



School of Graduate Studies

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To : Members of Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

The next meeting of Graduate Council will be held on **Tuesday September 17th at 9:30 am in Council Chambers (GH-111)**

Listed below are the agenda items for discussion.

Please email cbryce@mcmaster.ca if you are unable to attend the meeting.

A G E N D A

- I. Minutes of the meeting of June 11th, 2019**
- II. Business arising**
- III. Report from the Vice-Provost and Dean of Graduate Studies**
- IV. Report from the Graduate Associate Deans**
- V. Report from the Associate Registrar and Graduate Secretary**
- VI. Report from the Coordinator Postdoctoral Affairs and Research Training**
- VII. Faculty of Health Sciences Graduate Policy and Curriculum Committee Report**
- VIII. Research Plagiarism Checking Policy**
- IX. Working Groups**

Tuesday July 11th at 9:30 am in Council Chambers (GH-111)

Present: Dr. Dr. Welch (Chair), Ms. C. Mascotto, Dr. C. Hayward, Dr. J. Shedden, Dr. L. Wiebe, Mr. S. Peter, Ms. D. Jones, Dr. J. Carette, Ms. S. Ramsammy, Dr. A. Sills, Dr. L. Chan, Dr. M-A. Letendre, Dr. S. Raha, Dr. J. Gillet, Dr. B. Gupta, Dr. E. Grodek, Ms. C. Bryce (Assistant Graduate Secretary)

Regrets: Ms. S. Baschiera (Associate Registrar and Graduate Secretary), Dr. M. Parlar, Dr. I. Bruce, Dr. L. Thabane, Dr. S. Bannerman, Dr. I. Marwah

I. Minutes of the meeting of May 14th, 2019

It was duly moved and seconded, **'that Graduate Council approve the minutes of May 14th, 2019 with the minor correction noted'**.

The motion was **carried**.

II. Business arising

There was no business arising.

III. Report from the Vice-Provost and Dean of Graduate Studies

Dr. Welch reported on the following items:

- MTCU approval of four new programs;
- Additional meetings and word from the province regarding SMA 3, noting that performance-based metrics will constitute 60% of income to universities;
- The departure of two Associate Deans: Drs. Hayward and Swett.

Council members discussed new spots related to funding for the new program and how funded spots could be allocated between different degrees and the context of the recent tuition cut.

IV. Report from the Graduate Associate Deans

Dr. Swett reported on the following item:

- The successful search for a new graduate Associate Dean for Humanities.

Dr. Hayward reported on the following item:

- The 10th Faculty of Health Sciences Research Plenary.

Drs. Gupta and Gillet had no report.

V. Report from the Associate Registrar and Graduate Secretary

There was no report.

VI. Report from the Coordinator Postdoctoral Affairs and Research Training

Ms. Mascotto reported on the following items:

- Webinars for international students at the end of July;
- The use of the iCent app again, intended to help international students prepare for their arrival and get settled. The app also runs a booth at Pearson Airport to welcome students and give them the information they need to get to Hamilton;
- Welcome Week Planning, with events running from September 3rd to 12th.

VII. Faculty of Health Sciences Graduate Policy and Curriculum Committee Report

Dr. Hayward explained the two changes. The first was that the Health Research Methodology had five fields and the program is proposing a reduction of two. Individuals interested in those areas can do HRM classic. The change does not reflect a reduction in program size, just an evolution of curriculum over the years. The Speech Language Pathology accrediting body required a change and the program adjusted their language requirements accordingly.

It was duly moved and seconded, **‘that Graduate Council approve the changes proposed by the Faculty of Health Sciences as described in the documents.’**

The motion was **carried**.

VIII. Working Group Reports

a. Student-Supervisor Relationship

Dr. Raha presented the report, noting that generally the take home message from this working group was that there are a lot of resources on campus and the priority was not to invent new things but to consolidate information to help ensure that the start of the relationship is as strong as possible. Strategies the working group recommended included the following:

- Development of a website;
- Strategies to utilize the SGS document about getting the relationship off to a good start more efficiently;
- Include information in SGS 101 about student-supervisor relationships;
- Peer mentoring;
- Faculty training;
- Survey for needs assessment
- Ongoing Graduate Council Working Group on this topic.

Council members discussed logistics for the survey, including previous work that had been undertaken in the Faculty of Health Sciences.

Dr. Welch noted that Dr. Thompson put in a request for strategic alignment fund money to support a rework of SGS 101, so this is a very good time for this initiative to be rolled into SGS 101.

It was duly moved and seconded, **‘that Graduate Council approve the report as set out in the document.’**

The motion was **carried**.

