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November 16, 2009

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

From : Medy Espiritu
Assistant Secretary and SynApps System Administrator

The next meeting of the Faculty of Health Sciences Graduate Policy and Curriculum Council will be held on **Wednesday, November 18, 2009** at **10:30 a.m.** in **MDCL-2230**.

Listed below are the agenda items for discussion.

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

A G E N D A

I. **Minutes** of the meetings of April 13, 2009 and June 10, 2009

II. **Business Arising**

III. **Graduate Curriculum Revisions**

Biochemistry & Biomedical Sciences
Changes to the Comprehensive Examination (Dr. J. Nodwell)

Health Research Methodology

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
- in the Ph.D. HTA field, added HRM *741 to the possible additional make-up course list

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

Nursing

Course cross listing: NUR *708 – Information and Communication Technology Applications in Health: Theory and Practice – to be cross listed as eHealth *708

IV. Graduate Faculty Participation

V. Other Business

FACULTY OF HEALTH SCIENCES GRADUATE POLICY AND CURRICULUM COMMITTEE
APRIL 13, 2009, 11:00 A.M.
MDCL-3015

PRESENT: Dr. C. Richards (Chair), Dr. K. Bennett, Dr. M. Black, Dr. B. Lichty, Ms. K. McCahill-Harrison, Dr. J. Nodwell, Ms. S. Patterson, Dr. M. Stampfli, Dr. D. Stewart, Dr. J. West-Mays, Dr. S. Wilkins, Mrs. M. Espiritu (Assistant Secretary)

I. Minutes

The minutes of the meetings of October 20, 2008 and December 4, 2008 were approved on a motion by Dr. Stewart, seconded by Dr. Nodwell.

II. Business Arising

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

III. Curriculum Revisions

Biochemistry

The Department of Biochemistry and Biomedical Sciences has recommended a change in course title for course *6E03 – Gene Expression.

Dr. Nodwell moved, and Dr. Wilkins seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the change in course title for Biochemistry *6E03."

The motion was **carried**.

Health Policy Ph.D.

Dr. Richards reviewed the proposed changes to the comprehensive examination process for the Health Policy Ph.D. program. Dr. Richards explained that the change is necessary to demonstrate that the student has mastered and retained essential knowledge in each of the three major curriculum areas (breadth fields, methods, and specialty field); is able to integrate material across these areas appropriately and effectively in this interdisciplinary field, and is able to apply theory and methods to the analysis of current issues and problems in health policy. He further said that the proposed change involves three written examinations: one 5-hour exam and two 4-hour exams on campus. He added that extensive reading lists are provided to students well in advance for each examination.

Dr. Stewart moved, and Dr. Bennett seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the proposed changes to the comprehensive examination for the Health Policy Ph. D. Program, as described in the document."

There was a comment that the document is unclear as to whether the student will be given a second chance should he/she fail the exam at the first attempt. Another member commented that the format is labour intensive—the reading list is too extensive. There was another comment that the document did not specify the rationale for having no oral examination. After the discussion, it was agreed to inform the department of the committee's concerns. The committee will ask the department to revise and resubmit the proposal to the committee for approval.

The motion to approve was withdrawn.

Health Research Methodology

The Health Research Methodology program has submitted changes to several of its courses. Dr. Bennett said she was not aware of the proposed changes and she prefers to review them first before seeking approval from the committee. However, upon reviewing the documents, the general comment from the members was that most of the proposed changes are minor. It was then suggested to approve them in principle on the condition that Dr. Bennett will review the proposals and report back to the committee.

Dr. Bennett moved, and Dr. Nodwell seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve in principle the proposed course changes from the Health Research Methodology program, as outlined in the documents."

The motion was **carried**.

Graduate Faculty Participation

Dr. Richards presented the list of graduate faculty participation for information of the committee.

Nursing

Changes to admission requirements

Dr. Black presented the proposed changes to the admission requirements for the M.Sc. and Ph.D. Nursing programs. Currently, the programs require submission of two academic and two clinical references. The School of Nursing is now proposing to require submission of two academic and one clinical references. Dr Black said the rating of applicants' admission has been revised and less emphasis is given on references, particularly clinical. The School of Nursing believes

obtaining one clinical reference is sufficient to assess the candidate's clinical competence and will also be less burdensome for applicants.

Changes to comprehensive examination

Dr. Black explained that in the current comprehensive examination procedure, students are required to develop four outlines (two for Practice and Specialization-Related issues and two for Research Methods Specialization-Related issues) to be submitted to the department with an eight-week deadline. The proposed change will require students to develop two outlines (1 for Practice and Specialization and 1 for Research Methods) to be submitted to the department after six weeks. Dr. Black said the change will take effect in September 2009. Students who are already in the program can choose to adopt the current or new procedure. Dr. Black said the change will decrease the amount of work for students, but the standard of performance expectation is the same.

Policy on late papers

Dr. Black presented the policy for submission of late papers:

"Late papers will drop a grade (e.g. A+ to A) for each day if negotiation has NOT occurred. Papers two days late or more receive an F grade *without opportunity to rewrite* if prior negotiation for late date has NOT occurred."

After a brief discussion, it was noted that this policy will apply to all Nursing graduate courses and should be included in the Nursing handbook as well as in course outlines. It was decided to inform other programs of the existence of this policy.

Policy on attendance at Graduate tutorial sessions

Dr. Black said there is an increasing tendency for students to be absent from class when faced with employment and other demands. She said this trend is compromising their educational goals. Dr. Black is proposing to implement a policy that requires mandatory attendance of graduate tutorial sessions effective May 1, 2009. Dr. Black added that attendance policy for graduate seminars already exists, but there is currently no such policy for tutorial sessions.

Dr. Black moved and Dr. Wilkins seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the changes proposed by the School of Nursing as mentioned above, and described in the attached documents."

The motion was **carried**.

Dr. Black also presented the cancellation of CHS *600 - Spirituality in Health Care. Dr. Black explained that this course was taught by Dr. O'Connor when he was located in Hamilton and it was cross listed with Wilfrid Laurier University. However, Dr. O'Connor no longer teaches at

McMaster University. Dr. Black added that students may still wish to register for this course at Wilfrid Laurier with permission of the instructor but must register through the OVGS program.

Dr. Black moved and Dr. Wilkins seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the cancellation of CHS *600 – Spirituality in Health Care, as described in the document."

The motion was **carried**.

Medical Sciences

Dr. Stampfli reviewed the new course proposed by Medical Sciences, MS *718 - Molecular Cytogenetics and Techniques. This course will address the lack of a course in Medical Sciences, which covers topics in molecular cytogenetics. The committee noted that approval of the course is contingent upon the course instructor obtaining a "graduate faculty status" in Medical Sciences. Dr. Stampfli added that the course instructor is a faculty member in the Department of Pathology and Molecular Medicine, and his graduate faculty participation application is currently being processed.

Dr. Stampfli moved and Dr. Stewart seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the new course, MS *718 – Molecular Cytogenetics and Techniques, contingent upon the course instructor obtaining graduate faculty status in Medical Sciences."

The motion was **carried**.

Rehabilitation Science

Dr. Wilkins reviewed the change in course description for RS 730 – Scholarly Paper. The change in course description is necessary to address two specific issues: (a) the length of the scholarly paper has been changed from 15-20 to 25-30 pages; and (b) the grading criteria has been revised.

