



School of Graduate Studies

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<http://graduate.mcmaster.ca>

To : Members of Graduate Council
From : Christina Bryce
Assistant Graduate Secretary

The next meeting of Graduate Council will be held on **Tuesday October 19th at 9:30 am via Zoom.**

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 September 14th, 2021**
- 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. Fall 2021 Graduands (to be distributed)**
- VII. New Scholarships**
- VIII. Faculty of Health Sciences Graduate Policy and Curriculum Committee Report**

Graduate Council
Tuesday September 14th at 9:30 am via Zoom

Present: D. Welch (Chair), M. Thompson, S. Hanna, M. Horn, G. Mulvale, B. Gupta, M. Dion, M. Stroinska, N. Tan, M. Abouei, T. McDonald, M. Parlar, Z. Samaan, R. Wu, J. Kish, A. Roddick, N. Kuthathasan, S. Tighe, S. Brophy, T. Chamberlain, W. Farmer, S. Medeiros, A. Shi, S. Raha, E. Darling, A. Cole, K. Tsang, A. Thyret-Kidd, S. Baschiera (Associate Registrar and Graduate Secretary), C. Bryce, (Assistant Graduate Secretary)

I. Minutes of the meeting of May 18th, 2021

It was duly moved and seconded, **‘that Graduate Council approve the minutes of the meeting of May 18th, 2021.’**

The motion was **carried**.

II. Business arising

There was no business arising.

III. Provost and Vice-President Academic, Dr. Susan Tighe

Dr. Susan Tighe highlighted the importance of McMaster’s vaccine mandate for the health and safety of the community. In response to a question about a request for an exemption on human rights grounds, Dr. Tighe noted that they have a team of professionals evaluating all such requests and that they’re committed to students finishing their degrees and progressing through their programs. There aren’t a lot of exemptions that qualify but they are stressing empathy and compassion.

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

Dr. Welch provided context for Graduate Council duties and reported on the following items:

- McMaster’s vaccine policy, noting it was announced on August 16th, that September 19th was the deadline to apply for vaccine exemptions and October 18th is when all evidence of vaccine proof will need to have been uploaded for those without approved exemptions;
- Effective September 1st the brand-new grad admissions process and installation launched;
- The School of Graduate Studies has in-person office hours 4 days out of 5, and services offered now include an online chat system;
- The valedictorian competition, noting that they would either speak in person or virtually depending on what the university decides is the plan for November convocation.

In response to a question about extensions to the timeline for graduate students to finish their degrees Dr. Welch noted that there is capacity in every Faculty for support if the circumstances justify it. Members discussed the context in different faculties.

V. Report from the Graduate Associate Deans

Dr. Hanna (Faculty of Health Sciences) reported on the following items:

- The context of vaccine policies within the Faculty;
- FHS graduate student federation activities;
- Office hours are offered in the Faculty but they have stayed remote.

Dr. Thompson (Faculty of Engineering) reported on the following item:

- An initiative from the engineering graduate student initiative focused on the wellbeing of students outside of program activities.

Dr. Mulvale (Faculty of Business) reported on the following items:

- The transition back to campus is going well;
- The MBA program is running three cohorts in person and one online.

Dr. Gupta (Faculty of Science) reported on the following items:

- Most graduate courses are online;
- Working with programs about options for extensions;
- Initiatives within the Faculty regarding mentorship of students;
- CGS-D scholarships, noting they're setting up committees and getting ready to receive applications.

Dr. Gillet (Faculty of Social Sciences) reported on the following items:

- A blend of online and in-person courses within the Faculty;
- The strategic plan in the Faculty including many graduate initiatives;
- Strong graduate recruitment and exceptional performance in scholarships last year;
- The importance of recruiting and funding international Ph.D. students;
- Continuing to work with programs on enrollment management;
- Interested in trying to find ways for graduate students to get involved in research and new training opportunities;
- Work with the Faculty of Health Sciences on developing a new professional program around mental health;
- Exploring how microcredentials fit in with graduate education.

