



School of Graduate Studies

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April 13, 2007

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

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

The next meeting of the Faculty of Health Sciences Graduate Policy and Curriculum Committee will be held on **Thursday, April 19, 2007 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 notify me at extension 24204 or email espiritu@mcmaster.ca.

A G E N D A

I. Minutes of the meeting of October 12, 2006

II. Business Arising

III. Curriculum Revisions

A. HEALTH RESEARCH METHODOLOGY

Change in course description:

*729 – The Canadian Health Care System in Comparative Perspective

*742 – Research Ethics

Change in prerequisites:

*740 – Advanced Decision Analysis in Health Technology Assessment

*743 – Systematic Review Methods

Change in course description and change to full course:

*790 – Advanced Analysis of Survey Data (*same as Economics *770 and Psychology *770*)

B. MEDICAL SCIENCES

- Change in the course requirements for the Ph.D. program

C. NURSING

- Nursing Graduate Program – Calendar copy
- Graduate Diploma – Primary Health Care Nurse Practitioner – Calendar copy
- Scholarly Paper (course-based Master’s option)

D. OCCUPATIONAL THERAPY

Change in course description:

- 617 – Wellness, Health and Occupation/Inquiry and Integration
- 627 – Person, Environment, Occupation: Inquiry and Integration
- 637 – Disability, Development and Occupation: Inquiry and Integration

Change in course title and description:

- 618 – Wellness, Health and Occupation: Professional Roles and Experiential Practicum
- 628 – Person, Environment and Occupation/Professional Roles and Experiential Practicum
- 638 – Disability, Development and Occupation/Professional Roles and Experiential Practicum

E. PHYSIOTHERAPY

Change in course description:

- 611 – Fundamentals of Physiotherapy Practice/Problem-based I
- *612 – Fundamentals of Physiotherapy Practice/Clinical Laboratory I
- *621 – Fundamentals of Physiotherapy Practice/Problem-based II
- *622 – Fundamentals of Musculoskeletal Practice/Clinical Laboratory II

F. REHABILITATION SCIENCE

- 1) New Course: *725 – Knowledge Exchange and Translation
- 2) One-year Course-based Masters in Rehabilitation Science

FOR INFORMATION:

- 1) HRM - Appointment to Ph.D. Admissions Committee:

Chair: Lehana Thabane

Member: Lisa Dolovich

Member: Mita Giacomini

- 2) Curriculum Revisions for the Department of Biochemistry and Biomedical Sciences

(Approved by the Faculty of Science Graduate Curriculum, Policy, Admissions and Study Committee on April 3, 2007.)

- Change in course requirements for the Ph.D. program
- New course: *6N03 – Molecular Membrane Biology
- Change in course description: *6Q03 – Biochemical Pharmacology
- Course cancellation: *6K03 – Structure and Function of Membranes and Macromolecules

**FACULTY OF HEALTH SCIENCES GRADUATE POLICY AND
CURRICULUM COMMITTEE
OCTOBER 12, 2006, 1:30 P.M.
MDCL-3304**

PRESENT: Dr. C. Richards (Chair), Dr. K. Bennett, Dr. M. Black, Mr. L. DeKoning, Dr. L. Doering, Ms. S. Fernandez, Dr. F.L. Hall, Dr. S. Hanna, Dr. J. Huizinga, Dr. C. Ingram, Ms. S. Jeimy, Dr. J. Nodwell, Dr. W. Sheffield, Dr. S. Wilkins, Mrs. M. Espiritu (Assistant Secretary)

I. MEDICAL SCIENCES

a) Restructuring of research areas in Medical Sciences

Dr. Richards explained that the proposed restructuring is the result of the OCGS recommendation to review and revamp the Medical Sciences research areas. Dr. Richards said the current area names do not fully represent the research interests of the faculty members in Medical Sciences. He further added that the proposed area names will be more appealing to prospective students and comparable with the research areas identified by the CIHR institutes.

Dr. Sheffield moved, and Dr. Nodwell seconded,

“that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve, for recommendation to the Faculty of Health Sciences Executive Committee, the proposed restructuring of the Medical Sciences areas, as described in the document.”

The motion was carried.

b) Revisions to the comprehensive examination procedure

Dr. Richards discussed the proposed revisions to the comprehensive examination procedure for Medical Sciences. A committee was created (four faculty members and two Ph.D. candidates) to appraise the current procedure, as well as review and compare other departments' (e.g., biology, biochemistry) procedures regarding the organization of comprehensive examinations. The changes are also based on a survey conducted among students by the Board of Comprehensive Chairs. Dr. Richards discussed the highlights of the new procedure: (a) six weeks to write the essay and defence one week after submission of written component; (b) submission of two brief outlines to the Board of Comprehensive Chairs based on health-related issues or basic biomedical mechanism aspect.

One member commented that it is unfortunate the submission of the extended abstract is no longer a requirement in the new procedure. The member added further that the document is proof of student-supervisor discussions prior to submission of the essay. Dr. Richards said the committee felt the extended abstract constitutes unnecessary additional work for the student. Dr. Richards said since the members of the Board of Comprehensive Chairs also serve as examiners (with vote), they will be responsible for the academic assessment of the student. Dr. Hall

suggested adding a statement requiring the student to inform the Board of Comprehensive Chairs of any changes in the abstract. Another member suggested that the written paper should have sub-headings to distinguish between the two separate components.

A member commented that the comprehensive examination is time consuming, unnecessary, and no longer required in some universities. One member answered that the comprehensive examination is beneficial in measuring the student's knowledge in the discipline. There was also a comment that the six-week duration is not sufficient to write a paper suitable for publication. Because of this comment, the statement on page 1 (3rd paragraph) pertaining to this issue was removed from the document.

Mr. DeKoning moved, and Dr. Ingram seconded,

“that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve, for recommendation to the Faculty of Health Sciences Executive Committee, the proposed revisions to the comprehensive examination procedure (subject to the revisions discussed above).”

The motion was carried.

II. REHABILITATION SCIENCE

Procedure for transfer from thesis-based M.Sc. to Ph.D. in Rehabilitation Science

Dr. Wilkins discussed the proposed procedure for transferring thesis-based M.Sc. students in Rehabilitation Science to its Ph.D. program without completion of the M.Sc. program. The proposal already received approval from the Faculty of Health Sciences Executive Committee.

Dr. Wilkins moved, and Dr. Black seconded,

“that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the proposed procedure for transfer from the thesis-based M.Sc. to the Ph.D. program in Rehabilitation Science.”

To avoid adding further pressure on the student, the committee suggested conducting the transfer meeting as a closed session. There was also a suggestion to include the proposed Ph.D. supervisor as a member of the transfer committee.

The motion was carried (subject to revisions discussed above).

Regulations regarding requirements for the M.Sc. degree in Rehabilitation Science

Dr. Wilkins said the objective of the proposed changes to the M.Sc. online, course-based program is to provide students more options regarding their choice of elective courses. The proposal includes the addition of RS*703 and RS*704 in the list of elective courses.

Dr. Wilkins moved, and Dr. Nodwell seconded,

“that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve, for recommendation to the Faculty of Health Sciences Executive Committee, the proposed changes to the regulations regarding requirements for the M.Sc. degree in Rehabilitation Science, as outlined in the document.”

The motion was carried.

III. CHANGES TO THE OT/PT ADMISSION REQUIREMENTS

Dr. Wilkins discussed the proposed change in the wording of the admission requirements for the OT/PT programs. The proposed change in wording provides a more coherent description of the requirements.

Dr. Wilkins moved, and Dr. Black seconded,

“that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve, for recommendation to the Faculty of Health Sciences Executive Committee, the proposed changes to the OT/PT admission requirements.”

The motion was carried.

IV. COMMITTEE MEMBERS OF THE HEALTH SCIENCES GRADUATE PROGRAMS

Dr. Richards presented the list of members for the Health Sciences Graduate Programs Committee.

Dr. Sheffield moved, and Dr. Wilkins seconded,

“that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve, for recommendation to the Faculty of Health Sciences Executive Committee, the list of members for the Faculty of Health Sciences Graduate Programs Committee.

The motion was carried.

V. COURSES

Dr. Richards discussed the following course recommendations:

New courses in Medical Sciences

*721 – Pathophysiology of Lung Diseases – Asthma and COPD

*751 – Topics in Tumourigenesis

Nursing: Change to the course evaluation methods

*6H03 – Health Issues in International and Intercultural Health

Dr. Black moved, and Dr. Ingram seconded,

“that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve, for recommendation to the Faculty of Health Sciences Executive Committee, the new courses MS *721 and MS *751, and the change in the evaluation methods for course NUR *6H03.”

The motion was **carried**.

The proposal to cancel course HRM *703 was withdrawn from the agenda.

VI. ASSOCIATE DEAN’S REPORT

Dr. Richards referred to the proposed membership composition of the Faculty of Health Sciences Graduate Policy and Curriculum Committee. He discussed the changes/additions to the membership list: Assistant Dean OT/PT, an elected member in another faculty, and a student representative from each of the graduate programs.

There was no other business and the meeting adjourned at 3:10 p.m.



SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: espiritu@mcmaster.ca).
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		The Canadian Health Care System in Comparative Perspective		
COURSE NUMBER	HRM 729	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (X)	QUARTER (MODULE) ()
INSTRUCTOR(S)		Fiona Miller		
PREREQUISITE(S)		None (course is intended for MSc students in the HRM program and other programs)		
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) <i>Please see #4 on page 2 of this form</i>		
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 provides an overview of the Canadian health care system by examining its origins, institutional structures (i.e., governance, financing and service delivery), key elements (e.g., allopathic, physician and hospital centre), and reform challenges. Our analysis of the Canadian system is comparative, drawing on relevant evidence about the US, UK and Australian health systems. The course has two parts. In the first half, we review the evolution and structure of the Canadian, US, UK and Australian health systems. The second half of the course reviews a series of key health reform challenges in Canada from a comparative perspective: reform in the financing of health care, reform in the delivery of primary care, reform in the delivery of home and aged care, and reform in the coverage of pharmaceuticals.				
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 an overview of the Canadian health care system by examining its origins, institutional structures (i.e., governance, financing and service delivery), key elements (e.g., allopathic, physician and hospital centre), and reform challenges. Our analysis of the Canadian system is comparative, drawing on relevant evidence about the US, UK and Australian health systems. The course has two parts. In the first half, we review the evolution and structure of the Canadian, US, UK and Australian health systems. The second half of the course reviews a series of key health reform challenges in Canada from a comparative perspective: reform in the financing of health care, reform in the delivery of primary care, reform in the delivery of home and aged care, and reform in the coverage of pharmaceuticals				

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>This course is envisaged as a core course for HRM students, especially those interested in health services research, health policy analysis, and population health. It is important that these students, in particular, have a solid grasp of the way in which the Canadian health care system is structure, and how it can or may respond to reform challenges. It is also important that students have some exposure to health systems beyond Canada's borders, to better understand the common and unique features of health care in Canada, and opportunities for and constraints upon innovative change.</p>
<p>2. EXPECTED ENROLMENT:</p> <p>5-10</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>The course uses a combination of didactic and interactive elements. It is structure as a graduate seminar, with instructor-led discussion.</p>
<p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>There are three components: 1- Class Participation (15%) 2- In-class Mid-term Exam (20%) 3- Final Paper (65%) (outline 5%, paper 40%, presentation 15%, response/discussion 5%)</p>
<p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>No</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>N/A</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Fiona Miller Email: millerf@mcmaster.ca Extension: 22731</p>

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

SGS/December 2006



SCHOOL OF GRADUATE STUDIES

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

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DEPARTMENT/PROGRAM	Clinical Epidemiology & Biostatistics / Health Research Methodology		
COURSE TITLE	Research Ethics		
COURSE NUMBER	742	COURSE CREDIT	
		FULL COURSE ()	HALF COURSE (X)
INSTRUCTOR(S)	Lisa Schwartz, Don Willison		
PREREQUISITE(S)	HRM 721		

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) <i>Please see #4 on page 2 of this form</i>	
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 prepare students to think creatively and proactively about ethical and legal issues in the design, conduct, analysis, and dissemination of research. Topics are divided into two categories: 1. ethical treatment of research participants and; 2. research integrity. Sessions will involve case discussion and critical analysis of ethical issues and the relevant principles, guidelines and laws. Exercises will coach students through mock-submission to a Research Ethics Board and provide insight of how REBs function.

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

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>To date, ethical issues in the conduct of research have not been addressed in a systematic fashion in the HRM program. This course will provide students with ethical principles and a conceptual framework that will allow students to apply these concepts across any of the Health Research Methods courses they take.</p>								
<p>2. EXPECTED ENROLMENT:</p> <p>12-14 students.</p>								
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>Small group sessions will be led by course designers or invited speakers with a special expertise in a relevant field. Each session will involve case discussion and critical analysis of relevant theory, law or policy.</p>								
<p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>Students will be evaluated on the basis of:</p> <table> <tr> <td>-preparation and participation</td> <td>10%</td> </tr> <tr> <td>-essay</td> <td>55%</td> </tr> <tr> <td>-presentation</td> <td>20%</td> </tr> <tr> <td>-mock REB application</td> <td>15%</td> </tr> </table>	-preparation and participation	10%	-essay	55%	-presentation	20%	-mock REB application	15%
-preparation and participation	10%							
-essay	55%							
-presentation	20%							
-mock REB application	15%							
<p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>N/A</p>								
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>N/A</p>								
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Lisa Schwartz Email: schwar@mcmaster.ca Extension: 22987</p>								

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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		
PREREQUISITE(S)		HRM 737 or permission of instructor		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:	
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE CURRENT COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input type="checkbox"/>	600-LEVEL COURSE (Undergraduate course for graduate credit) <i>Please see #4 on page 2 of this form</i>		
CHANGE TO FULL COURSE	<input type="checkbox"/>	CHANGE TO HALF COURSE	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION:		
OTHER	<input checked="" type="checkbox"/>	EXPLAIN: Change in 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

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		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)		HRM 721 and Introductory graduate statistics; or permission of the instructor.		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:	
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE CURRENT COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input type="checkbox"/>	600-LEVEL COURSE (Undergraduate course for graduate credit) <i>Please see #4 on page 2 of this form</i>		
CHANGE TO FULL COURSE	<input type="checkbox"/>	CHANGE TO HALF COURSE	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION:		
OTHER	<input checked="" type="checkbox"/>	EXPLAIN: Change in prerequisites		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar. This course about research synthesis will begin with a multidisciplinary historical perspective of scientific review methodology. Study designs considered will include diagnosis, prognosis, causation, program evaluation and treatment. Rigorous review methods will be highlighted, such as searching for potentially relevant articles, selecting primary articles using explicit, reproducible criteria, appraisal of study architecture, qualitative or quantitative data synthesis and interpretation. Old and new concepts and controversies in review methods will be highlighted. International initiatives such as the Cochrane Collaboration and Evidence-Based Practice Centres will be discussed, along with their relation to clinical decision-making, future research planning and public policy.				
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 will begin with a multidisciplinary historical perspective of scientific review methodology. Study designs considered will include diagnosis, prognosis, causation, program evaluation and treatment. Rigorous review methods will be highlighted, such as searching for potentially relevant articles, selecting primary articles using explicit, reproducible criteria, appraisal of study architecture, qualitative or quantitative data synthesis and interpretation. Old and new concepts and controversies in review methods will be highlighted. International initiatives such as the Cochrane Collaboration and Evidence-Based Practice Centres will be discussed, along with their relation to clinical decision-making, future research planning and public policy.				

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>Systematic reviews synthesize the results of multiple primary investigations using strategies that limit bias and random error; these strategies include a comprehensive search of all potentially relevant articles, and their selection using explicit, reproducible criteria. Primary research designs and study characteristics are appraised, data are synthesized, and the results are interpreted. Systematic reviews of previous research form the backbone of grant proposals and help to highlight what is known and yet to be discovered or clarified. Systematic reviews can help practitioners keep abreast of the medical literature by summarizing large bodies of evidence, and by helping to explain differences among several studies. Used increasingly to set clinical policy, systematic reviews may facilitate the link between best research evidence and optimal health care at the population level. Thus, this course will be of potential use and interest to many HRM students in several ways.</p>
<p>2. EXPECTED ENROLMENT:</p> <p>20-25 Students</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>Small group tutorials</p>
<p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>One final paper (100%)</p>
<p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>N/A</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>N/A</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Gordon Guyatt Email: guyatt@mcmaster.ca Extension: 22160</p>

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

SGS/December 2006



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING 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		HRM 790/Econ 770/Psychology 770: Advanced Analysis of Survey Data		
COURSE NUMBER	HRM790/E770	COURSE CREDIT		
		FULL COURSE (X)	HALF COURSE ()	QUARTER (MODULE) ()
INSTRUCTOR(S)		Michael Boyle, Kathy Georgiades, and Byron Spencer		
PREREQUISITE(S)		Permission of the instructor.		

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

NEW COURSE	DATE TO BE OFFERED: September 2007	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? YES IF YES, PROVIDE THE DATE: May 2006
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WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.

CHANGE IN COURSE TITLE	PROVIDE THE CURRENT COURSE TITLE:
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CHANGE IN COURSE DESCRIPTION	X	600-LEVEL COURSE (Undergraduate course for graduate credit) <i>Please see #4 on page 2 of this form</i>
CHANGE TO FULL COURSE	X	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 uses survey data collected by Statistics Canada and maintained in the Research Data Centre 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 Statistics Canada surveys. 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 a research report for submission to a peer-reviewed journal. (Students wishing to use other data bases available to them may do so with permission of the instructors.)

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. In addition, departmental insularities can prevent students from having interdisciplinary experiences.

