterm Exams 4 x 15 marks each (mulitple choice/short answer) 60%
-Final paper & presentation 25%
-Participation (tutorial & evaluation completion) 14%
-Submission of question for final paper 1%

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: Mitchell Levine & Alice Lytwyn Email: levinem@mcmaster.ca Extension: SJH

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

McMaster University

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.

DEPARTMENT/PROGRAM	Clinical Epidemiology & Biostatistics / HRM Graduate Program			
COURSE TITLE	Regression Analysis			
COURSE NUMBER	723	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Steven Hanna			
PREREQUISITE(S)	HRM702 or permission of instructor			

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

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

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**				
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***				
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**		
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**				
OTHER	X	**EXPLAIN:** Change in evaluation				

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

This is a second level course in statistical methods, concentrating on regression models of various types. Topics covered include various main techniques of simple and multiple linear regression, and techniques such as use of dummy variables, covariance adjustment, residual analysis and assessment of model fit. A similar agenda is followed for logistic regression, appropriate for binary outcome variables. We also consider some advanced topics and related methods.

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 outline.

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

This is a second level statistics course which covers concepts important to health research design and analysis.

2. EXPECTED ENROLMENT:

30 students

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

A mixture of lecture time and problem-based discussion.

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.)

Quiz (20% each) x 3 (60%)
Final assignment (40%)

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?

Not applicable

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Steve Hanna Email: hannas@mcmaster.ca Extension: x27851

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

McMaster University

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.

DEPARTMENT/PROGRAM	Clinical Epidemiology & Biostatistics / Health Research Methodology			
COURSE TITLE	Theory and Practice of Measurement			
COURSE NUMBER	HRM 727	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Kelly Dore and John Cairney			
PREREQUISITE(S)	HRM 702, or equivalent intro stats course, or permission of the instructor			

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

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

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** Change in course instructors and method of evaluation.			

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

Principles of subjective assessment in topic areas ranging from educational evaluation to patient-based measurement of health attitudes or health status. Discussion includes: principles and methods of constructing rating scales and approaches to assessing the measurement properties of such scales. Special emphasis on assesment of reliability and validity -- various forms of reliability (test-re-test, interobserver, split-halves), distinction between reliability and agreement, and indirect methods to assess validity of an instrument in the absence of a "gold standard". Advanced topics in generalizability theory will be introduced. Format is that of lecture, plus small group discussion.

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

Principles of subjective assessment in topic areas ranging from educational evaluation to patient-based measurement of health attitudes or health status. Discussion includes: principles and methods of constructing rating scales and approaches to assessing the measurement properties of such scales. Special emphasis on assesment of reliability and validity -- various forms of reliability (test-re-test, interobserver, split-halves), distinction between reliability and agreement, and indirect methods to assess validity of an instrument in the absence of a "gold standard". Advanced topics in generalizability theory will be introduced. Format is lecture, plus small group discussion.. Text: Streiner DL, Norman GR. Health Measrement Scales, 4th ed., OUP 2007

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

Measurement is an essential element of health research methodology. This is the only general course in measurement.

2. EXPECTED ENROLMENT:

20-25

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

Lecture plus small group discussion.

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.)

-20% for class participation
-50% for final written project and presentation
- 30% for Quizzes

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?

Of potential interest to graduate students in Psychology or other HS programs (Nursing, physio etc.).

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Kelly Dore Email: dore@mcmaster.ca Extension: 22956

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

McMaster University

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	Health Research Methodology Program			
COURSE TITLE	Statistical and Methodologic Issues in Randomized Clinical Trials			
COURSE NUMBER	733	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Stephen Walter			
PREREQUISITE(S)	HRM *702 and HRM *730 or permission of instructor			

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

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

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** Change in course description, evaluation methods and instructor.			

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

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, stoppnig rules, cost-effectiveness analysis, statistical analysis of cost-effectiveness data, and repeated measures in RCTs.

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

see above.

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

This course is designed to provide students with the opportunity for study of methodological and statistical issues raised in randomized clinical trials.

2. EXPECTED ENROLMENT:

Up to 15-20 students.

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

Weekly handouts which include courses notes, readings from the literature, and problems. Each session will consist of a brief presentation by the tutor, follwed by group discussion of the methodologic and statistical issues relevant to the weekly topic.

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.)

Final evaluation is based on:

- attendance at class
- verbal presentation of your own project at the end of the term
- write-up of your project
- assignments for some weekly sessions
- other contributions to class activities, including group discussions

The most significant components of the evaluation will be the presentation and write up of your term project. The percentage weight to these components will range from 50% to 70%, depending on how much evaluative information is provided by session instructors.