Dr. Wilkins moved and Dr. Nodwell seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the change in course description for RS 730 – Scholarly Paper, as described in the document."

The motion was **carried**.

Dr. Wilkins presented the proposed cross listing of RS *725 – Knowledge Exchange and Translation with Health Research Methodology and Nursing.

Dr. Wilkins moved and Dr. Black seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the cross listing of RS *725 with Health Research Methodology and Nursing programs, as outlined in the documents."

The motion was **carried**.

The list of the program-specific sub-committees for Rehabilitation Science was also presented to the curriculum committee for information.

Occupational Therapy

Dr. Stewart presented the proposed changes from the Occupational Therapy program:

Revision to the calendar copy of the Occupational Therapy Program

Change in method of evaluation:
638 – Disability, Development and Occupation: Professional Roles and Experiential Practicum

Change in course title and description:
*717 – Youth and the Development of Self: Inquiry and Integration
*718 – Youth and the Development of Self: Professional Roles and Experiential Practicum
748 – Transition to Practice: Evidence Based Practice V

Change in course title, description, and change to half-course:
*747 – Transition to Practice: Evidence Based Practice IV
*749 – Transition to Practice: Evidence Based Practice VI

Dr . Stewart moved and Dr. Wilkins seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the proposed curriculum changes from the Occupational Therapy program, as described in the documents."

Dr. Richards expressed concern that the change to a half course of *747 – Transition to Practice: Evidence Based Practice IV and *749 – Transition to Practice: Evidence Based Practice VI will affect the overall degree requirements of the program as well as its accreditation. He explained that if Occupational Therapy wishes to revise its course requirements, it must obtain approval for the change. The committee requested Dr. Stewart to prepare a proposal for the requested change and submit it to the committee.

The motion was **carried** (subject to Dr. Stewart's submission of a proposal to change the course requirements of the program).

Physiotherapy

The following curriculum changes are being recommended by the Physiotherapy program:

Revision to the calendar copy of the Physiotherapy Program

Change in course description:
*634 – Physiotherapy Clinical Practice II
713 – Research and Evidence-Based Practice
*714 – Physiotherapy Clinical Practice III
*724 – Physiotherapy Clinical Practice IV
*734 – Physiotherapy Clinical Practice V

Change in course title and description:
*624 – Physiotherapy Clinical Practice I

Dr. Stewart moved and Dr. Bennett seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the proposed curriculum changes for the Physiotherapy program, as described in the documents."

The motion was **carried**.

IV. Associate Dean's Report

Dr. Richards discussed the proposal to change the by-laws of the curriculum committee which will be submitted to the Faculty of Health Sciences Executive and then to Senate for approval. The change will involve the membership composition of the committee as well as the name change to "Faculty of Health Sciences Graduate Policy and Curriculum Council." The change will take effect on September 1, 2009.

Dr. Richard discussed the International Excellence Awards that will be awarded to graduate visa students. Dr. Richards said he is coordinating a competition for five student awards among the Health Sciences graduate programs. Each program in the Faculty will nominate two current or incoming students.

Dr. Richards discussed the extension of graduate expansion until 2014. He expects an increase of 180 students in graduate enrolment for Health Sciences over a five-year term. He added that the funding formula is similar to the BIU count process, which is 20-24 for Master's and 32 for Ph.D. students.

Dr. Stampfli commented that the Faculty of Health Sciences should create a committee to oversee the issues regarding graduate expansion. He added that this committee can perhaps coordinate a meeting among the Health Sciences graduate programs to discuss the issue. One member commented that the Faculty should develop a plan as to which area should expand and

how the expansion will occur. Dr. Richards agreed and said he will discuss with Drs. Kelton and Denburg the proposal to create a steering committee on graduate expansion. Dr. Richards said he may also suggest the Graduate Policy and Curriculum Committee to serve as an advisory committee for this endeavour.

Dr. Bennett suggested inviting the Associate Vice-President and Dean of Graduate Studies to the next meeting to discuss graduate expansion.

There was no other business and the meeting adjourned at 1:00 p.m.

FACULTY OF HEALTH SCIENCES GRADUATE POLICY AND CURRICULUM COMMITTEE
JUNE 10, 2009, 2:00 P.M.
MUMC-1J8

PRESENT: Dr. C. Richards (Chair), Dr. P. Baxter, Dr. K. Bennett, Dr. M. Black, Ms. K. McCahill-Harrison, Ms. S. Patterson, Mr. J. Scime (Secretary), Dr. A. Sekuler, Dr. M. Stampfli, Dr. D. Stewart, Dr. S. Wilkins, Mrs. M. Espiritu (Assistant Secretary)

BY INVITATION: Dr. C. Hayward, Dr. M. Giacomini

REGRETS: Dr. J. Nodwell, Dr. J. West-Mays

Dr. Richards recalled that at the last meeting he reported the proposed changes to the by-laws and the name of the curriculum committee. These changes have been approved by the Faculty of Health Sciences and Senate. The committee will be called, Faculty of Health Sciences Graduate Policy and Curriculum Council, effective September 1, 2009.

I. Curriculum Revisions

Health Research Methodology

Dr. Bennett presented the following changes to the Health Research Methodology program.

New online courses:
*771 – Fundamentals of Health Research and Evaluation Methods
*772 – Introduction to Research Methods for Randomized Controlled Trials
*773 – Systematic Review Methods

Change in course description: *791 – Topics in Advanced Health Economics

Dr. Bennett moved and Dr. Wilkins seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the proposed curriculum revisions from Health Research Methodology, as outlined in the documents."

The motion was **carried**.

Medical Sciences

Dr. Stampfli reviewed the proposed changes to MS *733.

*733 – Vascular Diseases, Hemostasis and Thrombosis II – change in method of evaluation and course content

Dr. Stampfli moved, and Dr. Stewart seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the changes to MS *733, as described in the documents."

There was a comment that the method of evaluation for the course is unclear. It was decided to contact the course instructor for further clarification.

The motion was **carried.**

Health Policy Ph.D. Program

Dr. Richards noted that at the last meeting of the committee, the proposed changes to the comprehensive examination for the Ph.D. program in Health Policy were not approved due to issues raised by the members. A revised version of the proposal has now been circulated to the committee and Dr. Giacomini has been invited to the meeting to respond to questions. Dr. Giacomini explained that the revised version of the proposal addresses most of the issues raised at the last meeting, such as the need to specify the method of evaluation; whether the revised comprehensive examination process is too labour intensive for students and faculty members; the procedure to follow if the student fails the exam at first attempt, and the rationale for having no oral exam.

Dr. Baxter moved and Dr. Bennett seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the proposed changes to the comprehensive examination for the Health Policy Ph.D. program, as described in the document."

Dr. Richards explained that the proposal is similar to the comprehensive examination procedures established by the Health Research Methodology and Nursing programs.

The motion was **carried**.

Occupational Therapy

At the last meeting of the curriculum committee, courses *747 and *749 were approved, but there were some concerns that the changes for these courses will have an overall effect on the degree requirements of the program as well as its accreditation. Dr. Stewart presented a memorandum to the committee indicating that she discussed the issue with the Registrar's office and with the Occupational Therapy national accreditation body. She was informed that the course changes will not result in any negative impact on the students or the program.