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>This course is already being listed as Economics 770 and Psychology 770: Advanced Analysis of Survey Data. We would like to cross-list the course as HRM 790 in the graduate calendar.</p>
<p>2. EXPECTED ENROLMENT:</p> <p>8 students per session nominated by faculty members.</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>There will be small group tutorials, lectures and student presentations. Other seminar/tutorials will depend on student requests.</p>
<p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>(A) Six assignments, each one 5% of grade for a total of 30%: (1) student presentations of research questions and rationale; (2) two-page project description of research objectives/questions, background review, analytic approach and relevance/impact; (3) creation of a linked data file for analysis; (4) draft of the methods section of the paper (5) student presentations of preliminary results (6) draft of results and discussion sections of the the paper. (B) Formal class presentation of the study and results (10% of grade). (C) Scholarly paper suitable for peer-reviewed journal submission (60% of grade)</p>
<p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>No.</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>All departments support the course (i.e., Economics, Psychology and CE&B).</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Michael Boyle Email: boylem@mcmaster.ca Extension: 77365</p>

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

SGS/December 2006

Preamble:

Under new SGS regulations, there are no course requirements of PhD programs dictated by the University. Each program sets its own requirements for coursework.

The Medical Sciences program proposes to adopt the University regulations as follows:

For Information: Existing regulations:

Course Work

The current course work requirements, are as follows:

M.Sc.	1 full graduate course (must include at least one 700-level half course in Medical Sciences, but may include one 700-level half course in the Faculty of Science or the Faculty of Engineering)
Ph.D.	Equivalent of three half courses beyond the Master's level.
M.D./Ph.D	MD curriculum, electives and clerkship periods; Equivalent of three 700 level half courses beyond the Bachelor's level.

REQUIRED COURSE FOR ALL GRADUATE STUDENTS: All graduate students, including part-time students, must complete the course SGS 101 - Academic Research Integrity and Ethics. A graduate student may not obtain a graduate degree at McMaster without having passed this course.

The Associate Dean of Graduate Studies (Health Sciences) or the Supervisory Committee may recommend a more extensive course of study.

In addition to the above MSc course requirements, MSc students are required to complete and defend a research thesis as described below.

PhD candidates must successfully complete the equivalent of 3 700-level graduate half courses, comprehensive examination, and submission and defence of a research thesis (the research proposal should be completed as early as possible in the program).

Proposed new regulations:

Course Work

The current course work requirements, are as follows:

M.Sc.	1 full graduate course (must include at least one 700-level half course in Medical Sciences, but may include one 700-level half course in the Faculty of Science or the Faculty of Engineering)
Ph.D.	No course requirements *
M.D./Ph.D	MD curriculum, electives and clerkship periods; Equivalent of three 700 level half courses beyond the Bachelor's level.

REQUIRED COURSE FOR ALL GRADUATE STUDENTS: All graduate students, including part-time students, must complete the course SGS 101 - Academic Research Integrity and Ethics. A graduate student may not obtain a graduate degree at McMaster without having passed this course.

The Associate Dean of Graduate Studies (Health Sciences) or the Supervisory Committee may recommend a more extensive course of study.

In addition to the above MSc course requirements, MSc students are required to complete and defend a research thesis as described below.

PhD candidates must successfully complete the comprehensive examination, and submission and defence of a research thesis (the research proposal should be completed as early as possible in the program).

*** For PhD candidates that have transferred from the MSc program, students must also successfully complete the MSc course requirements beyond the Honours Bachelor's as indicated above: at least 1 full graduate course (must include at least one 700-level half course in Medical Sciences) beyond the Bachelor's.**

Calendar Copy - Nursing Graduate Program

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The Graduate Program in Nursing provides the opportunity for advanced education and research in Nursing. MSc, MN(PHCNP), and PhD degree programs are offered on a full-time basis. The M.Sc. program allows selected students to obtain the extra requirements for the neonatal critical care specialist certificate. The MN allows students to specialize as a Primary Health Care Nurse Practitioner. Our programs provide students with the opportunity to become clinical health science investigators in Nursing, contributing to the development of the theoretical basis of practice and to the development and evaluation of health care interventions and programs.

Students in the MSc and PhD programs can declare their intentions to focus within one of the following five fields. They are:

1. Health of Populations

Our research focuses on health outcomes, patterns of health determinants, policies and interventions. Examples of topics may include the impact of socio-economic status, the environment, culture, and gender on health and quality of life. Nursing studies examining the impact of globalization are also included.

2. Wellness and Healing across the Lifespan

Our research focuses on the study of interventions, relationships and interactions that foster a sense of belonging, well-being, and coherence. This field includes the study of traditional or alternative nursing modalities in periods of illness and crisis, and the role of spirituality in health.

3. Health Services & Policy

Health services research is a multidisciplinary field of inquiry, both basic and applied, that examines access to, and the use, costs, quality, delivery, organization, financing, and outcomes of health care services to produce new knowledge about the structure, processes, and effects of health services for individuals and populations. New knowledge in relation to nursing services is our focus.

Related to Health Services is Health Policy Research which addresses the history, structure, theory and process of health policymaking to plan, implement, and evaluate policies. Topics may include the economic, ethical, and social implications of policy decisions, and may develop or assess strategies to effectively advocate for policy change. Effective policies are essential to quality nursing services.

4. Nursing Leadership & Practice

Research in Leadership focuses on studying the identification and development of the skills and knowledge needed for leadership roles in nursing. Complementary to nursing leadership (and management) is research in Practice which involves the study of relationships among advanced nursing practice, theory, and scholarly inquiry. Research may also focus on the development and evaluation of practice specialties with specific populations or settings (e.g., nurse practitioner) and knowledge exchange.

5. Nursing Education

Our research focuses on the investigation of teaching-learning modalities (e.g., self-directed learning, technology) for enhancing nursing education as a practice discipline, the development of the knowledge base related to learning to nurse, and the evaluation of educational programs and strategies. Examples of topics may include inter-professional learning, program evaluation, critical thinking, and reflective practice.

For those students wishing to pursue a graduate level advanced nursing practice program, graduate diplomas are offered in the following fields of specialization: Advanced Neonatal Nursing, Health Services and Policy Research, and Primary Health Care Nurse Practitioner, details of which are set out under the Graduate Diploma Programs section at the back of this Calendar.

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C M.N. (Primary Health Care Nurse Practitioner) by Course Work

The MN (PHCRNP) is offered on a full-time basis. The admission requirements for the MN Program are the same as for the MSc in Nursing: a baccalaureate degree in nursing with a minimum of a B+ average over the final 60 units from an undergraduate nursing program, or its equivalent. Applicants who are graduates of a baccalaureate nursing degree program for registered nurses and who have between 50 and 59 units of university study will be considered on a case-by-case basis. PHCNP applicants must also have had two years of full-time nursing practice within the past five years. Applicants who do not meet the minimum requirements for graduate study will not have the PHCNP portion of the application reviewed. Applicants who do not meet the minimum requirements for the PHCNP Program may have the opportunity to be offered full-time admission to the MSc in Nursing graduate program.

The MN program (for those with a BScN) is designed so that students complete the three core graduate courses (RS 705*, 708*, 710*), write the 15 page scholarly paper, and complete the seven courses offered through the NP Consortium (NUR 761-767). Since the seven PHCNP courses are offered every year, they can be completed in 12 months of full-time study. The MN program typically requires 3 years to complete. Once the PHCNP courses have been completed successfully, students are eligible to write their RN (Extended Class) exams. Each MN student will have a Faculty Advisor assigned by the Coordinator. Note: Students wishing to pursue the PHCNP courses only on a part-time basis should consult the Diploma Programs section at the back of this Calendar.

Additional Faculty members:

Assistant Professors

Christine Patterson, N.P., B.Sc.N. (McMaster), M.Sc. (UWO)
Eric Staples, B. A.(Nursing) (Ryerson), M.Sc. (D'Youville), DNP (Case Western Reserve)
Patricia Caldwell, B.Sc.N. (McMaster), M.Sc. (Guelph), Ph.D. (McMaster)

Remove the following who have retired and asked that their names be removed

Boscoe Paes
Karyn Kaufman

Add to Diploma section, page 194

12. Diploma Programs

PRIMARY HEALTH CARE NURSE PRACTITIONER

The admission requirements for the Graduate Diploma as a Primary Health Care Nurse Practitioner are a completed Master's degree with a minimum B+ average and at least two years in clinical practice out of the past five years. Those with a completed Master's degree in Nursing may enter the PHCNP Consortium course phase and be granted a Graduate Diploma upon completion of the seven NP courses. Since the PHCNP courses are offered every year, students can expect to complete the courses within 12 months of full-time study. Part-time students have 2 years to complete the PHCNP courses. Once the PHCNP courses have been completed

successfully, students are eligible to write their RN (Extended Class) exams. For more information about the PHCNP courses, see <http://np-education.ca>.