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: Stephen Walter Email: walter@mcmaster.ca Extension: 22338

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

McMaster University

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DEPARTMENT/PROGRAM	Health Research Methodology Graduate Program			
COURSE TITLE	Biostatistical Collaboration			
COURSE NUMBER	HRM *739	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Lehana Thabane and guest instructors			
PREREQUISITE(S)	Registered in PhD HRM with Specialization in Biostatistics, or permission of instructor.			

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

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

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CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**				
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***				
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**		
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**				
OTHER	X	**EXPLAIN:** Change in prerequisites.				

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description *(maximum 6 lines)* to be included in the Graduate Calendar.
See previous GPCC form (dated 2005)

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.
See previous GPCC form (dated 2005)

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

See previous GPCC form (dated 2005)

2. EXPECTED ENROLMENT:

See previous GPCC form (dated 2005)

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

See previous GPCC form (dated 2005)

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 previous GPCC form (dated 2005)

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).

See previous GPCC form (dated 2005)

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

See previous GPCC form (dated 2005)

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Lehana Thabane Email: thabanl@mcmaster.ca Extension: 33720

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

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DEPARTMENT/PROGRAM	Clinical Epidemiology & Biostatistics / Health Research Methodology
COURSE TITLE	Advanced Decision Analysis in Health Technology Assessment (HTA)

COURSE NUMBER	740	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Ron Goeree, Jean-Eric Tarride, Feng Xie and Gord Blackhouse			
PREREQUISITE(S)	HRM 741 and HRM 737			

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

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

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CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** Change in instructors and prerequisites.			

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.

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?)

Recently, the HRM program has proposed a change to allow students to enrol in HRM "Fields" of Clinical Epidemiology, Biostatistics, Health Services Research, Population and Public Health, and HTA. Pending approval by the Ontario Council on Graduate Studies, these "fields" of specialization will begin in the fall of 2006. This proposed new course (HRM-740) will provide 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 f

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

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

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?** NO **IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**				
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***				
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**		
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**				
OTHER	X	**EXPLAIN:** Change in prerequisites and method of evaluation.				

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 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.

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 PhD 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 (systematic literature review, economic evaluation, analysis of uncertainty); 3. learn the basics of different types of economic models (decision trees, Markov models, discrete event simulation 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 in different jurisdictions; 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 other 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 followed by class discussion of specific methodological points and examples. Sessions 7-9 introduce students to the dissemination of HTA results and the ethical issues surrounding HTA. Session 10 illustrates how various factors impact the assessment, dissemination and implementation of results. In session 11, a health care decision-maker will be invited to speak to the students to share their experiences with HTA. Individual projects will be presented to the class in Session 12.

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.)

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

In-class participation*:	9%
Submission of final project question:	15%
Assignments:	20%
Project presentation:	15%
Written HTA project:	40%
Completion of course evaluation:	1%

* Students get marks for participation for each class (1.0 or 0.5 or 0).

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.

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DEPARTMENT/PROGRAM	Clinical Epidemiology & Biostatistics / Health Research Methodology			
COURSE TITLE	Systematic Review Methods			
COURSE NUMBER	743	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Gordon Guyatt			
PREREQUISITE(S)	Permission of instructor (HRM 721, HRM 702 and one-page outline of the topic).			

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

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

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CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**				
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***				
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**		
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**				
OTHER	X	**EXPLAIN:** Clarification of prerequisites.				

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

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 architechture, 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.

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 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 architechture, 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

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

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 artilces, 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 poposals and help to highlight what is known and yet to be discovered or clarified. Systematic reviews can help practicitioners 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 optmal health care at the population level. Thus, this course will be of potential use and interest to many HRM students in several ways.

2. EXPECTED ENROLMENT:

20-25 Students

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

Small group tutorials

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.)

One final paper (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: Gordon Guyatt Email: guyatt@mcmaster.ca Extension: 22160

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

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DEPARTMENT/PROGRAM	Health Research Methodology			
COURSE TITLE	Practical Bayesian Design and Analysis in Clinical Studies			
COURSE NUMBER	750	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (x)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Eleanor Pullenayegum			
PREREQUISITE(S)	HRM 702, HRM 723, or by permission of instructor			

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?** NO **IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**				
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***				
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**		
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**				
OTHER	X	**EXPLAIN:** Update in method of evaluation.				

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

The intention of the course is both to introduce students to Bayesian ideas and to equip them to design, analyse and interpret clinical studies from a Bayesian perspective. Instruction will consist of both seminars and computer labs using WinBUGS. WinBUGS is not "point-and-click" software, so students will need to write short sections of code. Examples will be provided, and an instructor will be present in the lab sessions to provide advice.