II. Associate Dean's Report

Dr. Richards reported that the competition for the International Excellence Award has concluded and that two visa students from Health Sciences were awarded the prize. Dr. Richards then asked Mr. Scime to give an update on the upcoming OGSST scholarship competition. Mr. Scime explained that the government has just announced that OGSST competition has been revived for one more year. He added that because of the late announcement, SGS is trying to develop a plan to avoid any negative impacts on the programs. Mr. Scime said he is unsure whether to integrate the OGSST with the Prestige awards rankings, or to have separate rankings for OGSST and Prestige Awards. However, OGSST is worth more than most of the Prestige scholarships, so it would be more sensible to award the Prestige first and then the OGSST to secondary ranked students. Dr. Richards added that the late announcement makes recruitment decisions difficult for all Ontario universities.

In response to Dr. Richards, Mr. Scime said SGS is planning to set up a committee to look at the various issues affecting the allocation of scholarships to the different programs. Dr. Richards then did a brief overview of graduate expansion. He said that McMaster has received over 10% of the new spots in the recent Ontario graduate allocation. The breakdown of the new allocation for McMaster is 188 Master's and 127 PhD. These newly allocated spaces will be combined with McMaster's unused previously allocated spaces of 145 Master's and 127 PhD, for a total of 333 Master's and 277 PhD. Combined with McMaster's previous unused allocation, the University has a total of about 530 new graduate spots that can be filled over the next few years. He added that all spots should be used by 2013-2014. Dr. Richards further said that the issue on how and what the Faculty of Health Sciences could contribute to the expansion should be addressed.

Dr. Richards then introduced Dr. Sekuler and briefed her on the discussion that transpired prior to her arrival. To take advantage of the growth allocation, Dr. Sekuler explained that the Provost provided approximately $1 million for graduate recruitment for distribution to each Faculty, and Health Sciences received a large share of this amount. She added that in consultation with SGS and the Provost's Office, the Faculty Deans developed a recruitment plan for their Faculty. Dr. Sekuler said that in the past there was no planning in terms of where the growth would occur. Dr. Sekuler commented that the University should develop data analysis for its graduate programs containing information such as where the growth will be, who will receive more money, more/less space, etc. Dr. Sekuler also mentioned that a Task Force on Interdisciplinary Programs will be created to determine effective ways to evaluate and govern undergraduate and graduate interdisciplinary programs at McMaster. Dr. Sekuler further said that SGS is currently working on a new scholarship funding plan, which she hopes would work effectively with the new University budget model. A member asked why graduate expansion is for domestic students only. Dr. Sekuler explained that government funding and most of the external scholarships are aimed specifically towards domestic students. She added that McMaster does not receive government funding for visa students; the University has to find money elsewhere to fund these students. According to Dr. Sekuler, this is the reason why McMaster created the International Excellence Awards: to recognize the contribution of international students to the University. She added that there is a plan to lobby with the government to change the rule of not allowing visa students to apply for most of the government-funded scholarships.

Dr. Sekuler also mentioned that the Ontario Council on Graduate Studies (OCGS) is currently undergoing a review and that there will be substantial changes in terms of how graduate programs are assessed. Dr. Sekuler said the structural changes within the Ontario Council on Graduate Studies are scheduled to take effect in September 2010. She said OCGS created a task force to design the assessment procedures for both undergraduate and graduate programs.

Dr. Richards thanked Dr. Sekuler for her presentation regarding graduate expansion. Dr. Richards announced that the office of the Faculty of Health Sciences Graduate Programs has just moved to MDCL-2235, and he invited the members to visit the new office.

There was no other business and the meeting adjourned at 3:45 p.m.

Justin R. Nodwell, PhD
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11 November 2009

Dr. Catherine Hayward, MD, PhD
Associate Dean, Graduate Education
Faculty of Health Sciences

Dear Dr. Hayward,

Graduate education is central to our mandate in the Department of Biochemistry and Biomedical Sciences. We have worked very hard over the past 8 years to modernize and optimize our program. We expect our students to publish widely and achieve intellectual mastery over their project and field. We have also worked steadily to improve our times-to-completion as this is critical to recruiting the best qualified and most ambitious students. Our program as currently configured is an outstanding one however, as outlined in the accompanying proposal we have agreed that it is necessary to alter our Comprehensive exam which is problematic for several reasons.

First, coming as it does 18 months after entry into the PhD program, it takes students away from their research at the time when they most need to focus on completing and publishing their thesis. This contributes directly to more lengthy times to completion.

Second, we find that the students who are most successful are those that achieve the depth and breadth of knowledge demanded by the Comprehensive exam at a much earlier stage of their graduate career. The Comprehensive exam occurs too late in their training to be a significant incentive in this regard, particularly for the majority of students who enter our PhD program via transfer from the MSc program. We have therefore optimized our “Transfer” and “Qualifying” exams, which take place at an earlier stage than the Comprehensive exam to test students on comprehensive knowledge. As the Comprehensive tests on the same material as these other exams, it is a significant redundancy and an unnecessary distraction.

Third, students who enter our PhD program directly, (because they already have an MSc degree) must take the Comprehensive exam a mere 6 months after the Qualifying exam.

We propose to implement a procedure for assessment of comprehensive knowledge that is similar to the method of assessment approved for Biology doctoral students, in 2005. Specifically, we propose to merge our existing Comprehensive exam with our Transfer and Qualifying exams. Indeed, this approach to ensuring comprehensive knowledge in PhD students has been widely adopted in graduate programs in the life sciences across North America.

Thank you for considering this proposal – I look forward to discussing it with other Faculty members at the coming GPCC meeting.

Best Regards,

Justin R. Nodwell, PhD
Associate Chair and Assistant Dean for Graduate Education

A new approach to comprehensive education

Graduate students need to acquire comprehensive knowledge of their field in order to qualify for a PhD. This comprehensive knowledge must include the theoretical background to the student's project, the technical basis for the work itself as well as the project's broader scientific and social significance. There are differing views on how best to assess comprehensive knowledge. We have revisited this issue in the Department of Biochemistry and Biomedical Sciences and this led to a unanimous agreement on a new approach at our most recent departmental meeting (15 October 2009).

The status quo

The majority of our doctoral graduate students first enroll as MSc students, and enter our PhD program by taking the Transfer exam 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 – these students must take the Qualifying exam (which is identical to our Transfer exam) 8-12 months after beginning PhD studies.

The Transfer and Qualifying exams are intended to assess the student's project, their understanding of the project and comprehensive knowledge related to the project including its theoretical background, technical underpinnings and broader social and scientific significance.

Both the Transfer and Qualifying exams have written and oral components. The written component is a detailed proposal for their 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 these exams is conducted by the student's supervisory committee, an external examiner and a Chairperson who is usually a member of our graduate recruiting and curriculum committee. The duration of the oral exam is typically 2-3 hours and involves several rounds of questioning on the written these and on <u>any</u> topic that the examiners feel is relevant. Essentially therefore, we only permit students to proceed to PhD candidacy if they have achieved comprehensive knowledge of their field.