Enquiries: 905 525-9140 ext. 22099
Fax: 905-546-1129
E-mail: gcira@np-education.ca
Website: <http://www.fhs.mcmaster.ca/grad>

OR
Eric Staples (NP Faculty Liaison)
905-525-9140 ext 22099
Email: estap@np-education.ca



SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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		Scholarly Paper (Course based Master's option)		
COURSE NUMBER	NA	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE ()	QUARTER (MODULE) ()
INSTRUCTOR(S)		Advisor		
PREREQUISITE(S)		Completion of 7 required courses		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED: NA	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:	
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE CURRENT COURSE TITLE: NA		
CHANGE IN COURSE DESCRIPTION	<input type="checkbox"/>	600-LEVEL COURSE (Undergraduate course for graduate credit) <i>Please see #4 on page 2 of this form</i>		
CHANGE TO FULL COURSE	<input type="checkbox"/>	CHANGE TO HALF COURSE	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION: NA		
OTHER	<input checked="" type="checkbox"/>	EXPLAIN: Clarification of process to follow in reaching a decision on pass or fail judgement for original paper assessment and re-read of paper in the event of a failure.		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar. NA				
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used. NA				

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>NA</p>
<p>2. EXPECTED ENROLMENT:</p> <p>NA</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>NA</p>
<p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>Amendment to Current Guide to Graduate Studies 6.3.8The examiners will review the paper independently, using the evaluation criteria. The evaluation results in either a pass or fail. There must be a unanimous judgment of "pass" in order to receive a "pass" on the paper. Each examiner will receive copies of both evaluations for their review.</p> <p>6.3.9 "...by the Chair of the Nursing Curriculum Committee. The examiners will read the revised paper, and a unanimous judgement of "pass" must be made in order to achieve a "pass". Feedback will be given to the student within one week.</p>
<p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>NA</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>NA</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Margaret Black Email: blackm@mcmaster.ca Extension: 22259</p>

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

SGS/December 2006



SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM		Occupational Therapy		
COURSE TITLE		Wellness, Health and Occupation/Inquiry and Integration		
COURSE NUMBER	617	COURSE CREDIT		
		FULL COURSE (x)	HALF COURSE ()	QUARTER (MODULE) ()
INSTRUCTOR(S)		Mary Law and Sue Baptiste		
PREREQUISITE(S)		none		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:	
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE CURRENT COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input checked="" type="checkbox"/>	600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		
CHANGE TO FULL COURSE	<input type="checkbox"/>	CHANGE TO HALF COURSE	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION:		
OTHER	<input type="checkbox"/>	EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.				
This problem based learning and Inquiry course provides students with the opportunity to understand the concepts of wellness, health and occupation, and to become aware of issues which are influencing the direction in which health care is changing. By exploring global health concepts and issues specific to health professions, students will begin to build a sound basis and context which will help develop a professional understanding and awareness relative to occupational therapy. To facilitate evidence-based discussion of these concepts and issues, the process of critical appraisal will be employed throughout.				
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				

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>No change</p>
<p>2. EXPECTED ENROLMENT:</p> <p>60</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>no change</p>
<p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>see attached - changes from previous course submission are described below: (Scholarly paper is the same, worth 25%) Group Seminar Presentations are now only 10% for group presentation and 20% for individual self-assessment and reflection; Disability Perspectives Paper takes the place of the Critical Appraisal Assignment (which has moved to the Term 1 PREP Course) - this is worth 15%; New "Concept Application Exam" takes the place of tutorial performance mark, and is worth 30%</p> <p>Tutorial performance in PBT is now pass/fail only.</p>
<p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>n/a</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>n/a</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Mary Law Email: lawm@mcmaster.ca Extension: 27837</p>

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

SGS/November 2005



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		Person, Environment, Occupation: Inquiry and Integration		
COURSE NUMBER	627	COURSE CREDIT		
		FULL COURSE (x)	HALF COURSE ()	QUARTER (MODULE) ()
INSTRUCTOR(S)		Bonny Jung, Penny Salvatori		
PREREQUISITE(S)		Successful completion of CHS-OT617 and CHS-OT 618		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:	
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE CURRENT COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input checked="" type="checkbox"/>	600-LEVEL COURSE (Undergraduate course for graduate credit) <i>Please see #4 on page 2 of this form</i>		
CHANGE TO FULL COURSE	<input type="checkbox"/>	CHANGE TO HALF COURSE	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION:		
OTHER	<input type="checkbox"/>	EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar. This Problem Based Learning and Inquiry course will provide students with opportunities to integrate new and existing knowledge of person, environment and occupation through the exploration of problem scenarios developed from real world situations and experiences. Areas of focus include: theoretical underpinnings of practice, ethics, spirituality, development and determinants of occupation.				
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 in topics Textbooks currently used are: McColl, M. Doubt, L., Krupa, T., Law, M. Pollock, N., & Stewart, D. Theoretical basis of occupational therapy (2 nd ed.) Thorofare, NJ, Slack Inc. and Salvatori, P., Jung B., Missisuna C., Law, M., & Wilkins, S., (2006) McMaster Lens for Occupational Therapists. Hamilton, ON: McMaster University, School of Rehabilitation Science				

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>No change.</p>
<p>2. EXPECTED ENROLMENT:</p> <p>approximately 60</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>The course will utilize a) a large group, seminar/plenary format in which guest experts/resource people will focus discussion through an introductory keynote, providing learners with the opportunity to engage in an interactive format for the latter half of each session: b) a small group problem-based format in which topics pertinent to the study and understanding of person-environment-occupation interactions will be explored through problem scenarios. Students will prepare for their tutorial experiences by applying the PBL model of: issue definition, learning plan definition, information searching, knowledge presentation and discussion and synthesis.</p>
<p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>Evaluation will be based on an in-course assignment (scholarly paper) (35%); seminar group presentation (20%); + reflective paper (10%) written clinical reasoning exam (35%); tutorial performance is pass/fail.</p>
<p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>No overlap</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>This course will not be cross-listed</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Bonny Jung Email: jungb@mcmaster.ca Extension: 27807</p>

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

SGS/November 2005



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		Disability, Development and Occupation: Inquiry and Integration		
COURSE NUMBER	637	COURSE CREDIT		
		FULL COURSE (x)	HALF COURSE ()	QUARTER (MODULE) ()
INSTRUCTOR(S)		Mary Tremblay /Mary Forhan		
PREREQUISITE(S)				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:	
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE CURRENT COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input checked="" type="checkbox"/>	600-LEVEL COURSE (Undergraduate course for graduate credit) <i>Please see #4 on page 2 of this form</i>		
CHANGE TO FULL COURSE	<input type="checkbox"/>	CHANGE TO HALF COURSE	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION:		
OTHER	<input type="checkbox"/>	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 opportunities to develop an understanding of models for understanding disability, development and occupation through large group discussion and exploration of learning issues developed from problem scenarios. The course will focus on disability theory, models of occupation, and developmental theories.				
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used. Problem based tutorials are designed for small groups and individuals to identify knowledge strengths and needs and to examine issues within the context of problems typical of professional practice in the area of disability throughout the life stages. The large group sessions will focus on the experience of living with a disability in Canadian society including areas such as disability policy, employment and leisure, environmental design and the practice of occupational therapy throughout the life stages.				

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>No change</p>
<p>2. EXPECTED ENROLMENT:</p> <p>60</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>No change, course incorporates large group sessions and small group tutorials</p>
<p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>Book Review paper 20% Relational paper 30% Scholarly paper Understanding Disability 50% Tutorial Evaluation is now Satisfactory/Unsatisfactory</p>
<p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>N/A</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>N/A</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Mary Tremblay Email: tremblay@mcmaster.ca Extension: 27822</p>

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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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	Wellness, Health and Occupation: Professional Roles and Experiential Practicum		
COURSE NUMBER	618	COURSE CREDIT	
		FULL COURSE (x)	HALF COURSE ()
INSTRUCTOR(S)	Debra Stewart, Lori Letts, Mary Edwards		
PREREQUISITE(S)	0		

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

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

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.
 This Term 1 course will focus on developing foundational skills in communication, interviewing, identifying and analysing occupational performance issues, and critical thinking. The course will explore occupation in depth and begin application of the Occupational Performance Process Model, in preparation for 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.
 Module 1 - Introduction to Occupation
 Module 2 - Communication Skills and Interviewing
 Module 3 - Occupational Performance Analysis
 Module 4 - Clinical Reasoning and Critical Thinking

Primary Textbooks for Term 1: CAOT (2002) Enabling Occupation. An occupational therapy perspective; Christiansen & Baum (2004) Occupational Therapy: Performance, participation and well-being; Crepeau, Cohn & Schell (2003) Willard & Spackman's Occupational Therapy, 10th ed.

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>No change- First PREP Course in the program.</p>
<p>2. EXPECTED ENROLMENT:</p> <p>60</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>no change - large and small group sessions</p>
<p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>see attached - the significant changes from the last course form are described below: Self-assessment of interview is now worth 15%; Occupational Performance Analysis is no longer a group presentation but an individual paper (worth 25%); Individual paper submission is now a critical appraisal (worth 25%); Practical exam is the same format, but worth 35%; Practicum is now pass/fail.</p>
<p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>n/a</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>n/a</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Debra Stewart Email: stewartd@mcmaster.ca Extension: 27803</p>

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

SGS/November 2005



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		Person, Environment & Occupation/Professional Roles & Experiential Practicum		
COURSE NUMBER	628	COURSE CREDIT		
		FULL COURSE (X)	HALF COURSE ()	QUARTER (MODULE) ()
INSTRUCTOR(S)		Jackie Bosch/Brenda Vrkljan/Mary Edwards		
PREREQUISITE(S)				

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

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

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

The course is designed to provide students with knowledge and skill in assessment and developing intervention strategies for individuals within the environments in which they are working, playing or living and for the occupations in which they engage in the context of their daily lives. The course stems from the Person Environment Occupation model as well as the Canadian Model of Occupational Performance

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

The course is organized using scenarios throughout the term to illustrate the use of a number of occupational therapy assessment and interventions in the areas of:

- Activities of Daily Living
- Work
- Instrumental Activities of Daily Living

As well assessment skills that were developed in Term 1 are further expanded to address challenging interviewing situations and understanding how to assess affect.