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. To discuss the differences between Bayesian and frequentist methods, and understand the challenges and advantages of each
2. To introduce the key Bayesian ideas
3. To introduce the basic principles used in selection of prior distributions
4. To learn how to conduct simple Bayesian analyses using WinBUGS
5. To learn how to design studies using Bayesian principles
6. To learn how to use WinBUGS including problems arising from MCMC sampling
7. To learn how to conduct and report results of a Bayesian analysis of a clinical study

Topics: Introduction to Bayesian Thinking and Statistics, introduction to WinBUGS, comparing means, comparing proportions, linear regression, logistic regression, choosing a prior, Bayesian trial design & stopping rules, convergence, cluster-randomised trials, cross-over trials, meta-analysis, missing data, reporting the results, decision-making.

Principal text: Bayesian Approaches to Clinical Trials and Health-Care Evaluation. DJ Spiegelhalter, KR Abrams and JP Myles. Wiley 2004.

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

Whilst Bayesian thinking is not a new concept, its application has become much more widespread in the last two decades, largely due to the availability of appropriate software. Besides being closer to our intuitive concepts of probability, Bayesian methods provide solutions to design and analysis problems that are difficult to address using frequentist methods. These include stopping rules, studies of rare conditions with small sample sizes, and complex models. Whilst the statistical methodology is available, there is a shortage of epidemiologists who are familiar with Bayesian ideas. Students in the HRM program are no exception: whilst they are trained in frequentist statistical techniques, they have little exposure to Bayesian methods. The purpose of this course is to familiarize students with Bayesian thinking, introduce them to the potentials and alert them to the challenges, so that, in collaboboration with a biostatistician (as appropriate) they can design, implement and interpret clinical studies using Bayesian methodology.

2. EXPECTED ENROLMENT:

20

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

Seminars and computer labs

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.)

10% course participation
65% labs (5 lab reports, worth 13% each)
20% project and presentation
5% reflective paper

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?

Not relevant

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Eleanor Pullenayegum Email: pullena@mcmaster.ca Extension: 35929

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

McMaster University

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	Health Research Methodology Program			
COURSE TITLE	Fundamentals of Health Research and Evaluation Methods (Online)			
COURSE NUMBER	*771	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (x)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Soo Chan Carusone			
PREREQUISITE(S)	Enrollment in HSGP or permission from instructor; antirequisite HRM *721			

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

NEW COURSE		**DATE TO BE OFFERED:** Summer 2010	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**				
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***				
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**		
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**				
OTHER	X	**EXPLAIN:** Change in instructor and clarification of prerequisite; changes to expected enrolment; method of presentation of course material.				

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

This online course covers the major components of research activities, including concepts of health, formulation of research questions, literature reviews, study designs, selection of study populations, choice of measuring instruments, and study interpretation issues such as determination of causality and the effectiveness of clinical and community interventions.

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 the major components of research activities, including: concept of health, formulation of research questions, literature reviews, study designs, selection of study populations, choice of measuring instruments, and study interpretation issues such as determination of causality and the effectiveness of clinical and community interventions. This course is designed to introduce methodological issues to help students identify further learning objectives related to in-depth study of specific research methods.

This online course has the same readings as the oncampus course HRM721; Session Topics:

1. Introduction & Posing the Research Question; 2. Measures of Health and Disease Frequency; 3. Measurement & Analysis
4. Sampling; 5. Causation; 6. Qualitative Research; 7. Therapy; 8. Diagnosis; 9. Systematic Reviews; 10. HTA and Economic
11. Research Ethics; 12. Knowledge Translation

Required Material: Custom courseware PLUS

Hulley SR, Cummings SR, Browner WS, Grady SG, Newman TB. Designing Clinical Research. 3rd edition. Wolters Kluwer/Lippincott Williams and Wilkins. Philadelphia. 2007.

AND: The Evidence Based-Medicine Working Group. Guyatt G, ed

OR

DiCenso D, Guyatt G, Ciliska D. Evidence-Based Nursing: A Guide to Clinical Practice. Sigma Theta Tau Honor Society of Nursing. Elsevier Mosby. Philadelphia. 2005.

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

The online format of this introductory course allows students to further their studies even while working full-time or living at a distance from the University. This course is also a prerequisite for most upper-level graduate courses in the HRM program, it introduces students to a wide range of perspectives and research methodologies that are relevant to the study of health phenomena. This course is designed to help students to identify further learning objectives related to in-depth study of specific research methods

2. EXPECTED ENROLMENT:

15 Students

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

This online course consists of 12 units (a new unit is posted every week). Each unit consists of an interactive learning module, required readings, an assignment, and discussion. Participation in the discussion boards is monitored and evaluated. Additional tutorials will be held throughout the course via a web conferencing tool (Elluminate LIVE). Live participation in the tutorial sessions is optional although individuals who cannot attend are expected to review the archived session materials.