Dr. Horn (Faculty of Humanities) reported on the following item:

- Thanks to departments and staff for their work in welcoming a substantially larger graduate student population.

VI. Report from the Associate Registrar and Graduate Secretary

Ms. Baschiera reported on the following items:

- School of Graduate Studies office hours and online services;
- Launch of Slate for 2022 admissions including a transition period for January and May admits;
- Revised offers are being sent to any students who have accepted for winter and spring, stipulating the vaccine requirement prior to enrollment, decisions around September 2022 offer letters will be made over the coming weeks.

VII. Graduate Expectations Arising from the McMaster Vaccine Policy

Dr. Welch explained that the undergraduate version of the policy had been approved by Undergraduate Executive and that the item for consideration was the graduate version. He noted that it has been the subject of a huge amount of work with the Faculties, Provost Council and EIO and that the most recent version circulated added some organizational structure without a change to any of the underlying activity or intentions of the policy.

In response to a question about how to advise international students with study permit delays Dr. Welch commented that here are now in the FAQs with a very clear delineation of what happens when they arrive. An international student can arrive without the vaccine. After they quarantine, they can get vaccinated and the institution is not prejudicing what happens until they've had the opportunity to get vaccinated.

Dr. Mulvale proposed a slight amendment in point 4, noting the reference to offsite students and commenting that they don't want to jeopardize relationships with co-op placements and for students themselves who were not intending to be on campus.

Members discussed the conversations around this issue at the undergraduate level and the administrative implications of managing the exception and the context in clinical placements. Dr. Welch suggested that they remove the reference to 'off-site' in item 4 and leave that to be defined after further consideration and addressed either at a specially convened meeting or email vote.

In response to a question about enforcement and the consequences of non-compliance Dr. Welch responded that the School of Graduate Studies would be taking the lead in figuring out the intersection of the lists (of enrolled and vaccinated), and taking action accordingly.

It was duly moved and seconded **'that Graduate Council approve the graduate expectations arising from the McMaster Vaccine Policy as set out in the document, removing the reference to off-campus in number 4.'**

The motion was **carried**.

VIII. New Program Proposal – M.Sc. in Midwifery

Dr. Darling presented the proposal for a new M.Sc. degree in midwifery. It would be the first in the country. She explained that currently midwives in Canada are trained at the undergraduate program and about 16% have graduate training. They obtain that graduate training in other countries. The proposal for the M.Sc. is for a program to be offered primarily online which would be accessible to those across the country and beyond. There are thesis and non-thesis streams.

It was duly moved and seconded, **'that Graduate Council approve the proposed new program as described in the documents.'**

The motion was **carried**.

IX. Changes to Scholarship

It was duly moved and seconded, **'that Graduate Council approve the proposed changes to scholarship as set out in the document.'**

The motion was **carried**.

X. Delay in Instituting the Mandatory Thesis Requirement of the Research Plagiarism Checking Policy

Dr. Thompson explained that the School of Graduate studies and institution had put forward an initiative where faculty members would use Avenue to Learn to identify issues of originality in material before they're sent out externally for review. He explained that the original vendor, Urkund, had servers in Sweden and were compliant to the European Union regulations around privacy. It was the ideal company to do originality scans. Since that time there has been a hostile takeover bid by Turnitin and the status is now not clear. He noted that folks are still allowed to use it and it was always intended to be a tool. In terms of the mandate for graduate theses before defence, given the current context, it seemed prudent to delay the implementation for a year.

It was duly moved and seconded, **'that Graduate Council approve the delay in instituting the Mandatory Thesis Requirement of the Research Plagiarism Checking Policy.'**

The motion was **carried**.

There being no other business the meeting was adjourned.