IX. Faculty of Health Sciences Police Check Policy

Dr. Hayward explained that the policy required updates related to some legislation that was passed. The substantial changes include switching vulnerable sector screening to a condition of enrollment rather than admission, a clear definition of what a not-clear police check is, an additional section about visiting elective students, information about a notarized affidavit for international students unable to obtain police check and the development of a police record check advisory panel to how to deal with not-clears.

It was duly moved and seconded, **‘that Graduate Council approve the revised policy as outlined in the document, subject to the approval of the Faculty of Health Sciences.’**

The motion was **carried**.

X. Major Modification Proposal

Dr. Swett explained that Quality Assurance Committee recently approved a major modification proposal to define McMaster’s international collaborations in terms of a major modification (which are approved internally). After some research it was noted that other institutions have documentation about these sorts of arrangements clarifying that they are major modifications, fitting with the provisions of Quality Council. MOUs will still have to be signed and then programs will have to take the arrangements through the internal approval process for curriculum changes.

XI. Radiation Sciences Administration Transfer

Dr. Gupta explained that the Radiation Sciences graduate program was originally part of a department that has been restructured, it had been decided that the administration of the program be moved to the Physics and Astronomy department to make it easier to manage.

XII. Change to Scholarship Terms of Reference

Ms. Ramsammy explained that scholarship stemmed from a donation received back in 90s and the terms split endowment fund between science and history. Over time, the history part became very prescriptive and science was very broad. The donor’s original intention was to split between the two disciplines and they’re now adjusting the terms to align to this intention.

XIII. Final Assessment Reports

There being no other items the meeting was adjourned.

To : Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

At its meeting on June 19th, 2019 the Faculty of Health Sciences Graduate Policy and Curriculum Committee approved the following recommendations.

Please note that these recommendations were approved by the Executive Committee of the Faculty of Health Sciences.

For Approval of Graduate Council

- i. **Health Research Methodology**
 - **Cancellation of Co-op Option**

For Information of Graduate Council

- i. **Medical Sciences**
 - **New course**
 - 1. 705 Antimicrobial resistance from principles to practice
- ii. **Clinical Behavioural Sciences**
 - **Change to Course Evaluation**
 - 1. 720 Introduction to Cognitive Behavioural Therapy
- iii. **Health Science Education**
 - **New Course**
 - 1. 777 Special Topics in Health Professional Education



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

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:				
<p>1. This form must be completed for <u>ALL</u> changes involving degree program requirements/procedures. <u>All</u> sections of this form <u>must</u> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <u>not</u> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is <u>required to attend</u> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>				
DEPARTMENT		Health Evidence and Impact		
NAME OF PROGRAM and PLAN		Health Research Methodology		
DEGREE	M.Sc. (by Thesis & by Course Work)			
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
CREATION OF NEW MILESTONE <input type="checkbox"/>				
CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>	CHANGE IN COURSE REQUIREMENTS
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR		<input checked="" type="checkbox"/>	EXPLAIN: Removal of Co-op option	
OTHER CHANGES	<input type="checkbox"/>	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

C. Co-op Option

Admission

Full-time HRM thesis or course-based Master's students who have successfully completed at least four half courses may be considered for the co-op option. The number of students selected will be subject to available placements.

Requirements

To complete the M.Sc. co-op option successfully, the student must work a total of eight months in either one or two work-study placements. Each placement must be approved by the HRM Coordinator. For M.Sc. by thesis students, a project undertaken during a work term may evolve into a thesis topic during the second work placement, subject to the appropriate approvals.

At the completion of each work-term placement, the student must write a report and append a letter of evaluation by the employer.

During the co-op placement, a student will be paid by the employer. A separate co-op fee must be paid prior to placement. A student completing the co-op option will be exempted from the research internship requirement. This option would normally require longer than 2 years to complete.

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

This section will be removed

RATIONALE FOR THE RECOMMENDED CHANGE (How does the requirement fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review?):

The HRM Program no longer offers the co-op option. It has not been used for many years now.

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

As soon as possible

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

PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR
(please include a tracked changes version of the calendar section affected if applicable):

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Mitch Levine
4, 2019

Email: levinem@mcmaster.ca

Extension: 20210

Date submitted: June

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies,
cbryce@mcmaster.ca

SGS/2013



SCHOOL OF GRADUATE STUDIES

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

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

1. This form must be completed for ALL course changes. Sections of this form pertaining to your requested change must be completed.
2. An electronic version of this form (must be MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).
3. A representative from the department/program is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT		Pathology & Molecular Medicine		
COURSE TITLE		Antimicrobial resistance from principles to practice		
COURSE NUMBER		COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (X)	1.5 Unit Course ()
INSTRUCTOR(S)		Course coordinator: Dawn Bowdish Instructors: Various		
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)		Permission of the course co-ordinator and the student's graduate program.		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
NEW COURSE		DATE TO BE OFFERED (FOR NEW COURSES ONLY): October 2019	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?	
WILL THE COURSE BE <u>CROSS-LISTED (COMBINED SECTIONS)</u> WITH ANOTHER DEPARTMENT? No If YES, PLEASE NOTE WHICH DEPARTMENT:				
ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.				
CHANGE IN COURSE TITLE		PROVIDE THE <u>NEW</u> COURSE TITLE:		

CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form
COURSE CANCELLATION	PROVIDE THE REASON FOR COURSE CANCELLATION: PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.	
OTHER CHANGES	EXPLAIN:	
BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (<i>maximum 6 lines</i>) to be included in the Graduate Calendar. Antimicrobial resistance (AMR) is threat to modern medicine. Innovative strategies are required to slow the development of AMR and novel antibiotics are urgently required. In collaboration with researchers from Public Health Ontario, clinicians, medical/clinical microbiologists, epidemiologists and basic researchers, this course will explore how antibiotics guidelines are developed, how AMR is tracked at the local and population level, how AMR infections influence prognosis and novel antimicrobial stewardship approaches. Students will develop a fulsome understanding of AMR using clinical case studies, selected readings and participating in seminars provided by Public Health Ontario.		
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used. The WHO describes antimicrobial resistance as a major threat to human health and although rates are skyrocketing, there are virtually no new antibiotics on the horizon. For these reasons the WHO has developed a global action plan to slow the development of AMR that includes five tenets 1) to improve awareness and understanding of antimicrobial resistance, 2) to strengthen knowledge through surveillance and research, 3) to reduce the incidence of infection, 4) to optimize the use of antimicrobial agents; and 5) increase investment in new medicines, diagnostic tools, vaccines and other interventions. The course structure is based on understanding these five tenets and consequently students will learn how AMR is detected, tracked and treated in Canada and globally. Through interactions with Public Health Ontario, they will learn how surveillance studies are performed and how AMR is diagnosed in a medical microbiology lab. Clinicians will describe how AMR alters patient prognosis and how isolation strategies differ based on the type of resistance. Experts in antimicrobial stewardship will explain how stewardship policies are implemented and how novel strategies such as vaccination can reduce AMR. Opportunities for experiential learning (i.e. visiting public health and medical/clinical microbiology labs) will facilitate understanding of how AMR is diagnosed and tracked. Assignments and in-class presentations will provide an opportunity to apply course content to an area related to their interest and graduate research project. <u>Required Text:</u> Canadian Antimicrobial Resistance Surveillance System: Update 2018. Public Health Agency of Canada (to be updated yearly) https://www.canada.ca/content/dam/phac-aspc/documents/services/publications/drugs-health-products/canadian-antimicrobial-resistance-surveillance-system-2018-report-executive-summary/pub1-eng.pdf <u>Supplemental Materials:</u> Case studies from the Department of Medicine Infectious Diseases Residency program. Relevant readings will be assigned prior to each class.		

<p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?</p> <p>McMaster has had strengths in antibiotic drug discovery and evidence-based guideline development for AMR. Many of our graduate students aspire to careers in public health or in national or global AMR strategy; however, feedback we have received from our partners in public health and elsewhere is that they do not have a well-rounded and fulsome understanding of AMR and the challenges in diagnosis, treatment and surveillance. This lack of communication between those who study AMR at the basic, clinical and population level is an obstacle to developing transformative new treatment strategies. Consequently this course will be facilitated by those studying AMR from multiple perspectives and will provide our trainees with both learning and networking opportunities. Opportunities to work with faculty from multiple departments (HEI, Medicine, Biochemistry) and governmental organizations (PHO) will provide a competitive advantage to trainees seeking employment in these fields. Because of the interdisciplinary aspect of the course, the predicted rotation of the course co-ordinator role among IIDR faculty and the involvement of our partner organizations, it will be necessary to administer the course through the IIDR rather than any one department.</p>
<p>2. EXPECTED ENROLMENT:</p> <p>6-10</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>The course will be taught over two semesters. Students will meet with the course co-ordinator and guest lecturer for 3 hours every other week for 12 weeks. Students will complete required readings and other preparatory activities prior to scheduled sessions. Dialogic sessions will involve student-led critical reflection and analysis of required readings and their application to case scenarios provided by the students and instructor. Students will visit the Public Health Ontario lab (Toronto) in lieu of one class session. Students will use problem-based learning modules designed by the Department of Medicine Infectious Disease Residency Program to understand a particular element of AMR and present this to the class. The students will perform self-reflection exercises to assess areas of further development.</p>
<p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be included.)</p> <p>The students will write a review article on a specific topic of AMR and that may include an outreach activity on to cement understanding of a topic of relevance to their research or career. Alternatively, the student may choose to focus on knowledge translation, a particular element of AMR. In both cases the topic will be chosen in discussion with the course co-ordinator</p> <p>Self- reflection: 5% In class participation: 5% Seminar (in class presentation): 40% Written review or project appropriate knowledge translation work: 50%</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</p>

SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

All students will be members of the IIDR.