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.)

60% = quizzes (4 x 15%)
20% = Final paper/research proposal
10% = Participation in discussion forums
10% = Discussion facilitation and summary document

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?

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Soo Chan Carusone Email: chansy@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

McMaster University

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	Health Research Methodology			
COURSE TITLE	Advanced Analysis of Survey Data			
COURSE NUMBER	HRM790	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Michael Boyle and Kathy Georgiades			
PREREQUISITE(S)	Permission of the instructor.			

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

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

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**				
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***				
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**	X	**CHANGE TO QUARTER COURSE**		
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**				
OTHER	X	**EXPLAIN:** Change from Full course to Half course and change in calendar description.				

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

The course is divided into two parts. The objective of Part 1 is to have students identify a suitable data set (research study) and develop a proposal describing their secondary analysis project. Students will be helped to develop their 1-2 page proposals which will include: the research question, a brief outline of its relevance and importance; identification of the appropriate data set(s); a brief statement about analytical approach to be used; and the identification of 3-4 key references. The instructors have access to several data sets that can be used for this course. This part will occur between October and December. There will be two class sessions – one in October and the other in November and the opportunity for two individual sessions. The objective of Part 2 is to complete the research paper (review of the literature, analysis of data, write-up and revision of the report) with the purpose of submitting the paper for review to a peer-reviewed journal. This part will occur between Jan-May and include 10 class sessions.

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

In Canada as well as other developed countries, the research landscape in the social sciences is undergoing rapid changes. One, national governments are investing substantially in complex, large-scale population-based studies to learn about multilevel influences on the health, functioning and life-quality of citizens. Many of these data sets have been underutilized. Two, statistical methods and computer software have been developed to overcome the analytical dilemmas associated with correlated measurement and complex hierarchical data structures. Three, interdisciplinary research has become a priority among funding agencies. This has been stimulated by the belief that contemporary questions on human health and welfare need to be addressed through multiple rather than single perspectives. These changes are creating a need for new scholars with quantitative expertise and experience working in an interdisciplinary environment. Although universities are in a good position to address this need, they have been slow to take up the challenge. For example, there is some evidence to indicate a decline in the proportion of social science students emerging from universities with sophisticated quantitative skills.

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

This course uses large-scale surveys to refine student skills in conducting secondary analysis and writing for publication in peer-reviewed journals. Students will develop a two-page research proposal on a topic of their choice. The proposal will identify a research question to be addressed using one or more population-based studies. The educational methods will be varied, depending on group composition and include lectures, small group tutorials, student presentations and faculty mentorship. The objective is to produce a research report for submission to a peer-reviewed journal.

2. EXPECTED ENROLMENT:

5-10 students per session.

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

There will be small group tutorials, lectures and student presentations. Other seminar/tutorials will depend on student requests.

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.)

Scholarly Paper suitable for peer-reviewed journal submission (70% of grade)
Presentation #1: Study sample, measurements and preliminary results (10% of grade)
Presentation #2: Study overview and final results (20% of 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.

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

This course is cross-listed in Economic, Psychology, Sociology and Georgraphy. The couse number is 770 in those departmrents.

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Michael Boyle Email: boylem@mcmaster.ca Extension: 77365

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

McMaster University

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT	Nursing
NAME OF PROGRAM	MSc

PROGRAM DEGREE	**Ph.D. ( )**	**M.A. ( )**	**M.A.Sc. ( )**	**M.B.A. ( )**	**M. Eng. ( )**	**M.Sc. (x)**	**Diploma Program ( )**	**Other *(Specify)***

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

CHANGE IN ADMISSION REQUIREMENTS		**CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE**		**CHANGE IN COURSE REQUIREMENTS**	x
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	x	**EXPLAIN:**			
OTHER		**EXPLAIN:**			

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Currently those MSc students whose program is integrated with the Primary Health Care Nurse Practitioner program take three core courses through the Online MSc in the Rehabilitation Sciences Program, namely RS 705, RS 708, RS 710 and write a scholarly paper.