Our PhD students are currently required to take a Comprehensive exam 18 months after registration in the PhD program, in addition to their Transfer or Qualifying exam, which also assesses their breadth of knowledge.

Our experience has been that the students who are most successful in Doctoral studies are those who attain the level of mastery expected at the time of our Comprehensive exam while they are still MSc students. This early acquisition of broad knowledge leads

them to ask better and more significant questions, to work with greater independence and ultimately to be more successful over the long term.

Our program has evaluated how comprehensive knowledge is currently assessed and has noted the considerable redundancy in our current procedures. It is the considered opinion of this department that the existing comprehensive examination is insufficient for ensuring the student acquires comprehensive knowledge early in the program. Furthermore the Comprehensive exam, even in its newer streamlined form, causes most students to set their thesis research aside while preparing for the second examination. This in turn leads to longer times to completion and lower productivity. Indeed, the delayed assessment of comprehensive knowledge delays the incentive to read and digest the literature creating the sense that they can put this off. Indeed, at the time of the Comprehensive exam the majority 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.

The Comprehensive exam also does not serve those students who enter our PhD program having already completed an MSc degree. These students take the Qualifying exam 8-12 months after starting PhD studies and the current requirement of their completing a second exam of similar gravity, that essentially tests them on the identical material, a mere 6 months later. This is not conducive to minimizing times to completion.

Our Transfer and Qualifying exams are excellent vehicles for demanding and assessing comprehensive knowledge and we feel that it is vital that this occurs much earlier in the student's graduate career. And since passing these exams is a pre-requisite to PhD candidacy, the incentive is absolute. The timing of these exams is also fairer: students take the transfer exam at the 18-24 month mark of MSc level study so, if they fail, they are able to defend an MSc and finish their studies in-time. Similarly, students admitted who already have an MSc degree but fail their Qualifying exam, can leave the university having lost less than a year.

Our proposal

Our intent therefore, is to assess the mastery of comprehensive knowledge of all of our students at the time of their Transfer exam (for those who enter our program with a BSc) or at the time of the Qualifying exam (for those who enter with an MSc). We will test this knowledge using our existing Transfer and Qualifying exams.

It is critical to make our expectations clear to students and to convey the importance of comprehensive knowledge from the outset. We do this in several ways.

First, all students entering the program have a meeting 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. We present a clear trajectory for all students with specific milestones at each supervisory committee meeting – these details are also available as downloadable pdf file entitled “Graduate Program” on our departmental website (under “Graduate Studies”). 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.

More importantly, at the end of the first supervisory committee meeting, 3-5 research topics are assigned to the student with the expectation that they will investigate, read and integrate this knowledge into their second committee meeting. All students, along with the supervisory committee sign a document listing these subject areas and the document is revisited and the material tested as part of their second committee meeting, 6-8 months later. By their third committee meeting (at the 18 months mark of MSc student) students must be ready to demonstrate sufficient breadth and scope of knowledge in order to qualify for taking the Transfer exam.

Note that the topics established in the first committee meeting can be regarded as no more than a portion of what is meant by ‘comprehensive knowledge’. We expect the student to expand their knowledge of their project well beyond its starting boundaries and we make this clear from the outset.

Students who enter the PhD program with an MSc degree follow essentially the same path however it is shorter (8-12 months from registration to Qualifying exam) in recognition of the fact that they already have significant graduate level training.

Essentially therefore, we will merge our Comprehensive exam with our Transfer/Qualifying exams. It is worth noting that an essentially identical 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 hope 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.

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	EHealth: Fundamentals of eHealth and the Canadian Health Care System			
COURSE NUMBER	HRM 724	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	A. McKibbon			
PREREQUISITE(S)	One-day orientation to the Canadian health Care Systems for students (non-health background).			

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

CHANGE IN COURSE TITLE		PROVIDE THE CURRENT COURSE TITLE:			
CHANGE IN COURSE DESCRIPTION	N	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	Y	EXPLAIN: To cross list this course as eHealth 724 eHealth: Fundamentals of eHealth and the Canadian Health Care System in the MSc eHealth program.			

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

Description (No Change to Current Description): This tutorial-based course will cover a broad range of eHealth topics from the perspective of health care delivery. Topics include a definition of eHealth; health care data; hospital and primary care information systems (i.e., electronic health records [EHR] systems); specialty components of an EHR system; how health professionals use data; human/cognitive factors in development and implementation of eHealth applications, standards, vocabulary and nomenclatures and how used; aggregation of health information, especially for research purposes; patient information systems and consumer eHealth; research and evaluation of eHealth applications and research using eHealth applications; implementation issues and privacy, security, and confidentiality; and the future of eHealth.

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

N/A

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?) No change
2. EXPECTED ENROLMENT: This is a required course in the eHealth program. The majority of the annual enrolment is from eHealth students, and ranges from 15 to 25..
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars): No change
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
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 is a request to cross list the course as eHealth 724 eHealth: Fundamentals of eHealth and the Canadian Health Care System, in the MSc eHealth Program. This program does not offer any of its own courses, so there is no duplication.
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED? Yes. It is a required course in the M.Sc. eHealth program
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: Name: Ann McKibbon Email: mckib Extension: 22803 Date: October 26, 2009

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

Gemmiti, Heather

From: Ann McKibbon [mckib@mcmaster.ca]
Sent: November 5, 2009 3:51 PM
To: Gemmiti, Heather
Subject: FW: Finalization of the issue of cross listing courses between eHealth and HRM

Heather, here is the material from Steve Hanna re cross listing HRM724.

Also note that I am the course developer and coordinator.

A

Ann McKibbon
Director MSc in eHealth
Room 3H7a HSC
extension 22803

From: Steven Hanna [mailto:hannas@mcmaster.ca]
Sent: Friday, October 23, 2009 12:54 PM
To: Ann McKibbon
Cc: Kristina Vukelic
Subject: Re: Finalization of the issue of cross listing courses between eHealth and HRM

Hi Ann,
thanks for your note. It's consistent with my understanding. Certainly, we are agreeable to cross-listing HRM 724. And I'm happy to renew our continuing commitment to offering eHealth students equitable access to all HRM courses as outlined below, notwithstanding that they are not cross-listed.

~Steve

On 23/10/09 8:28 AM, "Ann McKibbon" <mckib@mcmaster.ca> wrote:

Steve, thanks for the clarification calls and emails with respect to cross listing HRM courses with the eHealth program for the next edition of the graduate school calendar. The issue of control and approval of changes to content, format, and other course related issues for cross listed courses is important. I follow with a summary of our conversation so that we leave a paper trail.

I will cross list my HRM 724 course as it is one of the core courses in our eHealth program. It will be cross listed as eHeatlh724.

No other HRM courses will be cross listed for the latest version of the Grad Studies calendar.

As per Brian's direction during his time as chair of CE&B, eHealth students will have access equal to the HRM students to all of the HRM courses including HRM724. HRM students are certainly welcome and have the same access to HRM724.

Please get back to me with changes to the above content or your approval. We need

your approval on this issue of cross listing courses so that we can provide Grad Studies with their required content in relation to eHealth.

Thanks.