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dawn Bowdish Email: bowdish@mcmaster.ca Extension: x22313 Date submitted:

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies,
cbryce@mcmaster.ca.

SGS /2015



SCHOOL OF GRADUATE STUDIES

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

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

1. This form must be completed for ALL course changes. Sections of this form pertaining to your requested change must be completed.
2. An electronic version of this form (must be MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).
3. A representative from the department/program is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT		Department of Psychiatry and Behavioural Neurosciences/Clinical Behavioural Sciences Program		
COURSE TITLE		Introduction to Cognitive Behavioural Therapy		
COURSE NUMBER	720	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (X)	1.5 Unit Course ()
INSTRUCTOR(S)		Susan Chudzik-Sipos, Msc., C.Psych. Chair A combination of Psychologists and Social Workers		
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)		Mental Health Professionals		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
NEW COURSE		DATE TO BE OFFERED (FOR NEW COURSES ONLY):	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?	
WILL THE COURSE BE <u>CROSS-LISTED (COMBINED SECTIONS)</u> WITH ANOTHER DEPARTMENT? IF YES, PLEASE NOTE WHICH DEPARTMENT: ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED. *FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE:				
CHANGE IN COURSE TITLE		PROVIDE THE <u>NEW</u> COURSE TITLE:		

CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form
COURSE CANCELLATION	PROVIDE THE REASON FOR COURSE CANCELLATION: PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.	
OTHER CHANGES	EXPLAIN: <u>Updates to course evaluation components and percentages.</u>	
BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (<i>maximum 6 lines</i>) to be included in the Graduate Calendar. The student will acquire the basic knowledge and skill that will prepare them to train as an independent Cognitive Behavioural therapist. In addition, the student will be exposed to basic learning and behavioural change principles in order to develop case formulations and develop a treatment plan.		
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used. This course will focus on Cognitive Behavioural Therapy strategies for depression and anxiety. Specifically, treatment plans for the major mood and anxiety disorders will be explored. Text and required readings will focus on a review of the evidence that supports the treatment approach.		

1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?) This course provides a foundation of knowledge pertaining to a key form of psychotherapy. Further, students are exposed to strategies and techniques that are derived from an evidenced-based treatment that enables change in human behaviour.
2. EXPECTED ENROLMENT: 20-30 students per session, twice a year.
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars): Combination of didactic and small group, interactive, problem-based learning. Instruction, modeling, role-playing, video material, and feedback. Self-monitoring of skill acquisition and weekly reading. 1.5 to 2 hours of lecture and 1.5 hours of tutorial
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (<u>percentage breakdown, if possible</u>): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be included.) Self-evaluation, participating in group discussion, problem-solving, multiple-choice test, and written case formulations • Class participation, multiple-choice tests, & written assignments:

- ~~Class participation/Tutorials – 10%~~
- ~~Multiple choice Exams – 20% (10% each)~~

~~Final Assignments – 70 % (35% each – Anxiety & Depression)~~

Initial Assignment – Case Formulation – 25%

Mid-term Assignment – Treatment Plan – 25%

Final Assignment – 50 %

Students must receive a grade of B on all evaluation components to pass the course.

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

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: Elizabeth Pawluk Email: pawluke@mcmaster.ca Extension: 39874 Date submitted: June 10, 2019

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies,
cbryce@mcmaster.ca.

SGS /2015



SCHOOL OF GRADUATE STUDIES

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

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

DEPARTMENT		Health Sciences Education		
COURSE TITLE		Special Topics in Health Professional Education		
COURSE NUMBER	777	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (X)	1.5 Unit Course ()
INSTRUCTOR(S)		This Course Code is intended to be open to Faculty members and HSED students that would like to pursue special interests in Health Professions Education.		
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)		<ul style="list-style-type: none">• Agreement of an HSED Faculty Course Coordinator• HSED Program Approval of Proposed Syllabus and Assessment Framework		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input type="checkbox"/> No				
NEW COURSE	<input checked="" type="checkbox"/>	DATE TO BE OFFERED (FOR <u>NEW</u> COURSES ONLY): Fall 2019	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?	
WILL THE COURSE BE <u>CROSS-LISTED (COMBINED SECTIONS)</u> WITH ANOTHER DEPARTMENT? IF YES, PLEASE NOTE WHICH DEPARTMENT:				
ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.				
CHANGE IN COURSE TITLE		PROVIDE THE <u>NEW</u> COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		