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

We would like to change these courses to require the students to take two existing Nursing courses, NUR 701 Theoretical Basis of Nursing Practice, and NUR 712, Evidence Based Health Care. A third course is coming forward for approval and will be called Building a Repertoire of Decision Making Skills. These PHCNP MSc students will continue to write a scholarly paper. In addtion, NUR 701 currently requires seminar and practicum components. We would like to forgo the practicum component (96 hours) and give these students advanced credit for this component of NUR 701 via the NP practicum course NUR 767 (total 455 hours). This latter course does not count towards the MSc, therefore can be used for advanced credit towards NUR 701.

RATIONALE FOR THE RECOMMENDED CHANGE:

Our graduate curriculum committee and NP faculty believe this change will place these students in closer alignment with our other course based MSc students and will provide an excellent foundation for their NP courses that follow.

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

September 2010

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:

B. MSc by Course Work
Paragraph 3 - Students complete three core courses (NUR 701, NUR 712, NUR XXX), write the 15-20 page scholarly paper, and complete the seven courses offered through the NP Consortium (NUR 761-767). - the rest is the same

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Margaret Black Email: blackm@mcmaster.ca Extension: 22259 Date: February 2, 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

McMaster University

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.

DEPARTMENT/PROGRAM	Nursing			
COURSE TITLE	Theoretical Basis of Nursing Practice			
COURSE NUMBER	701	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (x)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Dr. Margaret Black and Dr. Jenny Ploeg			
PREREQUISITE(S)				

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

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

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**				
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***				
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**		
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**				
OTHER	x	**EXPLAIN:** For those students who are enrolled in the MSc leading to a Primary Health Care Nurse Practitioner, we are recommending that they take only the seminar component, and not the practicum component of NUR 701.				

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

Students will carry out supervised field-based practice to provide them with the opportunity to develop autonomous roles in multiple clinical settings, allowing critical analysis and evaluation of concepts and theories relevant to the proposed research topics. Practice will be complemented by seminars focused on the related concepts and theories including biological, psychological, epidemiological, and environmental perspectives. Students will make presentations and write assignments using theoretical frameworks and concepts appropriate for the clinical situations. Note: Students registered in the MSc leading to the Primary Health Care Nurse Practitioner will complete the seminar only, and receive advanced credit for the practice component.

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

No change to seminar

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

NUR 701 had always been the required core course for non NP MSc students and thus is foundational for the MSc/NP students.

2. EXPECTED ENROLMENT:

20-25 MSc students leading to the PHCNP

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

No change to seminar

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.)

No change to evaluation measures.

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?

NA

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Margaret Black Email: blackm@mcmaster.ca Extension: 22259 Date: February 2, 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

McMaster University

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	School of Nursing			
COURSE TITLE	Building a Repertoire of Decision Making Skills			
COURSE NUMBER	NUR 768	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Dr. S. Boblin			
PREREQUISITE(S)	Required course for MSc students leading to the Primary Health Care Nurse Practitioner			

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

NEW COURSE	X	**DATE TO BE OFFERED:** January 2011	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

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

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

This course presents concepts, models and theories related to clinical decision making. A combination of large group lectures by experts and small group tutorials will be used. The course will provide learners with a combination of theoretical knowledge and practice based skills, including clinical reasoning, judgement and critical thinking. Active learning is an expectation, with evaluation focusing on the application of knowledge to the clinical situation.

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

Decision making is considered a critical component of professional practice. The complexities of practice require the health care professional to possess a number of decision making and clinical reasoning skills, and the ability to deliberately select and apply the most appropriate one(s) in often rapidly changing contexts. This course will provide learners with a combination of theoretical knowledge and practice based skills including clinical reasoning, judgement, and critical thinking. Communication skills required for group and inter-professional decision making, such as negotiation, argumentation, strategizing, collaboration and conflict management will be included. It will use a combination of large group presentations by experts and small group seminars requiring application of relevant concepts. Active involvement of students is an expectation, with evaluation focusing on the application of knowledge.

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

Both the content and the processes (learning situations and outcomes) will help achieve the program goals of graduating independent and inter-dependent critical thinkers and decision makers. The content will help learners acquire, critique, and apply knowledge about decision making theories and practices; the activities and assignments will require the student to explore select aspects of decision making in depth. They also will help the students acquire the ability to turn decisions into actions. Assignments will require the student to think conceptually and analytically. They will be expected to critically appraise and synthesize information, and present synopses clearly and concisely.

2. EXPECTED ENROLMENT:

25

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

The course will use a combination of large group lectures and small group seminars. The large group lectures will be provided by experts from a variety of disciplines and backgrounds. They will be invited because of their expertise in an aspect of decision making germaine to the course objectives. The principles of self-directed learning and active involvement of the learners will guide the small group seminars. Students will be expected to present clinical scenarios that exemplify the decision making theories or models addressed in the large group lecture. Selected concepts, models or theories are to be critiqued, and explored in-depth. Students are expected to assist their peers through the application of a selected decision making/communication skill..

