

To : Members of Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

The next meeting of Graduate Council will be held on **Tuesday May 17th 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 April 19th, 2022**
- 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. **Faculty of Health Sciences Graduate Policy and Curriculum Committee Report**
- VII. **Course Management Policy**
- VIII. **Rescind Course Outline Policy**
- IX. **Spring 2022 Graduands (to be distributed)**
- X. **New Award**

Tuesday April 19th at 9:30 am via Zoom

Present: D. Welch (Chair), M. Thompson, S. Hanna, B. Gupta, J. Gillett, G. Mulvale, M. Stroinska, M. Abouei, T. Chamberlain, W. Farmer, N. Kuhathasan, A. Roddick, D. Gillespie, G. Krishna, L. Romane, K. White, R. Wu, D. Genuth-Olkon, Z. Samaan, S. Medeiros, S. Raha, P. McNicholas, S. Brophy, L. Side, S. Baschiera (Associate Registrar and Graduate Secretary), C. Bryce, (Assistant Graduate Secretary)

Regrets: M. Horn, T. McDonald, J. Kish, N. Tan, A. Shi

I. Minutes of the meeting of March 15th, 2022

It was duly moved and seconded, **‘that the Graduate Council approve the minutes of the meeting of March 15th, 2022.’**

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:

- Laura Side has joined SGS, taking over for Karen Zhang;
- The Midwifery M.Sc. program had been approved and was taking in applicants;
- A very successful Grad Flix competition;
- The current Covid context, noting a new variant had prompted the extension of the campus mask mandate, that people are still required to be full vaccinated to travel in Canada and that McMaster folks are encouraged to keep their vaccination status up-to-date in the system;
- Work to integrate Slate with another system that will allow them to make offers of accommodation in the new graduate residence;
- Peak admissions time.

IV. Report from the Graduate Associate Deans

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

- The upcoming Engineering Graduate Student Society Ideathon.

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

- The launch of the Midwifery program, including thanks to all involved in getting it started;
- The Graduate Diploma in Community and Public Health had been approved by Senate;
- A great year for scholarships, including thanks to the team for their support.

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

- Continued work to develop new professional degree programs;
- Work to develop an executive version of the Master of Public Policy degree;
- Recruitment of international Ph.D. students;
- Awaiting news of SSHRC doctoral awards.

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

- Busy with IQAP activities.

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

- The collection of financial data to see how students are funded in different programs;
- Working on a graduate ambassadors program;
- The hire of a new career and mentorship program coordinator.

V. Report from the Associate Registrar and Graduate Secretary

Ms. Baschiera reported on the following items:

- Admissions going well this season, noting only 54 in the queue currently;
- Phase 2 is starting to ramp up, including work on residence offers and focus on improving the evaluation area ahead of the next cycle;
- With convocation coming up Records is focused on end of term activities and start of term.

VI. Motion to Expand Allowed Hours of On-campus Work for Full-time Graduate Students

Dr. Welch introduced the proposal, noting that McMaster has had a limit on on-campus employment for a long time. The idea was to encourage students to spend as much time as possible on academic research progress. The case remains that students in many cases have to take on employment outside of the university. The intent of the change is to allow additional hours of work to be completed on campus, with the potential that it may be somehow related to their research, but not to impose an additional requirement on students or faculty.

Members discussed the availability of work for students, the type of work they might take on and support from students for the change.

It was duly moved and seconded, **‘that Graduate Council approve the motion to expand allowed hours of on-campus work for full-time graduate students, as a one-year pilot, effective May 1, 2022.’**

The motion was **carried**.

VII. Graduate Calendar Administrative Sections

Ms. Baschiera highlighted a few of the changes for consideration:

- A notation that policies change over the course of the year and students are responsible for reading the calendar;
- Clarification of rules for students in course-charged programs;
- Adjustments to the sections relating to part-time status, noting that if the option is available it will be listed in the program-specific section of the calendar;
- An update to the policy related to the continuity of registration, noting that they will now allow an absence for one term per academic year where programs have noted that it’s appropriate for their discipline.

Members discussed the new schedule break option and the requirement for continuity of enrollment as well as the language related to the schedule break. Ms. Baschiera noted there would be a new form and guidance on how and when to utilize the scheduled break versus a leave of absence.

It was duly moved and seconded, **‘that Graduate Council approve the revisions to the Graduate Calendar admin sections as set out in the document.’**

The motion was **carried**.