October 2021 Graduate Council

New Trust Funds for Approval

Name of Trust Fund: The Wojkowski and Chapdelaine Family Bursary

Award terms: Established in 2021 by Sarah Wojkowski and Ben Chapdelaine. To be granted by the School of Graduate Studies to graduate students enrolled in the Physiotherapy program who identify as a member of an equity-deserving group and demonstrate financial need.

Name of Trust Fund: The Karen Anne (Murray) Winchar Bursary

Award terms: Established in 2021 by Charla Murray in memory of her sister, Karen Anne (Murray) Winchar, who enjoyed working for many years in her chosen career as a Registered Physiotherapist. To be granted by the School of Graduate Studies to graduate students enrolled in the Physiotherapy program who identify as a member of an equity-deserving group and demonstrate financial need.



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To : Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

At its meeting on June 22nd, 2021 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 Information of Graduate Council

1. Child Life and Pediatric Psychosocial Care

• **Change to Course Title and Description**

- i. 703 Educational Research Methods in Health Science Education

2. Psychotherapy

• **New Courses**

- i. 706 Applied Psychotherapy Skills
- ii. 712 Practicum II
- iii. 721 Interpersonal Therapy (IPT)

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 Pediatrics, MSc Child Life and Pediatric Psychosocial Care Program		
COURSE TITLE		Educational Research Methods in Health Science Education		
COURSE NUMBER	CLPPC 703	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (x)	1.5 Unit Course ()
REQUISITE(S) <small>(Pre/Co/Anti or program enrollment requirement)</small>	Enrollment is restricted to Child Life and Pediatric Psychosocial Care students only.			
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 <u>NEW</u> COURSES ONLY): Fall 2021		WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? No	
			If YES, PROVIDE THE DATE:	

WILL THE COURSE BE CROSS-LISTED (COMBINED SECTIONS) WITH ANOTHER DEPARTMENT? No If YES, PLEASE NOTE WHICH DEPARTMENT: N/A

ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH 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		<p>PROVIDE THE <u>NEW</u> COURSE TITLE:</p> <p>RESEARCH METHODS IN PEDIATRIC PSYCHOSOCIAL CARE</p>
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CHANGE IN COURSE DESCRIPTION	Yes	<p>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</p>
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COURSE CANCELLATION		<p>PROVIDE THE REASON FOR COURSE CANCELLATION:</p> <p>The Health Sciences Education program cancelled their HS EDUC 702 Educational Research Methods in Health Science Education course and are instead offering an open-access HPER course in combination with MERIT and the Program for Faculty Development.</p> <p>PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.</p>
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OTHER CHANGES		<p>EXPLAIN: The current CLPPC 703 course had been offered as a cross listing of the HS EDU 702 course. A faculty member from our CLPPC program has been the instructor for our students and provided some tailoring to align clinical application to our cohort, discussion prompts, readings, etc. With the HSED course cancellation and our program's ongoing need for a course in research to meet our graduate's eligibility for professional certification, we are requesting a change in title, content and evaluative methods. The focus of this revised course will remain on introducing methodologies for our course based professional learners. There will however be more content related to qualitative research than the previous HSED course offered, in addition to focused content that explores the application of research with children, Indigenous research frameworks and methods, and engaging with marginalized communities.</p>
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BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.

The course will introduce research methods and designs relevant to pediatric psychosocial care. Epistemology, experimentation, quantitative, qualitative and mixed methods designs and methods will be explored in addition to considerations for engaging children in research. The course will provide the tools to understand a variety of basic research designs with the goal of encouraging students to pursue an active involvement in research. This course is offered online. Three real-time interactive virtual sessions are also required.

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

Weekly assigned and recommended readings will be provided.