COURSE CANCELLATION	PROVIDE THE REASON FOR COURSE CANCELLATION: PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.
OTHER CHANGES	EXPLAIN:
BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (<i>maximum 6 lines</i>) to be included in the Graduate Calendar. <u>HS EDUC 777: Special Topics in Health Professions Education</u> <p>This elective course requires interested students to develop and complete a framework for study that fosters exploration of a special topic of relevance to Health Professions Education in collaboration with a mutually-interested HSED faculty member. The framework must describe the intended learning outcomes, teaching and learning activities, and assessments as well as the alignment between these components, and be presented to the HSED Program for approval prior to the course being offered. It is anticipated that these frameworks will typically include the development of a comprehensive reading list, literature review activities, a schedule of facilitated discussions, and the completion of a major term paper and/or series of smaller assignments. However, the specific objectives, activities, and assessments will vary depending on student interest, faculty guidance, and the nature of the agreed upon topic.</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>The goal of this course is for students to immerse themselves in a special topic so that they may develop a deeper understanding of current knowledge and evidence that has particular relevance to the field of Health Professions Education.</p> <p>There is a wide range of potential topics or sub-topics that may serve as the foundation for the development of an iteration of this course; however, it is likely that any one version of this course will reflect alignment with and deeper exploration of one or more of the major topics covered in our curriculum, which include: consideration for curriculum design, the science of teaching and learning, the principles of assessment, education program evaluation, leadership and management in health professions education, simulation-based and technology-enhanced learning, the intersection of health policy and health professions education, and considerations for ethics, methods, theory, and philosophy in Health Professions Education practice, research, and scholarship.</p> <p>The principle texts for this course will be decided in collaboration between an interested student (or students) and an HSED Faculty member. We anticipate that this will typically take the form of a comprehensive, topic-oriented reading list that may include peer-reviewed journal articles, book chapters, and a variety of grey literature. The assemblage of such a reading list will be a requirement for the course offering.</p> <p>The course reading list will be submitted as part of a proposed syllabus for the course, which will the student(s) and Faculty member will present to the HSED Program for approval in advance of the course offering. This syllabus should be presented in a manner consistent with the <i>Constructive Alignment</i> model of curriculum design, which requires details pertaining to the course's Intended Learning Outcomes, Teaching and Learning Activities (i.e., reading list and literature review expectations, facilitated discussion schedule, project activities), and Assessments (i.e., tests, quizzes, papers, and associated assessment frameworks), as well as the relevance of these 3 components to each other. Assessment frameworks should describe the relevant 'deliverable', manner of grade determination, due dates, late submission penalties (if applicable), and the weighting of each assessment component to the final grade.</p>	

1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)

This course will provide students an opportunity to immerse themselves in a special topic so that they may develop a deeper understanding of current knowledge and evidence that has particular relevance to the field of Health Professions Education. We see this offering as having particular relevance for the small proportion of our Thesis-stream students that require deeper exploration of a topic in

order to support their independent research. We recognize, however, that a course of this nature may have relevance to any of our students.

This course aligns with several of the HSED Program Learning Outcomes, which have been drafted in preparation of its first IQAP review. These include the student's ability to demonstrate:

- An ability to articulate knowledge and critical awareness of current problems and/or new insights in health professions education (HPE) and health professions education research (HPER), much of which is at, or informed by, the forefront of the academic discipline, field of study or area of professional practice.
- A working comprehension of how established techniques of research, scholarship, and inquiry are used to create and interpret knowledge in HPE and HPER.
- The ability to critically evaluate current research and advanced research and scholarship in the discipline.
- Competence in the process of scholarship by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a health professions education setting.
- The ability to communicate ideas, issues and conclusions clearly through academic writing and academic presentation.
- The ability to identify the broader implications of applying knowledge to particular contexts.
- The exercise of initiative and of personal responsibility and accountability.
- The intellectual independence required for continuing professional development.

2. EXPECTED ENROLMENT:

We anticipate this course to be offered intermittently to small groups of one or two students at a time in conjunction with an associated HSED Faculty Member.

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

Interested Students and Faculty members will be required to collaborate and agree upon a course structure, which will be presented to the HSED Program for approval in advance of the course being offered. This will include details about the Intended Learning Outcomes, Teaching and Learning Activities, and Assessments that will serve as the framework for the course. We anticipate that the Teaching and Learning Activities described in this framework will typically include the development of a comprehensive reading list, literature review activities, and a schedule of facilitated discussions. However, we recognize that Students and Faculty may identify a wide variety of relevant teaching and learning activities. The main determinant of the viability of any one proposed course framework will be the apparent and described alignment between the Intended Learning Outcomes, Teaching and Learning Activities, and Assessments. The members of the HSED Program, Curriculum Committee, and Course Coordinator community have the sufficient and necessary expertise in education development to appraise this alignment.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be included.)