VIII. Faculty of Business Graduate Curriculum and Policy Committee Report

Dr. Mulvale presented the following items for approval:

- A change to the sequencing of courses for the Blended Learning Part-Time program;
- A suite of admission requirement changes to rationalize the way they’re expressed across the different MBA programs and options, including clarification of the role of the GMAT in the Blended-Learning Part-Time program and changes to work requirements for some streams within the MBA program.
- A change to the list of available electives for the eHealth program to bring the listing in the calendar in line with courses that they’re permitted to take;
- The Master of Finance program proposed a change to calendar copy regarding the procedures for students taking their courses from other programs as well as an update to their elective list to include a previously approved course;
- MBA proposed a change to their missed term work practices.

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

The motion was **carried**.

IX. Faculty of Engineering Graduate Curriculum and Policy Committee Report

Dr. Thompson presented the following items for approval:

- Computing and Software proposed a minor change to language recognizing the Chair delegate;
- Electrical and Computer Engineering proposed a change to their Masters around how 600-level courses are accepted;
- Engineering Physics cleaned up their course lists and added a clause noting that 50% must be taken from within the department;
- Materials Science and Engineering proposed a change to their comprehensive exams, reducing the number of required members to four;
- A number of changes from the School of Engineering Practice and Technology including:
 - An increase to unit load from 24 to 30 for MEEI/MTEI, which will make them consistent with other Masters programs in the School. The shift also includes a change in how the project is operating;
 - The rest of the program changes involve an adjustment to the number of courses required in different areas, eliminating the Innovation Studio to give students more opportunity to take interdisciplinary electives and ensuring each of the degrees is uniquely separate.

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

The motion was **carried**.

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

Dr. Hanna presented the following items for approval:

- Child Life and Pediatric Psychosocial Care cancelled a course, changing the requirement to a milestone;
- Health Policy renamed a field and refreshed the list of available courses;
- HRM adjusted the list of available make-up courses for the Biostatistics area;
- Occupational Therapy and Physiotherapy made updates to their calendar copy related to admissions processes;
- Psychotherapy revised their calendar language to note IELTS as an option and changed the structure of the statement of interest for admissions.

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**.

XI. Faculty of Humanities Graduate Curriculum and Policy Committee Report

Dr. Welch presented the following changes for approval on behalf of Dr. Horn:

- A change to the course requirements for the M.Sc. in Cognitive Science of Language to make it more flexible for students;
- A change to the calendar copy for the Gender and Social Justice Graduate Diploma to clarify the amount of attendance required to satisfy the seminar requirement.

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

The motion was **carried**.

XII. Faculty of Science Graduate Curriculum and Policy Committee Report

Dr. Gupta presented the following items for approval:

- A clarification from Chemical Biology with respect to the required colloquium courses as the Masters and Ph.D. level;
- The addition of a required course for all students and a revision to the requirements for one of the disciplines for Chemistry;
- A revision to the comprehensive examination process for Kinesiology, noting that students will now have an 8 hour take home for the written component of the exam and submit materials electronically, followed within a week by the oral examination.

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

The motion was **carried**.

XIII. Faculty of Social Sciences Graduate Curriculum and Policy Committee Report

Dr. Gillett presented the following items for approval:

- Changes from Economics to clarify requirements at the Masters level and changes to course listings related to the comprehensive exam so it more clearly lined up to offerings;
- A change to course requirements for Sociology to reflect a newly proposed course;
- The addition of a part-time option for the Master of Public Policy program.

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

The motion was **carried**.

XIV. Spring 2022 Graduands – Faculty of Health Sciences

It was duly moved and seconded, **‘that Graduate Council approve the list of the 2022 Faculty of Health Sciences Spring Graduands, with amendments/corrections to be made as necessary by the Associate Graduate Registrar.’**

The motion was **carried**.



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To : Graduate Council
From : Christina Bryce
Assistant Graduate Secretary

At its meetings on April 11th the Faculty of Health Sciences Graduate Policy and Curriculum Committee approved the following graduate curriculum recommendations.

Please note that these recommendations were approved by the Faculty of Engineering.

For Approval of Graduate Council:

- **Midwifery**
 - **New Program Calendar Copy**

Midwifery

The Master of Science in Midwifery aims to address a societal need in Canada and abroad for midwives to play an increased role in leadership within health systems. It will also provide the option to develop discrete advanced clinical skills through elective courses. The program content derives from the major attributes of advanced midwife practitioners, including autonomy in practice, leadership, expertise, and research skills. Graduates will critically integrate new knowledge and skills and contribute to the international body of scholarship about the impact of quality midwifery care.