The following outlines the areas of content:

Foundations of research in pediatric psychosocial care

1. Introduction to research in pediatric psychosocial care – Terminology and Philosophical world views
2. Literature reviews & research questions
3. Research ethics and considerations for engaging children in research

Designs & Methodologies

4. Quantitative Research – Experimentation and hypothesis testing
5. Quantitative Research - Psychometrics
6. Quantitative Research – Grounded Theory, Ethnography, Phenomenology
7. Qualitative Research – Interpretive Description, Qualitative Description, Arts-based methods
8. Indigenous research methodologies
9. Mixed Methods Design & Sampling

Data Collection/Generation & Analysis with Children and Families

10. Survey Designs
11. Observational Research
12. Focus Groups/Interviews
13. Participatory Action Research (PAR) and research with marginalized communities

Moving Forward

14. Knowledge Translation and Mobilization]

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)?)

The core courses of the Child Life and Pediatric Psychosocial Care program are included to meet the core competencies for child life specialists and to meet certification eligibility requirements as set out by the Child Life Council (North American). All of the courses have been mapped to these competencies to prepare students for clinical practice.

Some courses for Stream 2 (those already in clinical practice) of the Child Life and Pediatric Psychosocial Care program, of which this is one, have been developed to meet the learning outcomes established for the program including comprehension of research methods and the ability to critically evaluate the literature. They also address and advance key practice areas in pediatric psychosocial care identified through the North American child life professional association, our steering committee's National survey, and focus groups held in Ontario.

2. EXPECTED ENROLMENT:

This is a required course for all Stream 1 (14) and Stream 2 (10) students.

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

This course will include recorded lectures by the course instructor, guest lecturer, or followed by key questions and/or video clips for group discussion within Avenue to Learn discussion boards each week. There will also be 3 live virtual sessions.

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.)

Quiz 1 (lectures 1-7) - 15%

Quiz 2 (lectures 8-13) - 15%

Assignment 1 - literature review - 20%

Assignment 2 - Part (A) partial consent form + Part (B) written rationale for study design elements - 30%

Participation - weekly assigned discussion questions and participation in the discussion forum demonstrating understanding of the topic and assigned readings- 20%

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

No

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

N/A

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Cathy Humphreys Email: humphrc@mcmaster.ca Extension: xx795 Date submitted: May 17, 2021

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



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:

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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				Department of Psychiatry and Behavioural Neurosciences; MSc Psychotherapy Program			
COURSE TITLE				Applied Psychotherapy Skills			
COURSE NUMBER		706		COURSE CREDIT			
				6 Unit Course (<input checked="" type="checkbox"/>)		3 Unit Course ()	
				1.5 Unit Course ()			
INSTRUCTOR(S)				TBD			
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)				Enrollment is restricted to MSc Psychotherapy students			
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 COURSES		<input checked="" type="checkbox"/>		DATE TO BE OFFERED (FOR NEW COURSES ONLY): September 2021		WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:	
<p>WILL THE COURSE BE CROSS-LISTED (COMBINED SECTIONS) 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 EACH 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.</p> <p>*FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE:</p>							
CHANGE IN COURSE TITLE		PROVIDE THE NEW 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 (maximum 6 lines) to be included in the Graduate Calendar. This course will provide training in advanced psychotherapy skills via tutorial-based classes. Students will learn and practice a range of clinical skills from evidence-based psychotherapies for various mental health problems as well as engage in clinical interviewing and risk assessments. Managing and troubleshooting challenges to the therapeutic alliance and the use of self will be explored. Skill development exercises will include reviewing video recordings of psychotherapy skills, leading classes discussions, and role-play.							

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

This course will provide opportunities to demonstrate knowledge and practice of psychotherapy skills.

Course objectives include:

- Demonstrate competencies in advanced psychotherapy skills
- Evaluate their own, other students and master psychotherapist's clinical competencies using structured scales e.g., Cognitive Therapy Scale
- Knowledge of and practice in managing and troubleshooting challenges to the therapeutic alliance
- Demonstrate awareness and knowledge of diversity and how to meet specific populations needs/requirements.
- Explore and evaluate use of self in psychotherapy
- Demonstrate knowledge and skills in risk assessment and management. For example, developing safety plans, when to refer to other professional services and when to report to authorities as required by law.
- Knowledge and practice in providing virtual psychotherapy for individuals and groups
- Integrate knowledge of the impact of trauma on psychological functioning.
- Recognize the major classes of psychoactive drugs and their effects.