Ann

Ann McKibbon MLS PhD
Director MSc in eHealth
Health Information Research Unit
3H7a Health Sciences Centre
905-525-9140 ext 22803
905-546-0401 fax

Visit our wiki on Knowledge Translation terms
http://whatiskt.wikispaces.com/

MSc in eHealth
http://mscehealth.mcmaster.ca/

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

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

From: "Gemmiti, Heather" <gemmitih@mcmaster.ca>
Subject: Additional items for GPCC (Nov. 18/09)
Date: Thu, 12 Nov 2009 12:07:20 -0500
To: "Espiritu, Medy (espiritu)" <espiritu@mcmaster.ca>

Hi Medy:

Here are three additional items for GPCC from the HRM Program. (All three are together in the enclosed scanned document).

The following program documents have been revised:

1, HRM Courses – **updated GPCC form. HRM 739: Biostatistical Collaboration Course**

- Update in the prerequisites to previously listed as "Registered in PhD HRM with Specialization in Biostatistics, or permission of instructor" from "PhD students in the HRM Program and similarly qualified students in other programs"

2. Degree Requirement Tables – the changes were approved by the HTA field members:

- MSc Degree Requirement Table: in the HTA field, added "HRM 741" to the field specific courses for both thesis and course-based

- PhD Degree Requirement Table: in the HTA field, added "HRM 741" to the possible additional make-up course list for the HTA field

Thank you - please accept our apology for this late submission.

With thanks,

Heather Gemmiti, Administrative Assistant to
Catherine P.M. Hayward, MD, PhD, FRCP(C)
Associate Dean of Graduate Studies
MDCL 2235, 1200 Main St. W.
Hamilton, Ontario L8N 3Z5
Tel: 905-525-9140 ext 21609
Fax: 905-546-1129
E-mail: gemmitih@mcmaster.ca

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 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:

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 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.

SGS/December 2006

Fields Initiative – MSc Curriculum Requirements

(July 28, 2009)

		FIELDS OFFERED AT THE MSc LEVEL[1]									
		HRM Classic		Clinical Epidemiology		Health Services Research		Population & Public Health		Health Technology Assessment	
	DEGREE REQUIREMENTS[2]	Thesis-based	Course-based	Thesis-based	Course-based	Thesis-based	Course-based	Thesis-based	Course-based	Thesis-based	Course-based
MSc	COURSEWORK										
	Common Courses	← 721 & 702 →									
	Field Specific Courses		730 or 751 One of: 723, 727, 731, 733, 737, 743 or 745	743 730 *or* 751	743 730 *or* 751	762	762	751	751	737 741	787 743 737 741
	Elective(s)	3	3	1	3	2	4	2	4	1	1
	RESEARCH INTERNSHIP	Research Internship		← Research Internship is appropriate for field →							
	RESEARCH PAPER	Thesis	Scholarly Paper	← Scholarly Paper/Thesis topic is appropriate for field →							

[1]Fields offered at the MSc level include: HRM Classic, Clinical Epidemiology, Health Services Research, Population & Public Health and Health Technology Assessment; Biostatistics is not offered at the MSc level (only PhD).

[2]MSc Level Degree Requirements include:

- Coursework (thesis-based = 5 courses; course-based = 7 courses)
  - two required courses across all fields, 721 and 702 or their equivalents
  - no more than 2 field specific courses are required for a thesis-based MSc
  - no more than 3 field specific courses are required for a course-based MSc

- Research Paper (thesis-based = thesis; course-based = scholarly paper)
  - the thesis or scholarly paper topic must be approved by the supervisor and field leader (topic is appropriate for the field)

- Research Internship -the research internship must be approved by the supervisor and field leader

**pending GPCC approval, Fall 2009*

Fields Initiative – PhD Curriculum Requirements

(Nov 11, 2009)

	DEGREE REQUIREMENTS[1]	FIELDS OFFERED AT THE PhD LEVEL					
		HRM Classic	Clinical Epidemiology	Biostatistics	Health Services Research	Population & Public Health	Health Technology Assessment
PhD	**COURSEWORK**	← no common course →					
	Common Courses						
	Field Specific Courses		742	739	751 *or* 748	748	740
	Elective(s)	3	2	2	2	2	2
	Possible Additional Make-up Courses[2]	721 702 730 *or* 751 727	721 702 730 *and* 751 727 743	721 702 730 *or* 751 727	721 702 727 762	721 702 751 727	721 702 730 *or* 751 727 787 737 741
	COMPREHENSIVE EXAMINATION	Seminar Independent Study	← Seminar Independent Study is appropriate for field →				
	THESIS	Thesis	← Thesis topic is appropriate for field →				

[1]PhD Level Degree Requirements include:

- Coursework
  - No common course across all fields
  - one mandatory advanced field specific course
  - total number of required courses = 3
- Comprehensive Examination
  - Student must successfully complete the Comprehensive Exam (seminar and Independent Study), where the Independent Study is appropriate for field
- Thesis
  - the thesis must be approved by the supervisor and field leader (must be appropriate topic for the field)

**pending GPCC approval, Fall 2009*

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	Medical Sciences			
COURSE TITLE	Causes and Consequences of Obesity			
COURSE NUMBER	766*	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Sandeep Raha & Alison Holloway			
PREREQUISITE(S)	Undergraduate courses in cell biology; animal physiology or permission of 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:**

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		**EXPLAIN:**			

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

The goal of this course is to provide students with an understanding of the clinical consequences of obesity and the biological mechanisms that determine the pathogenesis of this condition. Topics will range from cellular mechanisms underlying obesity to population studies of obesity and its co-morbidities. We will also focus on adipose tissue as an endocrine organ, as well as the effects of the environment in promoting obesigenic pathways.

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

Obesity is rapidly increasing world wide. It becomes increasingly important to both prevention and treament of obesity and it's co-morbidities to understand the molecular mechinisms unlying the development of this disease, as well as the physiological consequences of obesity. This course is designed to provide graduate students with the basic concepts of the consequences of obesity, from physiology to molecular mechinsms, as well as the causes of obesity and related diseases.

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

To provide students with a basic understanding of the pathogenesis co-morbidities associated with obesity and to address cellular mechanisms behind these processes. Currently, there is no graduate course in Medical Sciences that deals with adiposity and it's physiological consequences. This course will integrate physiology and cell biology as it pertains to obesity. Depending on the interest of the students enrolled, we can take a more physiological or mechanistic slant to the material. We will attempt to integrate, clinical, physiological, as well as cell biological approaches into each discussion topic.

2. EXPECTED ENROLMENT:

Master's and PhD students.
Minimum number of students - 4
Maximum number of students - 10

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

Course sessions will be divided into two sections. Each session will consist of a 1 to 1 1/2 hour lecture, delivered by course coordinator (either Sandeep Raha or Alison Holloway) or invited faculty. The second half of the session will consist of student presentation covering the chosen topic of the day. If the number of students enrolled in the course are lower than expected, then we could utilize guest lecturers or a facilitated discussion around methods of experimental design to solve particular questions, both would focus on the current days 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.)