Interested Students and Faculty members will be required to collaborate and agree upon a course structure, which will be presented to the HSED Program for approval in advance of the course being offered. This will include details about the Intended Learning Outcomes, Teaching and Learning Activities, and Assessments that will serve as the framework for the course. We anticipate that the Assessments described in this framework will typically include the completion of a major term paper or series of smaller written assignments relevant to the identified topic of interest. However, we recognize that Students and Faculty may identify a wide variety of relevant assessments. The main determinant of the viability of any one proposed course framework will be the apparent and described alignment between the Intended Learning Outcomes, Teaching and Learning Activities, and Assessments. The members of the HSED Program, Curriculum Committee, and Course Coordinator community have the sufficient and necessary expertise in education development to appraise this alignment.

The nature of evaluation in this course will depend primarily on the chosen topic and will be agreed to by the student and the faculty supervisor and must be approved by the HSED Program. While the evaluation of each student in the course may be different, several suggested grading schemes are listed below

Example 1:

Bi-Weekly Annotated Bibliographies (25%-50%): Students will submit bi-weekly annotations on 1 or 2 assigned readings. These annotations will cover content as well as specific methods and methodology insights from the readings. Each submission should be 2-3 double-spaced pages in length.

Term Paper (50%-75%): Students will complete a major, comprehensive scholarly paper (approx. 25 pages), research protocol, or critical essay on a topic of relevance to the Course

Example 2:

Term Paper (50%-75%): Students will complete a major, comprehensive scholarly paper, research protocol, or critical essay on a topic of relevance to the Course

Research Presentation (25%-50%): Students will propose, present, and defend a research protocol or theoretical argument on a topic of relevance to the course.

Example 3:

4 x Critical Appraisals (25%/ea.): At regular intervals throughout the term, students will be required to complete and submit critical appraisals of the literature and topics covered within a particular section of the course material, such that all course material is ultimately appraised in at least one submission. Each appraisal should be between 8-10 double-spaced pages in length.

**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).**

Many Programs offer Special Topics and/or Independent Study Courses; however, these will rarely align with a particular Health Professions Education focus.

**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: Lawrence Grierson Email: griersle@mcmaster.ca Extension: X22738 Date submitted: 2019/05/16

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies,
cbryce@mcmaster.ca.



Policies, Procedures and Guidelines

Complete Policy Title:
Research Plagiarism Checking Policy

Policy Number (if applicable):

Approved by:
Senate

Date of Most Recent Approval:
xxxxx

Date of Original Approval(s):

Supersedes/Amends Policy dated:

Responsible Executive:
Vice Provost and Dean of Graduate Studies

Policy Specific Enquiries:
[Vice Provost and Dean of Graduate Studies](#)

General Enquiries:
[Policy \(University Secretariat\)](#)

DISCLAIMER: *If there is a Discrepancy between this electronic policy and the written copy held by the policy owner, the written copy prevails.*

INTRODUCTIONPREAMBLEINTRODUCTION

1. This Policy is meant to be read in conjunction with the *Research Integrity Policy* and the *Academic Integrity Policy*. This document is not intended to supersede them.
2. The *Research Integrity Policy* sets the expectations for the responsible conduct of research at the University. All those conducting research under the auspices of McMaster University are responsible for familiarizing themselves with the *Research Integrity Policy*.
- 1.—The definitions and the roles and responsibilities as defined in the *Research Integrity Policy* apply to this Policy. For the purposes of interpreting this Policy, readers are specifically directed to review the definitions of Research, Research Documents, Plagiarism, and Self-Plagiarism, and the roles and responsibilities of Researchers, Supervisors (both Academic and Employment), and Graduate Students.
- 2.—
3. This document does not strive to define 'plagiarism'. There are other policies, guidance documents, and courses (ex. SGS 101) found on campus which already fulfill that purpose. Every member of the University is expected to understand its policies and is obligated to prevent any breach under these policies, which often includes seeking the assistance of the Office of Academic Integrity.
- 3.—This Policy is intended to provide researchers with a technical solution to check all Research Documents for plagiarism in their work, such as major research papers, thesis documents, scholarly articles, and other research materials as deemed necessary.
4. All Research Documents to be seen publicly should normally be checked prior to publication to ensure that they meet the University's standards for research integrity. Furthermore, it is expected that public disclosure will only occur after the Research Documents satisfy the requirements of any intellectual property agreement related to the research.

This p Policy provides a technical solution for plagiarism checking for students and faculty conducting research at the University. The intent of policy is to outline learning opportunities to be gained over content ownership through the use of this software tool, while reinforcing McMaster's policy on Academic Integrity.