Primary textbooks include: Willard & Spackman's Occupational Therapy (10th ed); Trombly & Radomski (2002) Occupational Therapy for Physical Dysfunction; Law, Baum, Cunn (2005), Measuring occupational performance: Supporting best practice in Occupational Therapy; Note that the first two texts are core texts from Term 1 in the occupational therapy program.

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>No change.</p>
<p>2. EXPECTED ENROLMENT:</p> <p>60</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>No change; the course incorporates large and small group learning as well as practicum learning in clinical settings.</p>
<p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>See attached for detailed information. The course includes three evaluation components:</p> <ol style="list-style-type: none"> 1. Evidence-based appraisal (35%) 2. Work Evaluation (25%) 3. Modified Essay Question (MEQ) Examination (40%) <p>Practicum is evaluated as Satisfactor/Unsatisfactory.</p>
<p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>N/A</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>N/A</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Jackie Bosch Email: boschj@mcmaster.ca Extension: 27542</p>

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

SGS/November 2005



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		Disability Development and Occupation/Professional Roles and Experiential Practicum		
COURSE NUMBER	638	COURSE CREDIT		
		FULL COURSE (X)	HALF COURSE ()	QUARTER (MODULE) ()
INSTRUCTOR(S)		Lori Letts/Jackie Bosch/Mary Edwards		
PREREQUISITE(S)				

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

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

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

This Term 3 course builds on applying the occupational performance process model in a number of clinical scenarios. Course content will move into consideration and understanding of multi-system problems, and clinical problems which illustrate complexity and chronicity. Students will be expected to apply principles of evidence-based practice, critical thinking and clinical reasoning. Areas of focus include: working with children through play and in school settings, home and community practice, group interventions, psychosocial interventions, neurology, and using technology. The course also includes a practicum within a practice setting.

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

The course is organized using five scenarios throughout the term to illustrate the use of a number of occupational therapy assessments and interventions. Each scenario uses a client scenario and a specific diagnosis to encourage students to consider the application of principles to practice. Other clinical scenarios are woven into each of the classroom sessions.

Scenario 1 - paediatrics (play assessment and intervention; school based)

Scenario 2 - dementia (leisure, home and community practice)

Scenario 4 - schizophrenia (psychosocial rehabilitation, life skills, occupational therapy groups)

Scenario 5 - stroke (neurological assessment and intervention; seating, mobility, transfers; assistive technology)

Primary textbooks include: CAOT (2002) Enabling Occupation; Crepeau, Cohn & Schell (2003), Willard & Spackman's Occupational Therapy (10th ed); Trombly & Radomski (2002) Occupational Therapy for Physical Dysfunction; Case-Smith (2004), Occupational Therapy for children; Cara & MacRae (2005) Psychosocial occupational Therapy: A clinical practice (2nd ed). Note that students have typically purchased these texts for previous terms in the occupational therapy program.

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>No change.</p>
<p>2. EXPECTED ENROLMENT:</p> <p>60</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>No change; the course incorporates large and small group learning as well as practicum learning in clinical settings.</p>
<p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>See attached for detailed information. The course includes three evaluation components:</p> <ol style="list-style-type: none"> 1. Evidence-based appraisal (35%) 2. Planning and Running Groups (25%) 3. Client Assessment and Documentation Examination (40%) <p>Practicum is evaluated as Satisfactor/Unsatisfactory.</p>
<p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>N/A</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>N/A</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Lori Letts Email: lettsl@mcmaster.ca Extension: 27816</p>

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

SGS/November 2005



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		Physiotherapy Program		
COURSE TITLE		Fundamentals of Physiotherapy Practice/Problem-based 1		
COURSE NUMBER	611	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE ()	QUARTER (MODULE) ()
INSTRUCTOR(S)		Patty Solomon		
PREREQUISITE(S)				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:	
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE CURRENT COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input checked="" type="checkbox"/>	600-LEVEL COURSE (Undergraduate course for graduate credit) <i>Please see #4 on page 2 of this form</i>		
CHANGE TO FULL COURSE	<input type="checkbox"/>	CHANGE TO HALF COURSE	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION:		
OTHER	<input type="checkbox"/>	EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.				
<p>PHYSIOTH 611 Old Description: Fundamentals of Physiotherapy Practice/Problem-based 1: This unit will introduce students to assessment, treatment and prevention of movement disorders of the upper extremity and cervical spine. There will be an introduction to the assessment of the cardiorespiratory and neurological systems. Psychosocial, cultural and ethical influences on physiotherapy assessment and treatment will be addressed.</p> <p>PHYSIOTH 611 New Description: Fundamentals of Physiotherapy Practice/Problem-based 1: This unit will introduce students to assessment, treatment and prevention of movement disorders of the upper and lower extremities. There will be an introduction to the assessment of the cardiorespiratory and neurological systems. Psychosocial, cultural and ethical influences on physiotherapy assessment and treatment will be addressed.</p>				
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: approximately 60
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: Patty Solomon Email: solomon@mcmaster.ca Extension: 27820

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



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		Physiotherapy Program		
COURSE TITLE		Fundamentals of Physiotherapy Practice/Problem-based 1 -Clinical Laboratory 1		
COURSE NUMBER	612	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE ()	QUARTER (MODULE) ()
INSTRUCTOR(S)		Patty Solomon		
PREREQUISITE(S)				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:	
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE CURRENT COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input checked="" type="checkbox"/>	600-LEVEL COURSE (Undergraduate course for graduate credit) <i>Please see #4 on page 2 of this form</i>		
CHANGE TO FULL COURSE	<input type="checkbox"/>	CHANGE TO HALF COURSE	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION:		
OTHER	<input type="checkbox"/>	EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.				
<p>PHYSIOTH 612 Old Description: Fundamentals of Physiotherapy Practice/Clinical Laboratory 1: This Unit 1 clinical skills course focuses on the clinical assessment, diagnosis and treatment of upper extremity and cervical spine problems. The labs integrate relevant human biology, biomechanics, clinical skills and measurement concepts.</p> <p>PHYSIOTH 612 New Description: Fundamentals of Physiotherapy Practice/Clinical Laboratory 1: This Unit 1 clinical skills course focuses on the clinical assessment, diagnosis and treatment of upper and lower extremities. The labs integrate relevant human biology, biomechanics, clinical skills and measurement concepts.</p>				
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: approximately 60
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: Patty Solomon Email: solomon@mcmaster.ca Extension: 27820

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



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		
COURSE TITLE		Fundamentals of Physiotherapy Practice/Problem-based 11		
COURSE NUMBER	621	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (X)	QUARTER (MODULE) ()
INSTRUCTOR(S)		Paul Stratford		
PREREQUISITE(S)				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:	
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE CURRENT COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input checked="" type="checkbox"/>	600-LEVEL COURSE (Undergraduate course for graduate credit) <i>Please see #4 on page 2 of this form</i>		
CHANGE TO FULL COURSE	<input type="checkbox"/>	CHANGE TO HALF COURSE	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION:		
OTHER	<input type="checkbox"/>	EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.				
<p>PHYSIOTH 621 Old Description: This unit 11 course will provide an overview of pshysiotherapy assessment and management of common, musculoskeletal disorders of the lower extremities and the lumbar spine. Epidemiological and clinical measurement concepts will be introduced.</p> <p>PHYSIOTH 621 New Description: This unit 11 course will provide an overview of pshysiotherapy assessment and management of common, musculoskeletal disorders of the spine. Epidemiological and clinical measurement concepts will be introduced.</p>				
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.				

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>This is a required course for students who are enrolled in the MSc (PT) Programme.</p>
<p>2. EXPECTED ENROLMENT:</p> <p>approximately 60</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p>
<p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p>
<p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Email: Extension:</p>

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

SGS/November 2005



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		
COURSE TITLE		Fundamentals of Musculoskeletal Practice /Clinical Laboratory 11		
COURSE NUMBER	622	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (X)	QUARTER (MODULE) ()
INSTRUCTOR(S)		Greg Spadoni		
PREREQUISITE(S)				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:	
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE CURRENT COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input checked="" type="checkbox"/>	600-LEVEL COURSE (Undergraduate course for graduate credit) <i>Please see #4 on page 2 of this form</i>		
CHANGE TO FULL COURSE	<input type="checkbox"/>	CHANGE TO HALF COURSE	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION:		
OTHER	<input type="checkbox"/>	EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar. PHYSIOTH 622 Old Description: This unit 11 clinical skills course focuses on the clinical assessment, diagnosis and treatment of the lower extremity and lumbar spine. The labs integrate relevant human biology, biomechanics, clinical skills and measurement concepts course. PHYSIOTH 622 New Description: This unit 11 clinical skills course focuses on the clinical assessment, diagnosis and treatment of the spine. The labs integrate relevant human biology, biomechanics, clinical skills and measurement concepts course.				
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.				