Method of evaluation will consist of preparation of a CIHR style grant, 40% of the final mark, based on a chosen topic within the course. Following completion of grant preparation, the individual grants will be reviewed in class via grant review panel session. Topics will be chosen by the student and approved by the course coordinator. Instruction will be given regarding preparation and length. Students will prepare CIHR type research proposal, but budget will not be required. Second 40% of the mark based on two reviews of current research publications and in-class presentation of this information. Part of assignment will also be to prepare a press release associated with the research paper reviewed. Research publication for review will be chosen by the student and approved by the course coordinators - marked as 10% for written and 10% for oral presentation. 20% of above marks will be assigned for student participation (participation in discussions and involvement in the grant review process).

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: Sandeep Raha Email: rahas@mcmaster.ca Extension: 76213 Date: February 17, 2009

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

TITLE: Causes and Consequences of Obesity

Brief Description for the Course Calendar (AIMS):
The goal of this course is to provide students with an understanding of the clinical consequences of obesity and the biological mechanisms that determine the pathogenesis of this condition. Topics will range from cellular mechanisms underlying obesity to population studies of obesity and its co-morbidities. We will also focus on adipose tissue as an endocrine organ, as well as the effects of the environment in promoting obesigenic pathways.

Participating faculty: Sandeep Raha and Alison Holloway, will deliver the majority of the lectures, but other faculty members may be recruited with greater expertise in specific areas, depending on student input.

Enrollment: Minimum of 4 students, Maximum of 10 students.

Course design: The course will comprise of 12 sessions, approximately 3 hours duration each.

The first half of the session will be lecture and the second portion will be a student discussion centered on research papers covering the lecture topic discussed on that day. These sessions will be facilitated by either or both of the course coordinators and will be interactive in nature.

Evaluation: CIHR style grant (without the budget module) – 40%
Students will select a topic based on the material to be covered in the course and prepare a 11 page grant proposal with an appropriate review of the background literature and design experimental approaches to answer a series of specific research objectives. The overall topic of the grant must be significantly different from the student's thesis research. The total value of this grant preparation exercise will be broken down to a written grant (30%), as well as a 15 min presentation of the proposal to a review panel (composed of course instructors and classmates) (10%).

Review of current literature – 40%
Students will prepare a 3 page (800 word) summary of a research paper addressing one of the topics covered in the course. The written review will consist of a summary of the strengths and weaknesses of the paper. The students will also prepare a 150 word press release regarding the paper reviewed. They will be present this press release in class in the format of a news interview. Each of the literature reviews will be worth 20%, (10% for the written review and 10% for the press release)

Course participation 20% - 20%
The students participation in the grant review process (as part of the review panel) as well as active involvement in discussions following student and faculty presentation will be included as part of this component of the evaluation.

Outline of sessions: There are 12 sessions

1. Orientation
    - There will be a general introduction with relation to the health consequences of obesity and the nature of the systems that are to be covered in the course. We will review marking expectations and prepare the students for the major grant preparation process, which will be carried out in the last 3 sessions of the course. Students will be permitted 3 weeks to select an appropriate topic for the application. The final topic will require the approval of the course instructors and should not have significant overlap with the students thesis work.

2. Epidemiology and clinical outcomes associated with the co-morbidities of obesity.
    - Focus on current epidemiological trends for individual co-morbidities of obesity and the research approach used to quantify these data.
    - We will discuss how epidemiological data can be used to generate biomedical research questions

3. Maternal and child obesity and intrauterine programming.
    - Clinical and phenomic parameters linked to changes in intrauterine programming will be discussed
    - Current cellular signaling pathways thought to contribute programming will be discussed
    - The contribution of genetics/epigenetics will be discussed

4. Obesity and mental health (This lecture will be carried out in consultation with a clinical psychologist)
    - Issues surrounding self esteem
    - Obesity and addictive behavior
    - Obesity and stress tolerance (anxiety) will be discussed
    - The biochemical consequences of these psychological phenomenon will also be discussed

5. Mitochondrial dysfunction and obesity
    - Mitochondrial structure and function will be discussed
    - Mitochondrial signaling in response to cellular signaling will be discussed
    - Review grant application process a second time to deal with specific questions

6. Fat as an endocrine organ
    - The role of adipokines and cytokines in adipose tissue function will be discussed
    - The role of depot specific adipose tissue signaling will be discussed

7. Treatments for obesity: surgical and pharmaceutical

- Pharmaceutical therapies for obesity will be discussed
- Bariatric surgery will be discussed
- Exercise therapies will be discussed
-

8. Obesity and skeletal muscle function
    - The role muscle in glucose regulation will be discussed
    - The consequences of adipokines and cytokines on muscle function will be discussed
    - The consequence of obesity on muscle development will be discussed

9. Environmental toxins and obesity
    - The association between exposure to man-made chemicals in the environment and obesity will be discussed
    - The cellular mechanisms underlying the relationship between obesity and toxicant exposures will be examined
    - The consequences of chemical exposures from life-style choices on the pathogenesis of obesity will also be examined
    -

10. Discussion of the granting process and the grant review process, as it relates to scientific research.
    - The students will submit their grants on this date and will present a short 5 minute primer on their grants, in order to "sell" the material prior to review. The student will also be asked to prepare a short "media release" based on the hypothesis that they have generated some significant results from their research. This will be an exercise in teaching students how to prepare a lay document from scientific results.

11. & 12. Grant review. Discussion of individual grants with class participation and ranking of each individual grant, along with approval or non-approval for funding.

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	Medical Sciences			
COURSE TITLE	Physiology and pathophysiology of interstitial cells of Cajal			
COURSE NUMBER	MS 767	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (x)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Jan D. Huizinga			
PREREQUISITE(S)				

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

NEW COURSE	x	**DATE TO BE OFFERED:** January 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:**			

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

The objective of the course is to give the student an in debt understanding of interstitial cells of Cajal (ICC). The discovery of these cells and the major advances in the understanding of their physiology in the last 15 years has changed the field of gastrointestinal motility irreversibly. The student will view the topic from a structural, physiological and clinical point of view. The student will get a new perspective on pacemaker functions in the gastrointestinal tract and other organs and on aspects of innervation of the gut by extrinsic and intrinsic nerves. The role of ICC in gastrointestinal diseases will also be discussed.

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?)

Gastroenterology is a major discipline at McMaster university. One of the major research institutes at McMaster is the Farncombe Family Gastrointestinal Health Research Institute. The main focus of the Farncombe Institute is the search for pathophysiology underlying intestinal diseases and ICC and gastrointestinal motility disorders are of critical importance and interest.

2. EXPECTED ENROLMENT:

4-8

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

There are 12 sessions of three hours. There will be 5 three-hour lectures, all given by the course instructor. There will be one session of laboratory demonstrations supervised by the course instructor. For those sessions (5) where student presentations are given, there will be a 30 min summary of the course instructior at the end to put everything in perspective.

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 a variety of methods of evaluation. This is outlined in the attached 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).

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: Jan D. Huizinga Email: huizinga@mcmaster.ca Extension: 22590 Date: 12/09/2009

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

New course:

Physiology and pathophysiology of interstitial cells of Cajal.

Instructor: Jan D. Huizinga

The objective of the course is to give the student an in depth understanding of interstitial cells of Cajal. The discovery of these cells and the major advances in the understanding of their physiology in the last 15 years has changed the field of gastrointestinal motility irreversibly. The student will view the topic from a structural, physiological and clinical point of view. The student will get a new perspective on pacemaker functions in the gastrointestinal tract and other organs and on aspects of innervation of the gut by extrinsic and intrinsic nerves.