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.)

There will be four evaluation components:
1. Seminar Facilitation- application of a clinical decision making concept, theory or skill (20%)
2. Short Paper - synthesis and critical appraisal of literature in relation to a selected decision making concept, theory or skill (25%)
3. Long Paper - identification of a decision making dilemma, and in-depth exploration of that dilemma using multiple decision making concepts or theories (40%)
4. Participation (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?

NA

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. Sheryl Boblin Email: boblins@mcmaster.ca Extension: 22257 Date: February 5, 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

McMaster University

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	Occupational Therapy			
COURSE TITLE	Foundational Knowledge I			
COURSE NUMBER	*616	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Debra Stewart, John McCluskie			
PREREQUISITE(S)	none			

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

NEW COURSE	X	**DATE TO BE OFFERED:** Fall term 2010	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?** NO **IF YES, PROVIDE THE DATE:**

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

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

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, 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 ELM, electronic text, online resources and quizzes. Total in-class time is approximately 36 hours. 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, held once per week for 6 weeks; modules on ELM for each foundational science; lists of online resources for more indepth individual study; and quizzes on each topic area. The principal text is an 'electronic text bundle" from McGraw Hill that is being compiled by the faculty to address the three foundational knowledge topic areas

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 on Foundational Knowledge is to provide students with basic knowledge in three key foundational sciences: biological, social and research science. The knowledge gained from this course 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.

2. EXPECTED ENROLMENT:

60 each year

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 three areas of foundational knowledge. Peer evaluation of the Learning Plans reinforces knowledge about self-directed learning.
Weeks 3 - 8: Resource sessions (4 hours each week) and/or modules on ELM, 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: (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 on ELM - marked complete/incomplete (must be complete before proceeding in course).
2. Learning Plan for Term 1 - worth 20%
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 Porfolio on Foundational Knowledge, with Learning Plan as the basis. Portfolio to include: Completed Learning Plan, with accompanying evidence to support achievement of each objective (25%); Two to three - page Self-assessment of Learning of Foundational Knowledge and its application to other course work (10%).
5 Multiple Choice Exam of foundational knowledge (40%).

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: Debra Stewart Email: stewartd@mcmaster.ca Extension: 27803 Date: January 19, 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

McMaster University

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	Occupational Therapy			
COURSE TITLE	Foundational Knowledge II			
COURSE NUMBER	*626	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Debra Stewart, John McCluskie			
PREREQUISITE(S)	none			

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

NEW COURSE	X	**DATE TO BE OFFERED:** Winter term 2011	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?** NO **IF YES, PROVIDE THE DATE:**

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

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

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 ELM, electronic text, online resources and quizzes. Total in-class time is approximately 36 hours. At the completion of the course, students update their portfolio on foundational knowledge and develop an ongoing learning plan to achieve their individual learning objectives.

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

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

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.

2. EXPECTED ENROLMENT:

60 each year

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 Multiple Choice Exam and their portfolio self-assessment in Term 1. Peer evaluation of Learning Plan is then completed to reinforce students' understanding of self-directed learning and writing measurable Learning Plans.
Weeks 2 - 8 - Resource sessions (4 hours per week) and modules on ELM for students to select from.
Week 9: Review and evaluation of Learning Plans. Portfolios and new Learning Plans for Term 3 handed in. Final Exam.

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.)

1. Learning Plan for Term 2 - worth 15%
2. Peer evaluation of Learning Plan for Term 1 - worth 5%
3. Completion of Porfolio for Term 2 of Foundational Knowledge, with Learning Plan as the basis. Portfolio to include: Completed Learning Plan, with accompanying evidence to support achievement of each objective (20%); Two to three - page Self-assessment of Learning of Foundational Knowledge and its application to other course work (10%). and new Learning Plan for Term 3 (10%)
4. Multiple Choice Exam (40%).

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: Debra Stewart Email: stewartd@mcmaster.ca Extension: 27803 Date: January 19, 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

McMaster University

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A hard copy of this form **must be signed** by the department chair or graduate advisor and sent to the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, GH-212.
4. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	Occupational Therapy			
COURSE TITLE	Adulthood Community & Participation: Inquiry and Integration V			
COURSE NUMBER	727	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Dr. Seanne Wilkins			
PREREQUISITE(S)	Completion of year 1 & Term IV OT Courses			

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

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

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

CHANGE IN COURSE TITLE	X	**PROVIDE THE CURRENT COURSE TITLE:** Transition to Practice: Inquiry and Integration V			
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER		**EXPLAIN:**			

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

This half course is the second part of a series of three half courses which are designed to work together across a full academic year, therefore their content and design are similar. The emphasis in this term is on adulthood and disability, with a focus on participation in adult roles. The purpose of this half course is to provide the students with opportunities to pursue advanced knowledge and understanding of complex concepts underlying occupational therapy practice with adults and older adults within specialized areas of professional practice. Students will consider, through large group seminar sessions and in depth exploration within small group problem-based tutorials, issues that pertain particularly to adults and older adults within the scope of occupational therapy practice.