Main Textbook:

D.H. Barlow (2014) Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual. Fifth Edition.

Other Course Readings:

Selected readings from books and peer reviewed journals

Suggested Readings:

M.T. Williams (2020). Managing Microaggressions: Addressing Everyday Racism in Therapeutic Spaces

H.J. Aponte & K. Kissil (Eds.) (2016). The Person of the Therapist Training Model

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)?)

The MSc Psychotherapy program is a course based and experiential training program. The overall aim is to provide students with academic and clinical learning experiences that include theoretical knowledge of mental health disorders and evidenced based psychotherapies along with applied clinical skills development. The goal is to prepare students for a career as an independent psychotherapy practitioner.

This course fits well with the overall aim of the MSc Psychotherapy program as it will provide an opportunity to practice advanced psychotherapy skills, including managing and troubleshooting challenges to the therapeutic alliance. This course will be completed at the same time as the Practicum II course.

2. EXPECTED ENROLMENT:

20-35 MSc Psychotherapy students

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

This course will consist of small and large group discussions, recording, sharing, and reviewing video recordings of psychotherapy session role plays, in class role plays, and other experiential activities.

Students will use the course texts, chapters from books and peer reviewed journals as resources for learning.

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.)

Students will be expected to demonstrate Master's level analysis and consolidation of information on class topics and how they relate to clinical practice. Students will also be required to demonstrate advanced psychotherapy skills/competencies that are required for clinical practice.

Evaluations:

10% Multiple choice and short answer quiz

50% Presentation. Student to present three video recordings (10-15 minute) of themselves roleplaying introducing a psychotherapy technique with a client. One video each to demonstrate an early, mid, and later psychotherapy technique. Students will include a reflection on their use of self, including strengths and areas for improvement.

10% Review a psychotherapy session and provide feedback. Student is to give written feedback to a peer on their video recordings - for example using the Cognitive Therapy Scale.

20% Two reflection papers (10% for each paper). For each paper, the student will select a current client they are seeing in their clinical practicum and explore use of self in the session, including managing and troubleshooting challenges

10% Participation. Role plays, class discussions and activities

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

No overlapping course.

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: Laura O'Neill Email: oneill@mcmaster.ca Extension: 35416 Date submitted: June 4, 2021

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

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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				Department of Psychiatry and Behavioural Neurosciences; MSc Psychotherapy Program			
COURSE TITLE				Practicum II			
COURSE NUMBER		712		COURSE CREDIT			
				6 Unit Course (X)		3 Unit Course ()	
				1.5 Unit Course ()			
INSTRUCTOR(S)				Erika Haber			
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)				Enrollment is restricted to Psychotherapy students.			
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 COURSES	<input checked="" type="checkbox"/>	DATE TO BE OFFERED (FOR NEW COURSES ONLY): September 2021			WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?		
				If YES, PROVIDE THE DATE:			
WILL THE COURSE BE CROSS-LISTED (COMBINED SECTIONS) 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 EACH 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 NEW 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 (maximum 6 lines) to be included in the Graduate Calendar. This course will provide students an opportunity to participate in the practice of psychotherapy for example, Cognitive Behavioural Therapy (CBT). This course will allow students an experience of applied learning under direct supervision of a qualified supervisor. Evaluations of the students' performances will be completed by their supervisor at the mid and endpoints of the term. In addition, an integrative paper related to the practicum experience will be submitted at the end of the practicum. Grading will be administered as a pass or fail. This is a required course for all psychotherapy students.							