The course is potentially interesting for students in the health sciences, in biology and biomedical engineering.

Week	Topic	Details	What the student is expected to do	Relevant literature
1	Introduction lecture			1
2	Anatomy of ICC networks Ultrastructural identification of ICC	Immunohistochemical identification. How to distinguish ICC from smooth muscle and fibroblasts with EM. How the structural aspects of ICC have become essential parts of the discovery of their physiology	Presentation and discussion of assigned topics	1-6
3	History of ICC up to 1982	Discovery by Cajal. Anatomical discussions on their physiological role. Examination of Studies by Thuneberg and Faussone Pellegrini and how they describe their original hypotheses on ICC function	Lecture, no student assignments	5, 7
4	Development of evidence for the pacemaker hypothesis 1	What we have learned from studies on isolated ICC. What we have learned from patch clamp studies. Discussion on studies on ion channel identification in ICC. Non-specificity of channel blockers	Lecture, no student assignments	8-11

5	Development of evidence for the pacemaker hypothesis 2	Detailed analysis of ion channel studies using several papers on each channel to be discussed. The strength of the evidence will be evaluated and the strength of the proposed model (involvement of channel in pacemaking)	Presentation and discussion of assigned topics	
6	ICC and motility with laboratory demonstrations	ICC as pacemakers in the intestine. ICC as pacemakers in the stomach Analysis of motor patterns to reveal ICC properties	Make short reports of the demonstratio ns: objective, possibilities, limitations	
7	Relationships between ICC and enteric nerves (1) hypothesis of ICC as intermediary of smooth muscle innervation	Studies on nitrergic and cholinergic innervation of smooth muscle cells and ICC. Evaluation of controversies in the literature.	lecture, no student assignments	12-15
8	Role of ICC in generation of motor patterns	Studies on role of ICC and innervation in the generation of peristalsis and segmentation.	Presentation and discussion of assigned topic	16-18
9	ICC in the human gastrointestinal tract including role of ICC in pathophysiology of motility disorders	Clinical assessment of ICC quality and quantity. Relationships between injury and loss of function	lecture, no student assignments	1, 19
10	Relationships between ICC and enteric nerves (2) evidence for direct communication between ICC and enteric nerves.	Studies on direct innervation of ICC. This topic is discussed from a structural and physiological point of view.	Presentation and discussion of assigned topics	20-22
11	Group assignment: development of a Wikipedia style ICC summary (how to communicate science to the general public)		Presentation of material. General discussion on this topic.	
12	ICC outside of the gut	ICC in portal vein, bladder and ureter	Presentation and discussion of ICC in an	23

			organ of choice	

How the student will be evaluated:

	Number of events	% of mark	Subtotal %
Presentation in class after preparation time of one week	5	8	40
Full presentation (40 min) on a topic with as audience the Huizinga research group plus invited members of the Farncombe Institute	1	10	15
Essay on assigned topic; 5 pages single spaced (excluding figures and references). Preparation time is 5 weeks	1	10	10
Short group essay of 1 page single spaced on significance of ICC for lay audience (students will get the a mark, based on peer evaluation)	1	5	5
Short summaries on lab demonstrations			5
Participation in group discussions	12	1.67	20
Peer evaluation on group discussion and contribution to knowledge	1	5	5
		Total	100

1. Streutker CJ, Huizinga JD, Driman DK, Riddell RH. Interstitial cells of Cajal in health and disease. Part I: normal ICC structure and function with associated motility disorders. Histopathology 2007;50:176-89.
2. Faussone-Pellegrini MS, Thuneberg L. Guide to the identification of interstitial cells of Cajal. Microsc Res Tech 1999;47:248-66.
3. Komuro T, Seki K, Horiguchi K. Ultrastructural characterization of the interstitial cells of Cajal. Arch Histol Cytol 1999;62:295-316.
4. Rumessen JJ, Thuneberg L. Pacemaker cells in the gastrointestinal tract: interstitial cells of Cajal. Scand J Gastroenterol Suppl 1996;216:82-94.
5. Thuneberg L. One hundred years of interstitial cells of Cajal. Microsc Res Tech 1999;47:223-38.
6. Thuneberg L. Interstitial cells of Cajal: intestinal pacemaker cells? Adv Anat Embryol Cell Biol 1982;71:1-130.
7. Szurszewski JH. A 100-year perspective on gastrointestinal motility. Am J Physiol 1998;274:G447-53.

8. Huizinga JD, Berezin I, Chorneyko K, Thuneberg L, Sircar K, Hewlett BR, Riddell RH. Interstitial cells of Cajal: pacemaker cells? Am J Pathol 1998;153:2008-11.
9. Huizinga JD, Thuneberg L, Vanderwinden JM, Rumessen JJ. Interstitial cells of Cajal as targets for pharmacological intervention in gastrointestinal motor disorders. Trends Pharmacol Sci 1997;18:393-403.
10. Huizinga JD, Robinson TL, Thomsen L. The search for the origin of rhythmicity in intestinal contraction; from tissue to single cells. Neurogastroenterol Motil 2000;12:3-9.
11. Thomsen L, Robinson TL, Lee JC, Farraway LA, Hughes MJ, Andrews DW, Huizinga JD. Interstitial cells of Cajal generate a rhythmic pacemaker current. Nat Med 1998;4:848-51.
12. Burns AJ, Lomax AE, Torihashi S, Sanders KM, Ward SM. Interstitial cells of Cajal mediate inhibitory neurotransmission in the stomach. Proc Natl Acad Sci U S A 1996;93:12008-13.
13. Ward SM. Interstitial cells of Cajal in enteric neurotransmission. Gut 2000;47 Suppl 4:iv40-3; discussion iv52.
14. Alberti E, Mikkelsen HB, Wang XY, Diaz M, Larsen JO, Huizinga JD, Jimenez M. Pacemaker activity and inhibitory neurotransmission in the colon of Ws/Ws mutant rats. Am J Physiol Gastrointest Liver Physiol 2007;292:G1499-510.
15. Huizinga JD, Liu LW, Fitzpatrick A, White E, Gill S, Wang XY, Zarate N, Krebs L, Choi C, Starret T, Dixit D, Ye J. Deficiency of intramuscular ICC increases fundic muscle excitability but does not impede nitrergic innervation. Am J Physiol Gastrointest Liver Physiol 2008;294:G589-94.
16. Farrugia G. Ion channels as targets for treatment of gastrointestinal motility disorders. Eur Rev Med Pharmacol Sci 2008;12 Suppl 1:135.
17. Farrugia G, Kraichely RE. Deciphering the molecular basis for the pacemaker signal. Gastroenterology 2005;129:1787-9.
18. Sanders KM, Koh SD, Ordog T, Ward SM. Ionic conductances involved in generation and propagation of electrical slow waves in phasic gastrointestinal muscles. Neurogastroenterol Motil 2004;16 Suppl 1:100-5.
19. Vanderwinden JM, Rumessen JJ. Interstitial cells of Cajal in human gut and gastrointestinal disease. Microsc Res Tech 1999;47:344-60.
20. Fox EA, Phillips RJ, Martinson FA, Baronowsky EA, Powley TL. Vagal afferent innervation of smooth muscle in the stomach and duodenum of the mouse: morphology and topography. J Comp Neurol 2000;428:558-76.
21. Powley TL, Wang XY, Fox EA, Phillips RJ, Liu LW, Huizinga JD. Ultrastructural evidence for communication between intramuscular vagal mechanoreceptors and interstitial cells of Cajal in the rat fundus. Neurogastroenterol Motil 2008;20:69-79.
22. Ward SM, Sanders KM, Hirst GD. Role of interstitial cells of Cajal in neural control of gastrointestinal smooth muscles. Neurogastroenterol Motil 2004;16 Suppl 1:112-7.
23. Huizinga JD, Faussone-Pellegrini MS. About the presence of interstitial cells of Cajal outside the musculature of the gastrointestinal tract. J Cell Mol Med 2005;9:468-73.