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

This half course is the second part of a series of three half courses which are designed to work together across a full academic year; therefore, their content and design are similar. The emphasis in this term upon adulthood and disability, particularly the participation in adult roles. The purpose of this half course is to provide the students with opportunities to pursue advanced knowledge and understanding of complex concepts underlying ocupational therapy pratice within specialized areas of professional practice. Students wil consider, through large group seminar sessions and in depth exploration within small group problem-based tutorials, issues that pertain particularly to adults and older adults within the scope of occupational therapy practice. The courses extend across a period of nine weeks with one three hour large group seminar and two and a half hour small group tutorial each week.

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

This is a required course for students enrolled in the MSc(OT) Programe

2. EXPECTED ENROLMENT:

60

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

The large group, seminar/plenary component of each course wil involve guest experts/resource people who will, each week, focus discussion following a short keynote, providing students with the opportunity to engage in an interactive format for the latter half of the session.

The course will run for a period of nine weeks with each one three hour large group session per week. The small group, tutorial component will meet weekly for one two and a half hour sessions each week.

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 be based on the completion of a scholarly paper outline (25%), take home paper (50%), reflective paper (25%) and in-tutorial performance (Satisfactory/Unsatisfactory).

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?

This course will not be cross-listed

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Lori Letts Email: lettsl@mcmaster.ca Extension: 27816

Department Chair or Graduate Advisor: _____ Date: _____
(Signature)

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

SGS/November 2005

McMaster University

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 hard copy of this form **must be signed** by the department chair or graduate advisor and sent to the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, GH-212.
4. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	Occupational Therapy Program			
COURSE TITLE	Adulthood Disability & Participation: Professional Roles and Experiential Practicum V			
COURSE NUMBER	728	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Shaminder Dhillon			
PREREQUISITE(S)	Completion of year 1 & Term IV OT Courses			

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

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

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

CHANGE IN COURSE TITLE	X	**PROVIDE THE CURRENT COURSE TITLE:** Transition to Practice: Professional Roles and Experiential Practicum V			
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER		**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: Lori Letts Email: lettsl@mcmasters. Extension: 27816

Department Chair or Graduate Advisor: _____ Date: _____
(Signature)

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

SGS/November 2005

McMaster University

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.

DEPARTMENT/PROGRAM	School of Rehabilitation Science			
COURSE TITLE	Foundational Knowledge for the Physiotherapy Practitioner			
COURSE NUMBER	PT613	**COURSE CREDIT**		
		FULL COURSE (X)	**HALF COURSE ( )**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Lynne Geddes, Liliana Coman, Linda Woodhouse			
PREREQUISITE(S)	none			

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

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

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

CHANGE IN COURSE TITLE	X	**PROVIDE THE CURRENT COURSE TITLE:** Professional Issues in Physiotherapy Practice				
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***				
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**		
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**				
OTHER		**EXPLAIN:**				

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

This first year course will address foundational knowledge for the physiotherapy practitioner. Topics will include professionalism, communication, evidence-based practice, models of practice and movement science. 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 introduce students to key aspects of foundational knowledge related to the practice of physiotherapy. The course is designed around 5 themes: professionalism, communication, evidence-based practice, models of practice and movement science. These themes will be distributed across the 3 units of study and will also be designed to complement and enhance the content of the other courses in each unit of study. In place of a textbook, students will be provided with selected readings from the current literature and professional organizations.

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):

The course will involve 2.5 hour sessions weekly over 3 units of study. The first academic unit of study is 12 weeks. The second and third academic units of study are 8 weeks each. These classes will predominantly be interactive large group sessions and some small group break out and hands-on activities. Presenters will be content experts (faculty or invited guests) with expertise in the topic area. In addition, during the first unit of study, students will participate in an interprofessional event "Exploring Perspectives on Disability" (EPOD) with Year 1 Occupational Therapy students. EPOD includes two 3.5 hour sessions and a community shadowing experience with a person with a disability for approximately 2 hours.

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.)