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 allow students to participate in the delivery of psychotherapy. Students will gain an understanding of various cognitive, behavioural, and emotional strategies as well as some other techniques used in psychotherapy to engage clients in the therapeutic process, build therapeutic rapport, understand how to establish a focus of treatment, address treatment barriers, consolidate clients' learning and to enhance relapse prevention. Therapeutic modalities explored will include individual therapy, group therapy, and virtual therapy.

Major sub-topics include: How the model of psychotherapy they are using is applied in various client difficulties/mental health disorders in clinical settings (hospital, community agency, private care, etc.). The use of psychotherapy skills, adapting protocols for diverse populations (culture, religion, neurodiversity, children), and learning core competencies of the approach and of the psychotherapy profession will be the focus. Common factors that influence the effectiveness of psychotherapy, including the therapeutic alliance, specific client-therapist factors, as well as the use of self will be incorporated.

Course objectives include:

1. Experiential learning in a clinical setting.
2. Demonstrate knowledge of psychotherapeutic approaches and integrate theory and practice.
3. Demonstrate knowledge of psychotherapy techniques and other core competencies.
4. Demonstrate knowledge of various modalities, including how to retain fidelity to core components of specific psychotherapies, such as CBT, while providing flexibility when adapting the therapy to work with diverse populations.
5. Demonstrate when and how to incorporate use of self in the clinical setting.
6. Demonstrate diversity and inclusion in professional relationships.
7. Learn to navigate ethical dilemmas and potential conflict in a clinical setting.
8. Demonstrate professional relationships with clients and healthcare team.
9. Receive direct supervision and incorporate feedback as indicated.

Main Textbook: none

Other Course Readings: Selected readings from books and peer reviewed journals

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)?)

The MSc Psychotherapy program is a course based and experiential training program. The overall aim is to provide students with academic and clinical learning experiences that include theoretical knowledge of mental health disorders and evidenced based psychotherapies along with applied clinical skills development. The goal is to prepare students for a career as an independent psychotherapy practitioner.

This course fits well with the overall aim of the MSc Psychotherapy program as it will provide an understanding of evidenced based psychotherapies such as CBT, its core strategies as well as opportunities to practice and gain competence in using the strategies. The ability to assess competence in for example CBT will be examined in detail. By the end of the course students will have a good understanding of the theory and research evidence supporting specific evidenced based psychotherapies, their principles and tenets and how to practically use the core strategies in a clinical setting. This course will help prepare students to work as psychotherapists after graduation.

2. EXPECTED ENROLMENT:

15-30 MSc in Psychotherapy students

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

This course will consist of experiential learning as well as group and individual/dyadic supervision.

Students will use the readings from books and peer reviewed journals as resources for learning. Students are expected to participate in providing psychotherapy on an individual and potentially group basis, as well as attending clinical appointments/meetings, weekly academic activities such as Department of Psychiatry's Mental Health and Addictions Rounds, staff meetings and any other appropriate opportunities to learn and participate in the clinical setting. Regular meetings with site supervisors and a Registered Psychotherapist will be required.

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.)

Students will be expected to demonstrate Master's level consolidation and discussion of information on practicum experiences and how they relate to psychotherapy practice. Students will also be required to demonstrate beginner psychotherapy skills that are required for clinical practice and entry into the profession. Students will be required to demonstrate the integration of theory and practice.

Each milestone is to be completed satisfactorily/passed in order to obtain an overall pass for the Practicum II Course.

1. Learning Goals – created with site instructor at beginning of practicum and will be reviewed at the mid-term evaluation and adjusted if needed. Learning goals to be completed by final evaluation.
2. Reflection Logs – 1-2 pages submitted weekly (See Practicum Handbook for details).
3. Evaluations: midpoint and final - completed by site supervisor and reviewed by Practicum II Course Instructor. At this point, students receive a formal assessment of their performance and have the opportunity to review and revise their learning goals, if needed. If a student is not meeting expectations feedback will be provided by the site instructor and the Course Instructor and they will be given opportunities to modify their behaviour prior to the final evaluation. (See Practicum Handbook for details on mid and final evaluations).
4. Weekly hours have been signed by site supervisor and submitted to Course Instructor.
5. Attend supervision meetings with Registered Psychotherapist – individual or group supervision.
6. Integration Paper: The paper will involve selecting a topic that is relevant to their current practicum and discuss their theoretical knowledge and how it relates to their current practicum experience. Graded by Course Instructor as a pass/fail. (See Practicum Handbook for details).