While the degree targets students from a single health profession, the curriculum reflects McMaster's institutional strength in interdisciplinary learning to advance human and societal health and well-being. The program draws on scholarship from the fields of business and health management, social sciences, epidemiology, health services, and health policy, as well as building on the body of knowledge of midwifery. Students in the program receive a comprehensive and integrated education that will prepare them to apply new knowledge to lead innovation in the health system that addresses pressing and emerging challenges. The program provides students with the opportunity to participate in experiential learning, which will support their readiness to successfully apply new knowledge and skills in the work environment upon graduation. Learning activities throughout the program will support the development of skills and competencies that are directly applicable to job roles that graduates will assume. Students will undertake real-world projects that contribute to improvements in health care as part of the program. The degree will equip students not only with leadership skills that will prepare them for leadership roles in the workforce but also to be engaged and successful global citizens.

The program offers both a course-based and a thesis-based option for completing the degree and a choice between full-time or part-time studies. The program structure is designed to support the participation of international students and midwives who are working by offering a flexible and accessible learning schedule and a part-time option. The program delivery modes include a blended model of in-person and online formats.

Upon completion of the Master of Science in Midwifery, students will be able to:

- Critically evaluate research methods and the validity of key assumptions and evidence,
- Apply theoretical knowledge to plan, implement, and lead change within health care settings to transform systems and achieve results,
- Apply concepts of social justice as a leader and promote equitable sexual and reproductive health care that meets community needs,
- Advocate for and lead expansion of the role and contributions of midwives in health systems,
- Communicate effectively as a leader using both written and oral communication strategies,
- Apply knowledge to evaluate initiatives in a health care setting or conduct original research to advance scholarship within the field of midwifery, and
- Demonstrate critical analysis and expertise in a focus area of midwifery leadership (e.g., advanced practice, professional leadership, midwifery education, midwifery research).

Enquiries

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Website: <https://midwiferymasters.mcmaster.ca/>

Faculty, 2022

Liz Darling, Midwifery

Kate Demers, Midwifery

Rohan D'Souza, Obstetrics & Gynecology

Anne Malott, Midwifery

Helen McDonald, Midwifery

Patricia McNiven, Midwifery

Giulia Muraca, Obstetrics & Gynecology

Beth Murray-Davis, Midwifery

Kathi Wilson, Midwifery

Programs

Master

- Midwifery, M.Sc.

Course Offerings

- Midwifery Courses

Midwifery, M.Sc.

Admission Requirements

In addition to the School of Graduate Studies requirements, candidates for admission to the Master of Science in Midwifery program will have:

- Two years of full time (or equivalent) clinical experience as a practising midwife, and
- A four-year undergraduate degree in midwifery (or the international equivalent) from an accredited university with a B+ average (minimum 77%, equivalent to a McMaster 8.5 grade point average) in the final two years of undergraduate study.

Applicants without an undergraduate degree in midwifery will be considered for admission if they have qualified for registration as a midwife in a Canadian jurisdiction and have at least two years of clinical experience as a practising midwife. The two years of clinical experience as a practising midwife do not have to have occurred within Canada.

Additional requirements include:

- Official transcript of all academic work completed to date at all post-secondary institutions attended sent directly from the issuing institution(s).
- Two academic references.
- One professional reference.
- Curriculum Vitae or Resume, which includes work and educational experiences.
- A personal statement that describes how the applicant's personal experiences have prepared them for the program and identifies their interest and motivation for completing the program by answering the following questions:
 - Briefly outline your professional qualifications, clinical midwifery experience, and reasons for applying for graduate studies at this point in your career.
 - What are your long-term career goals, and how do you see graduate education contributing to meeting them?
 - Briefly describe a midwifery issue of interest to you and which you would like to focus your research or scholarly activities around during your master's degree.
 - Describe your reasons for deciding to pursue your graduate midwifery education at McMaster University. Comment on the fit between the program's courses and your academic goals. If you are applying to the thesis-based program stream, comment on the fit between the McMaster Midwifery Research Centre and potential supervisors and your academic goals.
 - Outline the personal attributes (e.g., communication skills, innovativeness, organization, etc.) you possess and how they will contribute to your overall success in graduate school.
- English language proficiency:
 - Applicants whose primary language is not English will be required to provide proof of language proficiency. Minimum acceptable test scores include:

- A TOEFL (iBT) score of 92 overall with a minimum of 22 for reading, 24 for speaking, 24 for listening, and 22 for writing, or
- An overall IELTS score of 7.0.
- Thesis-based program stream applicants must also submit an academic writing sample.

Admission is competitive and meeting the minimum standards does not guarantee admission to the program.

To apply and pay the application fee online, consult the Graduate Studies website at <https://gs.mcmaster.ca/how-to-apply/>

Program Requirements

The general regulations for Master's degrees may be found at the beginning of this Calendar. Minimum requirements for candidates of the Master of Science in Midwifery program are outlined below.