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>This is a required course for students who are enrolled in the MSc (PT) Programme.</p>
<p>2. EXPECTED ENROLMENT:</p> <p>approximately 60</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p>
<p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p>
<p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Email: Extension:</p>

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

SGS/November 2005

PLEASE NOTE:

1. All sections of this form **must** be completed. This form should be **signed** by the department chair or graduate advisor.
2. A *Recommendation for Change in Graduate Curriculum* form must be completed for **all** course changes.
3. A departmental representative will be required to attend the Faculty Curriculum & Policy Committee at which this recommendation for change in graduate curriculum is to be discussed.

Department	School of Rehabilitation Science				
Course Title	Knowledge Exchange and Translation				
Course Number	RS 725*	COURSE CREDIT			
		Full Course	<input type="checkbox"/>	Half Course	<input checked="" type="checkbox"/> X
Instructor(s)	Joy MacDermid, Maureen Dobbins, Ann MacKibbon, Mary Law and others				
Prerequisite(s)	Admission to a Faculty of Health Science Graduate Program; McMaster or UBC, or permission of the instructor				

NATURE OF RECOMMENDATION (please check appropriate box)

New Course	Date the new course is to be offered: <u>May 2007</u>
	Was the new course offered on Dean's approval? <input type="checkbox"/> Date: _____

CONTENT/RATIONALE (Give a brief description, i.e. outline the topics or major sub-topics, and indicate the principal texts to be used. In the Faculty of Science, please indicate whether the course is an Inquiry course.)

Knowledge exchange and translation (KET) is a relatively new concept in health care. This emerging discipline is focused on how new knowledge is used by stakeholders to affect positive change in health. This course is designed for graduate students in health sciences who want to acquire the knowledge and skills to develop and evaluate KET interventions; interpret and critically appraise KET studies or conduct KET research. This course will review the constructs and conceptual frameworks that underlie KET and unique challenges to conducting KET research. In addition, students will critically appraise research evidence on the effectiveness of different KET strategies that can be used to modify behaviour of three primary target audiences (patients/public, policy makers, clinicians). In conjunction, students will be exposed to the basic principles of developing these KET interventions.

This course will be conducted in five thematic modules. An introductory module will focus on the basic principles and conceptual frameworks using KET, as well as unique barriers to conducting KET research. Three modules will focus on interventions and the quality of evidence for KET as it applies to three primary target audiences (patients/public, policy makers, and clinicians). Cross-cutting themes will be: defining KET issues, assessing environments, engaging stakeholders, KET strategies and measurement/evaluation. Students will develop a proposal for KET research or develop and pilot a KET intervention strategy in an area related to their clinical or research endeavours.

Upon completion of this course, students will be able to:

1. Explain conceptual frameworks underlying KET
2. Identify barriers and unique challenges to conducting KET research in complex environments
3. Describe the more common KET interventions and the level of evidence supporting their efficacy
4. Describe issues in development, implementation and evaluation of the impact of KET interventions.
5. Critically appraise clinical practice guidelines and KET research

- No texts are available; publications will be used as reference material

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

This modular course will present students with an introduction to basic principles, conceptual frameworks, research design, and interventions used in knowledge exchange and translation. Faculty with specific expertise in knowledge exchange and translation for different target audiences (patients/public, policy makers, clinicians) will facilitate modules that address theoretical and practical issues around using developed knowledge to improve health or health care systems. Students will present their research protocol or KET project in the final module.

Change in Course Description	Change to Full Course	Change to Half Course
Change to Quarter Course	600-Level Course (Undergraduate course for graduate credit) *see #4 page 2	

Change in Course Title **Old Course Title:** (If the course is being renamed, provide the old title)

Course Cancellation (Provide the reason for course cancellation)

Other (explanation) New course – this course will be a requirement for PhD trainees in the Quality of Life Program – a CIHR (Institute of Musculoskeletal Health and Arthritis: IMHA) Strategic Training Program in Rehabilitation Research (STPRR) designed to increase research capacity in rehabilitation research focused on enhancing quality of life. This program is collaboration between: CIHR (IMHA) and the Rehabilitation Science Programs at McMaster University and the University of British Columbia (UBC).

1. Statement of Purpose (How does the course fit into the department's program?):

There is currently no course on this topic. KET is a specific area of expertise within the Faculty of Health Sciences and a research focus for The School of Rehabilitation Science. KET is one of the core competencies identified in the CIHR Strategic Training Program in Rehabilitation Research (STPRR)* and this will be a required course for those students.

* The STPRR is being offered through a partnership between McMaster University and the University of British Columbia with sponsorship from the CIHR Institute of Musculoskeletal Health and Arthritis.

2. Expected Enrolment:

10-15 students (across the Faculty of Health Sciences)

3. Method of Presentation of Course Material:

This course is designed to be delivered in five modules, conducted over an eight week interval. The modular format fits the particular needs of this course to address both critical appraisal and practical skill development with respect to KET interventions. Each module will consist of two sessions conducted within one week for a total of eight hours, using a workshop type format (Weeks 1-4). Weeks 5-7 will consist of independent work (mentor assigned) on projects. The final module (Week 8) will consist of a research day in KET, where students and faculty will present KET projects.

4. Method of Evaluation: (Indicate the Extra Work to be required of graduate students in a 600-level course, i.e. exams, essays, etc.)

Evaluation will be based on:

Assignments (one per module) – 50% (12.5% for each of 4 modules)

- Assignment 1 (Models). Students describes a KET problem in their field and discuss how a conceptual would be applied to this situation.
- Assignment 2: (Clinicians): Find and critically appraise a Clinical Practice Guidelines using the AGREE and discuss the KET approach.
- Assignment 3 (Policy)- Interview a policy-maker to determine their perspective on a KET problem. Discuss the KET implications.
- Assignment 4 (Patients/Public)- Find and critically appraise a web-based information source.

Research proposal/ KET project – 40%

Final Presentation 10%

5. To prevent overlap, is a course in the same or a related area being given in another department? If so, please attach to this form any relevant correspondence with the other department(s).

No. We are developing this course collaboratively to incorporate multidisciplinary.

6. If the proposed course is to be cross-listed in another department, please attach to this form relevant correspondence with the department.

7. If the course is intended primarily for students outside your department, do you have the support of the department/program concerned?

If the School of Graduate Studies has any questions regarding this change, who should be contacted?

Name: Mary Law

Email: lawm@mcmaster.ca

Ext. 27837

Department Chair or
Graduate Advisor (Signature)

Date:

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

Knowledge Exchange and Translation Course

Course Objectives

1. Explain conceptual frameworks underlying knowledge exchange and translation (KET).
2. Identify barriers and unique challenges to conducting KET research in complex environments.
3. Describe the more common KET interventions and the level of evidence supporting their efficacy.
4. Describe issues in development, implementation and evaluation of the impact of KET interventions.
5. Critically appraise clinical practice guidelines and KET research.

The introductory module will cover foundational knowledge that is relevant across the remaining modules. The three additional modules will focus on patients/public, policy-makers, and clinicians. Each module will contain elements that focus on the evidence supporting the various interventions within that section (and some element of critical appraisal); as well as a practical component where students will learn and apply a specific KET skill. During the course students will learn how to develop and execute specific KET strategies. Each module leader will use his/her expertise and connections to bring relevant content and experiences into the module.

We will link the theoretical components of knowledge exchange and translation, with research design issues in evaluating knowledge exchange and translation strategies, as well as the practical elements of how to execute specific interventions. To this end, we considered that the four modules might be conducted more effectively in an intensive “workshop” style format.

Course evaluation

Module assignments (4) worth 12.5 % each for a total of 50%

Assignments would consist of in-class and independent activity related to content of module.

Assignment 1 (Models). Students describe a KET problem in their field and discuss how a conceptual model would be applied to this situation.

- 4-5 Page Written Assignment
- Description of problem
- Theoretical model that best applies to this situation
- How the model might be used to better understand the problem OR choose a KET solution
- Marking scheme for written assignment will be used to evaluate

Assignment 2: (Clinicians): Find and critically appraise a Clinical Practice Guideline (CPG) using the AGREE and discuss the KET approach within and external to the guideline

- Students will find a CPG in their area and critically appraise it using the AGREE and write 1 paragraph summarizing the results obtained
- AND write a synopsis of the how KET has been considered by the guideline development committee when developing this CPG and what additional efforts are required (1-2 pages)
- Marking scheme for written assignment will be used to evaluate

Assignment 3 (Policy-makers): Interview a policy-maker to determine his/her perspective on a KET problem. Discuss the KET implications.

- 3 Page Written Assignment
- Students will interview a policy-maker (decision-maker)
- AND write a synopsis of the implications for KET in this area
- Marking scheme for written assignment will be used to evaluate

Assignment 4 ((Patients/Public)- Find and critically appraise a web-based information source

- 3 Page Written Assignment
- Students will select a web-based information source and critically appraise it using a web-site critical appraisal form
- AND Write a synopsis of the information quality (3 Pages) and how it complies or violates basic principles of KET
- Marking scheme for written assignment will be used to evaluate

Final project worth 40%

This would consist of either

1. a mentored KET project selected from a list of potential KET projects listed by faculty or community partner (with a faculty member as advisor) or
2. a research proposal to evaluate a KET intervention (also requires a faculty mentor)

Option #1. Research Proposal- Students will write a 7-8 page research proposal for a research project designed to evaluate KET interventions.