Based on the above information the Course Instructor (Erika Haber) will determine the pass or fail grade for this 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).

No overlapping course.

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: Laura O'Neill Email: oneill@mcmaster.ca Extension: 35416 Date submitted: May 3, 2021

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; MSc Psychotherapy Program					
COURSE TITLE				Interpersonal Therapy (IPT)					
COURSE NUMBER		721		COURSE CREDIT					
				6 Unit Course ()		3 Unit Course (X)		1.5 Unit Course ()	
INSTRUCTOR(S)				Jelena King					
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)				Enrollment is restricted to MSc Psychotherapy students					
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 NEW COURSES ONLY): September 2021		WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?			
						IF YES, PROVIDE THE DATE:			
<p>WILL THE COURSE BE CROSS-LISTED (COMBINED SECTIONS) 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 EACH 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.</p> <p>*FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE:</p>									
CHANGE IN COURSE TITLE		PROVIDE THE NEW 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 (maximum 6 lines) to be included in the Graduate Calendar. This course will explore theory and evidenced-based research related to Interpersonal Therapy (IPT). Students will have an opportunity to build their knowledge of IPT theory and core skills. Students will be given opportunities to practice and develop beginner competencies in this psychotherapeutic approach. This is an elective course for MSc Psychotherapy students.									

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 explore the theory and evidence-based research for IPT.

Major sub-topics include:

- The interpersonal approach to understanding and treating clinical depression
- Comparison of IPT with other psychotherapies
- Efficacy of IPT in the treatment of clinical depression
- Traditional and contemporary interpersonal theory
- Effects of early attachment on interpersonal behaviour in adulthood
- The goals and tasks within the initial, intermediate, and termination phases of IPT
- Completing an interpersonal inventory
- Developing an interpersonal case formulation utilizing a biopsychosocial/cultural/spiritual framework
- Identifying the IPT treatment focus: interpersonal disputes, role transitions, grief/loss, and interpersonal sensitivities
- Learning the specific tasks/techniques within the focal areas of IPT
- Achieving psychotherapy effectiveness, repairing psychotherapeutic ruptures, and identifying commonly encountered problems in therapy within an interpersonal psychotherapeutic framework
- Use of self – including psychodynamic processes such as transference, countertransference, and resistance

Course objectives include:

1. Develop knowledge and theory of IPT
2. Case conceptualization within an interpersonal approach
3. Understand IPT's applicability to various mental health conditions
4. Demonstrate knowledge of core competencies in IPT
5. Develop through role play beginner IPT intervention skills and techniques
6. Explore when and how to incorporate use of self in the clinical setting
7. Understand how IPT can be adapted when working with diverse populations

Main Textbook: Stuart, S. and Robertson, M. Dobson K.S. (2012). *Interpersonal Therapy: A Clinician's Guide*. (Second Edition).

Supplementary Textbook:

Weissman, M.M., Marcowitz, J.C., Klerman, G.L. (2018). *The Guide to Interpersonal Psychotherapy*. New York: Oxford University Press.

Other Course Readings: Selected readings from books and peer reviewed journals

Selected chapters from: Klerman, G.L., Weissman, M.M., Rounsaville, B.J., Chevron, E.S. (1984). *Interpersonal Psychotherapy of Depression*. New York: Basic Books.