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	Medical Sciences			
COURSE TITLE	Cell Physiology			
COURSE NUMBER	MS704	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (x)**	**QUARTER (MODULE) (x)**
INSTRUCTOR(S)	Jan D. Huizinga			
PREREQUISITE(S)	6 units physiology or permission of course 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:** The content of the course wil remain the same. The change proposed is to have this course taught by two faculty. I am proposing to make Dr. Wolfgang Kunze co-coordinator. We will both teach 50% of the course.			

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description *(maximum 6 lines)* to be included in the Graduate Calendar.
No change

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

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: Jan D. Huizinga Email: huizinga@mcmaster.ca Extension: 22590 Date: Nov 2, 2009

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	Nursing			
COURSE TITLE	Information and Communication Technology Applications in Health: Theory and Practice			
COURSE NUMBER	NUR 708	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	R. Valaitis			
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? YES IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.

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	Y	EXPLAIN: To cross list this course as eHealth 708 Information and Communication Technology Applications in Health: Theory and Practice			

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

No Changes. Current Description: Students in this course will critically examine a wide variety of issues and concepts related to the theory, research, and applications of information and communication technologies in health. Key topics will include: the organization of health information; computer applications in health research; internet accessibility; evaluation of health information on the web; E-health/telehealth interventions; computerized health information; and online learning. Students will be expected to participate in a mix of face-to-face and online seminars.

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

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

No change

2. EXPECTED ENROLMENT:

This is an elective course in the MSc eHealth program. Potential enrolment from eHealth is 0 to 3.

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

No change

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

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 is a request to cross list the course as eHealth 708 Information and Communication Technology Applications in Health: Theory and Practice in the MSc eHealth Program. This program does not offer any of its own courses, so there is no duplication.

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

No, but eHealth students will be a minor proportion of total enrolment in the course.

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Ruta Valaitis Email: valaitis Extension: 22298 Date: October 21, 2009

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

Gemmiti, Heather

From: Black, Margaret
Sent: November 5, 2009 2:43 PM
To: McKibbon, Ann (mckib); 'Ruta Valaitis'
Cc: Gemmiti, Heather
Subject: RE: Nursing Course cross listing for the Grad School Calendar

That looks good to me Ann – I will cc this to Heather for her information for GPCC

Margaret Black, RN, PhD
Assistant Dean, Nursing Graduate Program,
Associate Professor, School of Nursing
McMaster University,
1200 Main St. W., HSC 3H48C,
Hamilton ON L8N 3Z5 Email: blackm@mcmaster.ca
Ph: 905-525-9140 ext 22259 fax: 905-526-7949

-----Original Message-----
From: Ann McKibbon [mailto:mckib@mcmaster.ca]
Sent: Monday, November 02, 2009 9:05 AM
To: 'Ruta Valaitis'; Black, Margaret
Subject: FW: Nursing Course cross listing for the Grad School Calendar

Ruta and Marg:

Enclosed is the paper work for cross listing NUR 708 to eHealth 708. Grad Studies is asking us to cross list our elective suggestions for the eHealth students. After you approve of the paperwork I will take this to the next scheduled GPCC committee meeting.

Thanks.

Ann

Ann McKibbon
Director MSc in eHealth
Room 3H7a HSC
extension 22803

From: Norm Archer [mailto:archer@mcmaster.ca]
Sent: Monday, October 26, 2009 2:26 PM
To: 'Ann McKibbon'
Subject: Nursing Course

Hi Ann:

I should have included the nursing course change document, since this involves your Faculty.

Here it is.

Regards

Norm

Dr. Norm Archer
DeGroote School of Business
McMaster University
Hamilton, Canada L8S 4M4
905-525-9140 Ext. 23944

MSc eHealth Program
http://mscehealth.mcmaster.ca/

GRADUATE FACULTY PARTICIPATION **GPCC meeting November 2009**

PROGRAM:	DEPT	STATUS	Membership Type	FUNDING
Health Research Methodology				
Elie Akl	Med/Med (SUNY at Buffalo)	Assistant Professor	Assoc. Membership: Supervisory Privileges-MSc level; courses & committees	
Donald Arnold	Med	Assistant Professor	Assoc. Membership: Supervisory Privileges at MSc level; courses & committees	
Soo Chan Carusone	CE&B	Assistant Professor (PT)	Courses & committees at the MSc & PhD level (including comps)	
Kelly Dore	Obs/Gyn	Assistant Professor	Supervisory Privileges at the PhD level (already approved for courses & committees)	
Jonathan Dushoff	Biol	Assistant Professor (PT)	Supervisory Privileges at the PhD levels; courses & committees.	
Laurie Elit	Obs/gGyn	Associate Professor	Supervisory Privileges at MSc & PhD level; courses & committees	
Michelle Howard	Fam Med	Assistant Professor (PT)	Assoc. Membership: Supervisory privileges at MSc level; Examiner at PhD level; courses & committees	
Roman Jaeschke	Med	Professor	Associate Membership: PhD level; courses and committees (excluding comps)	
Maureen Markle-Reid	Nursing	Associate Professor	Supervisory Privileges: PhD level; courses & committees	
Medical Sciences				
Petra Arck	II	Associate Professor	Full membership	
John Wallace	PP	Professor	Full membership	
Dawn Bowdish	II	Assistant Professor	Full membership	
Thomas Hawke	MN	Associate Professor	Full membership	
Christoph Fusch	MN	Professor	Full membership	
Maggie Larche	II	Assistant Professor	Full membership	upon obtaining 2
Rehabilitation Science				
Karen Beattie	Med	Assistant Professor	Associate Membership: Full Membership	
Ruby Grewal	Surg (Western)	Assistant Professor	Associate Membership: Courses & Committees at PhD level	

Valerie Taylor	Psychiatry	Assistant Professor	Associate Member: Full membership	
Nursing				
Michell Butt	Nursing	Assistant Professor	Supervisory privileges at the MSc level (already approved for courses and committees)	
Anita Fisher	Nursing	Associate Professor	Supervisory privileges at the MSc and PhD level (already approved for courses and committees)	
Christine Kurtz-Landy	Nursing	Assistant Professor (PT)	Supervisory privileges at the MSc and PhD level; courses & committees	
Diana Sherifali	Nursing	Assistant Professor	MSc and PhD level; courses & committees	
Infection & Immunity				
Paul Forsyth	Med	Assistant Professor	Associate Membership: Full Membership	