McMaster University aspires to excellence in its research and academic endeavours. Publications will often be a collaborative effort with partners in and outside of our community.

4. Scholarly integrity is unequivocally demanded from all contributing members in these publications. It is expected that Scholars will:
 - a) Practice intellectual honesty in the process of acquiring and extending knowledge. They do this by improving scholarly competence, and
 - b) Acknowledge fully the work of others by providing appropriate references in papers, essays, publications and the like and declaring the contributions of collaborators. Scholars do not take credit that is not earned.

Commented [A1]: I don't understand what this means?



5. The Office of Academic Integrity is the administrative office responsible for assisting instructors, students and staff with issues of academic integrity and research integrity.

~~The office participates in planning, assisting and coordinating appropriate research integrity education and research misconduct prevention activities.~~

5. The McMaster Industry Liaison Office (MILO) provides assistance in understanding how intellectual property issues may be entangled with aspects of academic and research integrity.

6. —

7. TERMS AND DEFINITIONS

8. —

9. Research

10. This definition is from the *Research Integrity Policy* and will be revised as required to remain consistent with that document.

11. Research is an undertaking, or a commitment to an undertaking, intended to extend knowledge through a disciplined inquiry or systematic investigation. This definition of research in this policy includes, but is not limited to, the following scholarly activities:

12. the preparation and publication, in either traditional or electronic format, of scholarly books, articles, reviews, translations, critical editions, bibliographies, textbooks, and pedagogical materials;

13. creative works in drama, music and the visual arts (including recordings, exhibitions, plays and musical compositions, which may take form as remixes, homages or parodies);

14. literary works in prose, poetry, and drama; and

15. contract research and consultancy contracts.

16. —

17. Research Documents

18. Specific pieces of written work developed by members of the University reporting on research findings or applying for research funding. Examples include theses of Masters and Doctoral students, manuscripts prepared for peer-reviewed journals, books, book chapters, grant proposals, major research project reports (in lieu of a thesis), conference proceedings, posters and abstracts. Under this policy these Research Documents are defined as being created or co-created by a member of the University. No academic work conducted by undergraduate students towards their degree requirements, including theses, projects, lab reports or other assignments, fall under this category and may not be submitted into the plagiarism checking system under this policy. Undergraduate students are only included under this policy if they contributed to a research document as defined above.

19. —

20. Furthermore, this definition does not include pieces of work generated for extra-curricular activities by teams or clubs; nor does it include works received by faculty externally for review, such as manuscripts from journals or theses from other universities.

21. —

22. Students

23. A student is any individual recorded by the University Registrar as enrolled in an educational course or academic program of study recognized by Senate and for whom the University maintains education records. The policy covers all students including those visiting from another institution and undertaking research at the University.

24. —

25. Principal Supervisor

~~26.6. The identified faculty member of a degree program named by the department/program as having primary responsibility over the supervision of the student. Where a supervisor has not been identified, the program chair/director assumes this role.~~

~~Corresponding author~~

~~27. The named author on a manuscript who communicates with the journal editor at the time of submission, revision and ultimately acceptance of the work. They are also the contact for readers seeking further details on the published study. In many cases, this author also bears the responsibility of signing on behalf of all authors the terms of copyright transfer to the publisher once a manuscript has been accepted.~~

~~PLAGIARISM CHECKING CHECKING SYSTEM SOFTWARE~~

~~7. The plagiarism checking system software provided by the University is an online subscription-based tool that compares a submitted research document to other documents in its database for similarities. The software does not determine plagiarized content but rather highlights similarities with other sources.~~

~~28.8. It is the expectation of the University that faculty member researchers to review the any similarities identified by the software with their colleagues or students contributing any contributors to the research document, and determine whether changes are necessary before public release.~~

~~29.9. The selected plagiarism checking software used under this policy Policy will not archive a copy of the submitted research document, which is different from some plagiarism checking software, such as Turnitin. The copyright ownership of the research document is will not be affected by their its submission for to the plagiarism checking software provided by the University.~~

~~PROCEDURES~~

~~IT IS THE INTENT OF THE UNIVERSITY, BY THE CREATION OF THIS POLICY, THAT ALL RESEARCH DOCUMENTS TO BE SEEN PUBLICLY WILL NORMALLY BE FIRST CHECKED FOR ACADEMIC INTEGRITY. FURTHERMORE, IT IS EXPECTED THAT PUBLIC DISCLOSURE WILL ONLY FOLLOW AFTER SATISFYING THE REQUIREMENTS OF ANY INTELLECTUAL PROPERTY AGREEMENT RELATED TO THE RESEARCH. PROCEDURES~~

~~30.10. Each Faculties of the University ty shall clearly publicize thise P policy in their program handbooks and central websites, noting any modifications to the policy where additional and/ or stricter requirements that may be in place within that Faculty.~~

Submitting a Research Document (excluding theses)

~~11. It is recommended that the submitter be listed as the corresponding author of the research document though any author who identifies the University as their affiliation in that document may check using the plagiarism checking system with the permission of the other authors.~~

~~31-12.~~ It is recommended that the submitter notify the other authors, preferably early in the preparation of the document, that the University has a policy urging plagiarism checking prior to being sent to the journal or society or other scholarly body accepting the document for public disclosure.