Peer Reviewed Journals:

Cuijpers P, Noma H, Karyotaki E, Vinkers CH, Cipriani A, Furukawa TA. (2021). A network meta-analysis of the effects of psychotherapies, pharmacotherapies and their combination in the treatment of adult depression. *World Psychiatry*; 19(1):92-107. doi: 10.1002/wps.20701

Cuijpers, P., Donker, T., Weissman, M.M., Ravitz, P., Christea, I.A. (2016). *Interpersonal Psychotherapy for Mental Health Problems: A Comprehensive Meta-Analysis*. *American Journal of Psychiatry*; 173: 680-687.

Cuijpers P, Geraedts AS, van Oppen P, et al. (2011). Interpersonal psychotherapy for depression: a meta-analysis. *American Journal of Psychiatry*;168:581–592

Lipsitz, J.D., Markowitz, J.C. (2014). Mechanisms of change in interpersonal therapy (IPT). *Clinical Psychology Review*; 33(8): 1134-47. doi: 10.1016/j.cpr.2013.09.002.

Ravitz, P., Watson, P., Lawson, A., Constantino, M. J., Park, J., & Swartz, H.A. (2019). Interpersonal psychotherapy: a scoping review and historical perspective (1974-2017). *Harvard Review of Psychiatry*; 27:165-180.

Ravitz, P., McBride, C., Maunder, R. (2011). Failures in Interpersonal Psychotherapy (IPT): Factors Related to Treatment Resistances. *Journal of Clinical Psychology*; 67(11):1129-39. doi: 10.1002/jclp.20850.

Stuart, S. (2008). What is IPT? The Basic Principles and the Inevitability of Change. *Journal of Contemporary Psychotherapy*; 38, 1–10 <https://doi.org/10.1007/s10879-007-9063-z>

Swartz, H.A., Novick, D.M. (2020). Psychotherapy in the digital age: what can we learn from interpersonal psychotherapy. *American Journal of Psychotherapy*; 73(1): 15-21. doi: 10.1176/appi.psychotherapy.20190040

Weissman, M.M. (2020). Interpersonal psychotherapy: history and future. *American Journal of Psychotherapy*; 73(1): 3-7. doi: 10.1176/appi.psychotherapy.20190032

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)?)

The MSc Psychotherapy program is a course based and experiential training program. The overall aim is to provide students with academic and clinical learning experiences that include theoretical knowledge of mental health disorders and evidenced based psychotherapies along with applied clinical skills development. The goal is to prepare students for a career as an independent psychotherapy practitioner.

This course fits well with the overall aim of the MSc Psychotherapy program as it will provide an understanding of IPT its core strategies as well as opportunities to practice and gain competence in using the strategies. By the end of the course students will have a good understanding of the theory and research evidence supporting IPT and how to practically use the core IPT techniques in a clinical setting.

2. EXPECTED ENROLMENT:

7-25 MSc Psychotherapy students

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

This course will consist of lectures, small and large group discussions, case studies/vignettes, activities and role plays.

Students will use the course texts, chapters from books and peer reviewed journals as resources for learning. Students are expected to participate in class discussions, activities, and role plays.

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.)

Students will be expected to demonstrate Master's level analysis and consolidation of information on class topics and how they relate to clinical practice. Students will also be required to demonstrate beginner IPT skills that are required for clinical practice.

Evaluations:

1. 15% Participation: Class discussions, role plays and activities
2. 10% Reflection Paper: Based on class readings
3. 10% Reflection Paper: Based on class readings
4. 25% Presentation: Using a case study/vignette present an IPT technique to the class
5. 40% Final Assignment: written paper case study vignette that requires an interpersonal case formulation/understanding of client within a biopsychosocial, cultural, spiritual framework, and specific treatment goals and techniques utilized within the three phases of IPT as it relates to one of the four chosen focal area of IPT.

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

No overlapping course.

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: Laura O'Neill Email: oneill@mcmaster.ca Extension: 35416 Date submitted: June 1, 2021

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

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