Format: Students may request to use the funding agency format of their choice if they wish to submit their proposal to a specific funder. Otherwise the research proposal should be formatted in the following way.

Description of the problem and state of knowledge

Study Objectives

Stakeholder Involvement:

KET Methods

Research Study Methods

Post-Study Implementation Plan

Option #2 KET Intervention Plan– Students will write a KET proposal to describe how they would implement a KET intervention to address a specific health care problem. The following format will be used.

Description of the problem and state of knowledge

Environmental Assessment

KET Objectives

Rationale for KET approach

Stakeholder Involvement:

KET Methods

Evaluation of Impact (Pilot results or Stakeholder evaluation of plan):

Implementation Plan

Final Presentation 10%- Final Presentation

- In final week of course

- Will be evaluated using Course Presentation evaluation

Course structure: This course is designed to be delivered in five modules, conducted over an eight week interval. The modular format fits the particular needs of this course to address both critical appraisal and practical skill development with respect to KET interventions. Each module will consist of two sessions conducted within one week for a total of eight hours, using a workshop type format (Weeks 1-4). Weeks 5-7 will consist of independent work (mentor assigned) on projects. The final module (Week 8) will consist of a research day in KET, where students and faculty will present KET projects.

Module #1:

Objectives

1. to explain the terminology and definitions used in the field of knowledge exchange and transfer
2. to contrast and compare models that underpin knowledge exchange and transfer
3. to contrast and compare basic approaches to the implementation of new knowledge
4. to identify the unique elements of research design and potential barriers to conducting knowledge translation research

Concepts:

1. Definitions of KT
2. Relevant Models will be explored, such as:
 - a. Diffusion of innovations decision (Roger's organization)
 - b. Transtheoretical Model of Behavior Change (Prochaska)
 - c. Aizen & Fishbein – Attitude Knowledge Behaviour Intention
 - d. Self-determined Learning Change
 - e. CIHR KT Model
 - f. CHEO's Center of Excellence Model
 - g. CHSRF Model
 - h. John Lavis' information – keeping current on KET
3. Challenges in KET research: importance of theory, difficulty in evaluating change in reasoning or complex behaviors, difficulties in conducting research within complex environments, the role of mixed methods designs.

We will use the recent bulletin of the World Health Organization which provides a conceptual framework for knowledge translation called the knowledge value chain¹ and Carol Estabrooks recently published a guide to knowledge translation theory which overviews many of the models².

A basic overview of the types of interventions that are considered knowledge exchange and transfer may be included in the introductory session, but these will be explored in more detail within each of the following modules where they are most relevant. For example, clinical practice guidelines are more suitable to one module (clinicians) than the others.

Module 2. Knowledge exchange and transfer to modify clinical practices

Objectives

1. To identify barriers to changing clinician behavior or clinic practices
2. To identify common knowledge translation strategies that can be used to modify clinical behavior
3. to identify evidence supporting available strategies for changing clinician behavior
4. to define the process used to develop clinical practice guidelines
5. be able to critically appraise clinical practice guidelines using the AGREE instrument
6. be able to define a process to develop a knowledge translation interventions specifically designed to change clinician behavior

Module 3. Knowledge exchange and transfer to modify Policy

Objectives

1. To identify barriers to changing policy
2. to identify common knowledge translation strategies that can be used enact change in the policy level
3. to identify evidence supporting available strategies for changing policy
4. to define theoretical underpinnings of the social interactions required to effect political change
5. To define the process used to develop a policy statement???
6. be able to define a process to develop a knowledge translation interventions specifically designed to change healthcare policy

Module 4. Knowledge exchange and transfer to modify patient/consumer behavior

Objectives

1. To identify barriers to changing patient behavior
2. to identify common knowledge translation strategies that can be used to modify patient behavior
3. to identify evidence supporting available strategies for changing patient behavior at an individual level and at a public health level
4. to define the process used to develop resources that are meaningful, useful, understandable and motivating for patients/public
5. to identify processes for monitoring the changing knowledge, intent and behavior that occurs when motivating patient/population change

Module 5 (Week 8)

Objectives:

1. To share the application/synthesis of course knowledge across different health care problems
2. To gain experience in presentation within a scientific community
3. To apply principles of KET to creating a clear, effective presentation

Deliverable in Week 8

1. KET presentation day (student and faculty presentations)
2. Projects due

References

Relevant systematic reviews^{3;4;4;5}. Separate reviews have addressed printed education materials, educational outreach visits, local opinion leaders and continuing education workshops/meetings^{3;4;6-9}

Others^{1;2;10-24}

Reference List

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4. Thomson O'Brien MA, Freemantle N, Oxman AD, Wolf F, Davis DA, Herrin J. Continuing education meetings and workshops: effects on professional practice and health care outcomes. *Cochrane.Database.Syst.Rev.* 2001;CD003030.
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17. Norman CD, Huerta T. Knowledge transfer & exchange through social networks: building foundations for a community of practice within tobacco control. *Implement.Sci.* 2006;1:20.
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References that provide an overview or discussion of theory

Grol, R. (1997). Personal paper: Beliefs and evidence in changing clinical practice. *British Medical Journal*, 315, 418-421.

Sanson-Fisher, R. W., Grimshaw, J. M., & Eccles, M. P. (2004). The science of changing providers behaviour: The missing link in evidence-based practice. *Medical Journal of Australia*, 180, 5, 205-206.

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<http://biomedcentral.com/1472-6963/3/22>

Website for Ajzen's work - Theory of Planned Behaviour

<http://www.people.umass.edu/aizen/>

REHABILITATION SCIENCE MASTERS

Proposal for Full-time One Year Masters:

The School of Rehabilitation Science is seeking university approval to mount a one year fulltime, course-based Masters degree within our current Rehabilitation Science (RS) program. The requirements will be the same as the current, approved part-time course based program.

This course based Master's program in Rehabilitation Science has been designed primarily for occupational therapists and physical therapists with a baccalaureate degree (4-year degree or equivalent), who have already established their eligibility to practice in their discipline but want advanced knowledge and an opportunity to upgrade their qualifications.

The complexity of the contemporary health care environment and the new demands made upon clinicians has made it necessary for practitioners to acquire additional knowledge and skills, such as those needed in evidence-based practice, that have evolved since they graduated from their baccalaureate programs. These skills are not the “hands-on” type skills learned best in the workplace but the skills of critical appraisal and synthesis of information acquired through academic learning that can then be integrated into practice.

The proposed fulltime option would include online and on campus courses as well as advanced rehabilitation practice courses. The program will meet the needs of rehabilitation practitioners who wish to upgrade their education in a shorter period of time and gain increased knowledge in a specific clinical area of practice.

One Year Full-time RS Masters Curriculum

The curriculum for the program includes online and on campus courses already approved and available along with new advanced practice courses. Program requirements will include:

- 5 online or on campus courses: selection of courses will depend on student learning needs and recommendations of faculty involved in advanced practice courses
- 2 electives: advanced rehabilitation practice courses. The first clinical areas to be developed would be (1) musculoskeletal with a specific focus on total joint arthroplasty (see details of courses for this clinical area attached) and (2) pediatrics. Other areas to be explored include work/occupational health, manual therapy, primary care/chronic disease management, rehabilitation leadership/business management.
- Scholarly paper

NOTE: Up to two of the courses listed above could be taken at another university with the approval of the Coordinator of the Rehabilitation Science Program and the Associate Dean, FHS Graduate Studies.

Research content and critical thinking will be present in the program through the following – online courses on evidence-based practice and outcome measurement, scholarly paper critical review and analysis expectations, inclusion of research evidence in advanced practice courses. See appendix for more detailed description of courses and scholarly paper.

The faculty involved in the one year course based Masters will not change from the faculty listed in our recent OCGS approved periodic review.

Suggested Program Student Timetable

<u>Fall</u>	<u>Winter</u>	<u>Spring/Summer</u>
*RS 705	*RS 706	*Adv Rehab course (1)
*RS 708	*RS 709	*RS 710
	*Adv Rehab course (1)	

Scholarly paper (full course)

*indicates ½ courses

A student who began the program in Sept 2007 would be expected to finish by August 31, 2008. January entry could also be accommodated.

Enrolment

- minimum of 6 in a specific practice area

Fees

- For this program across 3 semesters, our preference is to use a flat tuition fee structure of \$10,000, payable in equal amounts at the beginning of each semester.

Budget

The budget for the program has been set following the graduate expansion formula and with minimum enrolment criteria. According to the graduate expansion formula, income per student would be distributed as follows:

Tuition at \$10,000

BIU funding at \$20,444 - \$3594 (tuition deduction) = \$ 16,850

Total funding per student = \$ 26,850

Distribution:	20%	university	\$ 5,370
	5%	provost	\$ 1,342
	25%	SGS (for scholarships)	\$ 6,713
	50%	FHS (for SRS and grad admin)	\$13,425

Appendix

Brief course descriptions for online and on campus courses and scholarly paper (*indicates a half course)

RS 700* - The Development, Evaluation and Utilization of Theories in Rehabilitation

Students will discuss the development and utilization of theories in rehabilitation, and critically evaluate specific macro and micro theories currently in use and of relevance to their topic of research.