~~32-13.~~ It is the responsibility of the submitting ~~faculty member~~ researcher to review the report by the plagiarism checking system.

~~33-14.~~ Reports showing a low similarity score are likely attributed to the software detecting unintended matching content and can normally be simply corrected before public release. Instances of high similarity scores being reported by the plagiarism checking system do not necessarily mean ~~penalties are mandated, that plagiarism/self-plagiarism have occurred however, but~~ the Office of Academic Integrity should be consulted ~~to ensure procedural fairness if there are concerns regarding research misconduct.~~

Submitting a Graduate Thesis

~~15.~~ It is expected that all graduate theses, whether Masters or Doctoral that will ultimately be seen by the public shall be checked for plagiarism ~~by the plagiarism checking system~~ in compliance with this Policy.

~~34-16.~~ ~~The~~ thesis shall be checked before being submitted to MacSphere or before being sent to an external reviewer. Since the plagiarism checking system does not need to maintain an archived copy of the thesis, copyright ownership is not affected by this academic requirement. Rare exemptions may be granted with the approval of a Faculty's Associate Dean of Graduate Studies where an alternative method of plagiarism checking is necessary.

~~17.~~ Normally, the graduate student who owns the thesis shall request access to the plagiarism checking system through the University's subscription. The submission folder created for the student on the plagiarism checking site will allow both the student and ~~Principal Academic~~ Supervisor to see the originality score of the thesis submitted for checking.

~~18.~~ The student may make changes to their thesis and re-submit it a second time to ensure no concerning similarities are found. A student may not repeatedly submit revision after revision of their thesis,

~~35. and 19.~~ ~~The~~ ~~Principal Academic~~ Supervisor bears the responsibility of addressing allegations of academic and/or research misconduct pursuing academic dishonesty charges against said student with the Office of Academic Integrity. should they believe ~~the actions are intentional (and outside the bounds of any academic accommodation authorized by Student Accessibility Services).~~

~~19.~~ that misconduct (as defined in the policies regarding academic and research integrity) has occurred.

~~20.~~ The ~~Principal Academic~~ Supervisor of the ~~Graduate St~~ student must see the plagiarism checking similarity report and approve the thesis before the thesis may be given to the examining committee or external reviewers.

~~36-21.~~ It is recommended that the supervisor retain a copy of the plagiarism checking similarity report should it be needed at a later time; a copy of the report should ideally be retained for at least three years or two years after the date the thesis is finally submitted to MacSphere, whichever is longer. In rare cases, the Departmental Chair or their delegate may approve the thesis based on the plagiarism checking similarity report instead and retain a copy of the report per the time limit mentioned above.

22. A thesis may not be sent to the examining committee until it has been checked by the plagiarism checking system. In rare cases where the software is inaccessible (for example, the subscription has expired or the University has exceeded its allocated number of submissions), a Faculty's Associate Dean of Graduate Studies may approve the thesis to be sent to the examining committee when the issue cannot be corrected in a timely manner.

37-23. The student understands and approves by following this action that the Associate Dean will submit the thesis to the plagiarism checking system once it is accessible again. The Principal Supervisor of the graduate student may submit the student's thesis to the plagiarism checking system themselves but only with written permission of the student. At no point in time may a member of the student's supervisory committee, who is not the Principal Supervisor, submit the thesis to the plagiarism checking system.

~~It is expected that the Principal Supervisor will review the similarity report produced by the plagiarism checking system with the student and in instances where similarities have been found with other works, decide how to handle the matter.~~

~~The supervisor is always recommended to consult with the Office of Academic Integrity and must consult before penalties may be considered. Reports showing a low similarity score are likely attributed to the software detecting unintended matching content and can normally be simply corrected before public release or foreseeably ignored if cited correctly. Instances of high similarity scores being reported by the plagiarism checking system does not necessarily mean penalties are mandated but the Office of Academic Integrity should be consulted to ensure fairness.~~

RELATED POLICIES

~~This document is to be read in conjunction with the following policies, statements, and collective agreements. The University reserves the right to amend or add to the University's policies and statements from time to time (this is not a comprehensive list):~~

~~Academic Integrity Policy~~

~~Research Integrity Policy~~