The evaluations for this full course will be distributed over the year with weighting reflective of the class time per unit (i.e. 40% Unit 1, 30% Unit 2, 30% Unit 3). All evaluations will be individual components. The graded evaluations include: Unit 1 - scholarly paper from selected topics chosen by the course coordinator and reflective of the course content (25%) and reflective summary based on EPOD experience (15%); Unit 2 - position paper defending the art and/or science of professional practice (15%) and exam (MCQ, short answer) (15%); Unit 3 - preparation of an exercise prescription for an individual (15%) and exam (MCQ, short answer, essay) (15%). Students will complete a professional portfolio based on thought provoking incidents they identify throughout the course which will be submitted at the end of the course and graded as pass/fail. The 3 course coordinators will participate in the portfolio evaluations and the assigning of the 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: Jan 25 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

McMaster University

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.

DEPARTMENT/PROGRAM	School of Rehabilitation Science/Physiotherapy			
COURSE TITLE	Community-based Physiotherapy - Clinical Laboratory V			
COURSE NUMBER	722	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)				
PREREQUISITE(S)				

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

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

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

CHANGE IN COURSE TITLE	x	**PROVIDE THE CURRENT COURSE TITLE:** Community-based Physiotherapy - Laboratory V			
CHANGE IN COURSE DESCRIPTION	x	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER		**EXPLAIN:**			

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

This Unit V clinical laboratory course will provide students with skills that will enable them to assume traditional and emerging roles in community health, health promotion and disease prevention, with an emphasis on principles of client-centered practice. Students will also acquire the skills needed as physiotherapists in community practice for roles such as patient educator, mediator, consultant and patient advocate.

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: Lynne Geddes Email: geddesl@mcmaster.ca Extension: 27818 Date: Feb. 4/10

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

McMaster University

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.

DEPARTMENT/PROGRAM	School of Rehabilitation Science/Physiotherapy
COURSE TITLE	Fundamentals of Physiotherapy Practice/Clinical Laboratory I

COURSE NUMBER	612	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)				
PREREQUISITE(S)				

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

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

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

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

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.

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: Lynne Geddes Email: geddesl@mcmaster.ca Extension: 27818 Date: Feb. 4/10

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

McMaster University

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			
COURSE TITLE	Fundamentals of Musculoskeletal Practice/Clinical Laboratory II			
COURSE NUMBER	622	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)				
PREREQUISITE(S)				

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

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

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

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

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

This Unit II clinical skills course develops skills in examination, diagnosis/classification, prognosis, physiotherapeutic intervention and outcome evaluation as applied to health conditions affecting the lower extremity, pelvis, and lumbar 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.

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: Lynne Geddes Email: geddesl@mcmaster.ca Extension: 27818 Date: Feb. 4/10

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

McMaster University

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			
COURSE TITLE	Integrated Physiotherapy Practice - Problem-based VI			
COURSE NUMBER	731	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)				
PREREQUISITE(S)				

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

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

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

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

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

This Unit VI tutorial course is designed to enable students to assess and manage clients with complex health problems involving multiple systems and a range of health care issues. In addition, knowledge and skills related to musculoskeletal assessment and treatment are advanced. Students are expected to utilize both previous and new knowledge and skills to design, implement and evaluate effective physical therapy treatment.

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: Lynne Geddes Email: geddesl@mcmaster.ca Extension: 27818 Date: Feb. 4/10

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SGS/December 2006

GRADUATE FACULTY PARTICIPATION **GPCC meeting February 2010**

PROGRAM:	DEPT		STATUS	Membership Type	FUNDING
Health Research Methodology					
Matthias Briel	CE&B		Assistant Professor	Courses and committees and supervision MSc level	
Jan Brozek	CE&B		Assistant Professor	Full membership	
Jennifer Couturier	Psychiatry and Behavioural Neurosciences		Assistant Professor	Associate Member courses and committees	
Andrew Mente	CE&B		Assistant Professor	Full membership	
Medical Sciences					
Cynthia Balion (CG)	Lab Medicine		Associate Professor	Full membership	
Jon Draper (CG)	Pathology and Biochemistry		Assistant Professor	Full membership	
Joseph Gabriele (NBS)	Psychiatry		Assistant Professor	Full membership	
Nursing					
Sandra Ireland	Professional Affairs		Assistant Professor	Courses and committees	
Rehabilitation Science					
Liliana Coman	Rehabilitation Science		Assistant Professor	Courses and committees at MSc level	
Lynne Geddes	Rehabilitation Science		Clinical Professor	Full membership	
Sydney Lineker	Rehabilitation Science		Associate Professor	Full membership	
Mary Ann O'Brian	Rehabilitation Science		Associate Professor	Full membership	