RS 701* - Analysis and Rehabilitation of Functional Movement

This course will explore approaches to the study of human movement and their utility in rehabilitation. Students will integrate evidence from movement science, rehabilitation models and clinical research to make decisions about movement evaluation and intervention for persons with disabilities.

RS 702* - Occupation and Occupational Performance

This course will explore theories and research related to occupation and occupational performance. Students will review the predominant theories and critically analyse them in relation to current research, measurement methods and application to health and well-being.

RS 703* - Selected Topics - Program Coordinator and Faculty

This special topic course is designed to allow the development of courses that cover the leading edge of thinking about specific/issues in rehabilitation science. The specific topics course will be developed in response to needs identified by faculty or students. One example is a course focussed on the use of evidenced-based practice in orthopaedic rehabilitation.

RS 704* - Independent Study in Rehabilitation Science - Program Coordinator and Faculty

This course is designed to allow students to tailor their learning to the specific topics in Rehabilitation Science and to do advanced work in this area. The topic must not be covered in-depth in any other Rehabilitation Science course. Under the guidance of a faculty member the student will critically examine the pertinent literature. The course may be taken only once during the student's graduate studies.

RS 705* - Evaluating Sources of Evidence

The value of evidence to rehabilitation practice, and how to assess and use evidence to make practice decisions that lead to best client outcomes.

RS 706* - Measurement in Rehabilitation

The theory of measurement, and the critical review, selection, interpretation and integration of outcome measures and assessment instruments in practice.

RS 707* - Research Methods in Rehabilitation Science

This course is designed to introduce students to the basic concepts and methods associated with observational and experimental research in the field of rehabilitation science.

RS 708* - Clinical Reasoning and Decision-Making

Clinical reasoning is the process by which rehabilitation practitioners consider alternatives and make decisions on a day to day basis. Guided by relevant conceptual frameworks, participants will practice strategies such as critical reflection, narratives, and assessment of the literature and other evidence to improve their reasoning and decision-making skills.

RS 709* - Developing Effective Rehabilitation Programs

The application of approaches to effective design, marketing and evaluation of rehabilitation services, and to writing and responding to Requests for Proposals (RFPs).

RS 710* - Facilitating Learning in Rehabilitation Contexts

Approaches to creating positive and innovative learning experiences for clients, families, peers and students in rehabilitation. Incorporates principles of adult learning, learning styles, plain language, teaching tips and evaluation methods.

Scholarly paper

This 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 areas of rehabilitation practice, education, research, and/or policy. The scholarly paper is to demonstrate integrative thinking at a general and abstract level. A student will identify a topic, 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.

Advanced Rehabilitation Practice Courses in Musculoskeletal Rehabilitation

1. Advanced Practice Diagnostics: Linda Woodhouse to provide course description.
2. Advanced Practice Therapeutics: Linda Woodhouse to provide course description

Suggested format of advanced practice courses for this clinical area

These courses would be offered in three 2 day blocks over 12 weeks with 2-3 week breaks between each block

2 days in class	3 weeks assignment	2 days in class	3 weeks assignment	2 days in class	3 weeks consolidation assignment
Equivalent of 12-13 week semester/half course					

Suggested timetable for this clinical area

Fall term	Winter term	Spring term
RS706 RS708	RS705 RS710 Adv Practice Diagnostics	RS709 Adv Practice Therapeutics
Scholarly Paper		



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		Biochemistry and Biomedical Sciences						
NAME OF PROGRAM		Biochemistry and Biomedical Sciences						
PROGRAM DEGREE	Ph.D. (X)	M.A. ()	M.A.Sc. ()	M.B.A. ()	M. Eng. ()	M.Sc. ()	Diploma Program ()	Other (Specify)
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)								
CHANGE IN ADMISSION REQUIREMENTS		<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE		<input type="checkbox"/>	CHANGE IN COURSE REQUIREMENTS		<input checked="" type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR			<input checked="" type="checkbox"/>	EXPLAIN: Ph.D. Degree requirements				
OTHER	EXPLAIN:							
DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:								
<p>Candidates for the Ph.D. degree will be required to complete two and one-half full graduate courses beyond the Bachelor's degree, of which two full courses must be at the 700-level. Students entering the Ph.D. program with a M.Sc. degree are required to complete not fewer than one and one-half full graduate courses of which one full course must be at the 700-level. Only one 600-level half-course can be included within the University's two and one-half minimum course requirements.</p>								

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

There is no minimum course requirement for the completion of a Ph.D. degree, unless a specific recommendation has been made by the student's supervisory committee.

RATIONALE FOR THE RECOMMENDED CHANGE:

This recommended change is a result of approval by Graduate Council to remove mandatory minimum course requirements for Ph.D. students.

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

September 1, 2007

ARE THERE ANY OTHER DETAILS OF THE RECOMMENDED CHANGE THAT THE CURRICULUM AND POLICY COMMITTEE SHOULD BE AWARE OF? IF YES, EXPLAIN.

N/A

PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR:

Ph.D. Degree

There is no minimum course requirement for the completion of a Ph.D. degree, unless a specific recommendation has been made by the student's supervisory committee. The candidate will be required to participate in the departmental seminar program. All Ph.D. candidates must pass a Comprehensive Examination, consisting of a seminar based on their thesis research and oral defense. Candidates must present a thesis which embodies the results of original research and high scholarship. This thesis must be defended in a Final Oral Examination.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. J. Nodwell Email: nodwellj@mcmaster.ca Extension: 27335

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

SGS/December 2006



SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM		Biochemistry and Biomedical Sciences		
COURSE TITLE		Molecular Membrane Biology		
COURSE NUMBER	*6N03	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (X)	QUARTER (MODULE) ()
INSTRUCTOR(S)				
PREREQUISITE(S)		Registration in graduate program		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input checked="" type="checkbox"/>	DATE TO BE OFFERED: January 2008	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? N/A IF YES, PROVIDE THE DATE:	
WILL THE COURSE BE <u>CROSS-LISTED</u> 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) <i>Please see #4 on page 2 of this form</i>		
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. Properties and structures of membranes, molecular components of biological membranes and their interactions, strategies for signal transduction cascades, hormones, receptors.				
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 examine biological membranes and their interactions. The text will be the same as that for Biochem 4N03 (to be decided).				

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>To provide a 600-level course of advanced topics in membranes that will provide background preparation for 700-level courses. This course replaces *6K03 which was cancelled due to changes in the undergraduate curriculum.</p>
<p>2. EXPECTED ENROLMENT:</p> <p>Two to three students.</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>Three lectures per week.</p>
<p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>Additional essays and/or oral presentations.</p>
<p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>N/A</p>
<p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>N/A</p>
<p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Dr. Justin Nodwell Email: nodwellj@mcmaster.ca Extension: 27335</p>

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

SGS/December 2006



SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM		Biochemistry and Biomedical Sciences		
COURSE TITLE		Biochemical Pharmacology		
COURSE NUMBER	*6Q03	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (X)	QUARTER (MODULE) ()
INSTRUCTOR(S)		Dr. R.S. Gupta		
PREREQUISITE(S)		Registration in graduate program		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:	
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE CURRENT COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input checked="" type="checkbox"/>	600-LEVEL COURSE (Undergraduate course for graduate credit) <i>Please see #4 on page 2 of this form</i>		
CHANGE TO FULL COURSE	<input type="checkbox"/>	CHANGE TO HALF COURSE	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION:		
OTHER	<input type="checkbox"/>	EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar. Introduction to the basic concepts of pharmacology. Mechanisms of action of antibacterial, antiviral, antifungal and anticancer drugs, toxins and how cellular resistance to such agents develop. Applications of drug-resistant mutants for genetic, biochemical pharmacological and cell biological studies.				
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used. New course description better reflects course content.				

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: Dr. Justin Nodwell Email: nodwellj@mcmaster.ca Extension: 27335

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

SGS/December 2006



SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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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		Biochemistry and Biomedical Sciences		
COURSE TITLE		Structure and Function of Membranes and Macromolecules		
COURSE NUMBER	*6K03	COURSE CREDIT		
		FULL COURSE ()	HALF COURSE (X)	QUARTER (MODULE) ()
INSTRUCTOR(S)		Drs. R.M. Epand and D. Yang		
PREREQUISITE(S)		Registration in graduate program		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE	<input type="checkbox"/>	DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:	
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE	<input type="checkbox"/>	PROVIDE THE CURRENT COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION	<input type="checkbox"/>	600-LEVEL COURSE (Undergraduate course for graduate credit) <i>Please see #4 on page 2 of this form</i>		
CHANGE TO FULL COURSE	<input type="checkbox"/>	CHANGE TO HALF COURSE	<input type="checkbox"/>	CHANGE TO QUARTER COURSE
COURSE CANCELLATION	<input checked="" type="checkbox"/>	PROVIDE THE REASON FOR COURSE CANCELLATION: The corresponding course at the undergraduate level (4K03) has been cancelled due to curriculum changes and replaced with Biochemistry 4N03.		
OTHER	<input type="checkbox"/>	EXPLAIN:		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.				
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.				

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:
Name: Dr. Justin Nodwell Email: nodwellj@mcmaster.ca Extension: 27335

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