Course-based program stream students must complete, with at least a B- standing:

- The program's five required courses (MIDWIF 700, MIDWIF 701, MIDWIF 702, MIDWIF 703, MIDWIF 704),
- 12.0 units of elective courses selected from the Midwifery Elective Course List, and
- A capstone portfolio.

Thesis-based program stream students must complete, with at least a B- standing:

- The program's five required courses (MIDWIF 700, MIDWIF 701, MIDWIF 702, MIDWIF 703, MIDWIF 704),
- 6.0 units of elective courses selected from the Midwifery Elective Course List. Of which, at least 3.0 units of electives must come from a research methods course (unless exempted based on previous academic course work), and
- A thesis.

Required Online Modules

All students in the Master of Science in Midwifery Program must complete the following non-credit online modules:

- SGS 101 Academic Research Integrity and Ethics,
- SGS 201 Accessibility for Ontarians with Disabilities Act (AODA), and
- Indigenous Health Online Modules.

Students who have not previously completed a course on critical appraisal of research will be required to successfully complete the following non-credit online modules:

- National Collaborating Centre for Methods and Tools' online modules: Introduction to Evidence-Informed Decision Making, Quantitative Research Design 101, Searching for Research Evidence in Public Health, Critical Appraisal of Intervention Studies, Critical Appraisal of Systematic Reviews, Critical Appraisal of Guidelines, Critical Appraisal of Qualitative Studies, Assessing the Applicability and Transferability of the Evidence.

Anticipated completion time

The anticipated completion time of the Master of Science in Midwifery program requirements is 2 years for full-time students and 3 years for part-time students. The course-based program stream is available as a part-time or full-time program, and the thesis-based program stream is only available as a full-time program.

Midwifery Courses

Core Courses (Required)

MIDWIF 700 Midwifery Residency 1

This course will provide students with an in-depth overview of the program and courses, including an introduction to the program faculty, the over-arching objectives of the program, and the structure and content of the courses. An orientation to library resources and online learning tools will be provided. Key concepts pertaining to advanced practice and leadership will be introduced, with a focus on leading self. Students will reflect upon their goals for the program and will set personal learning objectives. Sessions will be led by both faculty and invited guest speakers. This is a face-to-face course offered in an intensive summer course. Students will have the opportunity to engage with faculty and other students in both formal and social settings.

2022 In-Person Course Dates: Monday, July 18 – Friday, July 22, 2022.

Five-days, in-person (Hamilton, Ontario, Canada). Required course. 1.5 units. Offered in the Spring/Summer Term.

Prerequisites: Enrollment in the Master of Science in Midwifery program.

First offering: Spring/Summer 2022.

MIDWIF 701 Leadership in the Midwifery Profession

This course will address 4 key areas related to inclusive leadership: conceptualizations of leadership, leading self, leading others, and achieving results. Students will critically reflect on a variety of conceptualizations of leadership and how they align with the objectives of inclusive leadership. Leading self will cover research evidence and leadership literature to support the development of leadership skills (including the identification of personal strengths and barriers, emotional intelligence, and goal setting). Leading others will include fundamental management and communication theory (e.g., topics such as creating inclusive environments; communication theory, and change management). Achieving results will include theory related to systems thinking, strategic planning, coalition building, negotiation, and project management.

One term, asynchronous online. Required course. 3.0 units. Offered in Fall Term.

Prerequisites: MIDWIF 700.

First offering: Fall 2022.

MIDWIF 702 Social Justice and Systems Change

This course will address key concepts pertaining to social justice theory and health systems to provide a foundation for leading system transformation to improve health and health equity. Key theories will include intersectionality, elements of critical theory (e.g., critical race theory, gender theory, queer theory, feminist theory, etc.), reproductive justice, and anticolonialism. Students will also be introduced to key concepts and literature pertaining to the social determinants of health, health system and organizations (e.g., hospitals, professional bodies, etc.), and how these intersect through health policy. The course will then integrate these theoretical foundations to examine their application in health care leadership to improve health and reduce inequity through processes and knowledge to drive change (e.g., client and community engagement, needs assessment, continuous improvement, quality improvement, and implementation theory).

One term, asynchronous online. Required course. 3.0 units. Offered in Fall Term.

Prerequisites: MIDWIF 700.

First offering: Fall 2022.

MIDWIF 703 Foundations of Research for Midwifery Leadership

This course will introduce theory and methods of research relevant to midwifery leaders. Theoretical concepts will include scientific paradigms and ways of knowing, hierarchies of evidence, and theoretical frameworks of relevance to midwifery. Methodological topics will include program logic models, outcome metrics, and evaluation methods. The major project for the course will involve developing an evaluation plan for a quality improvement project or developing a research proposal in the form of a grant application.

One term, asynchronous online. Required course. 3.0 units. Offered in Winter Term.

Prerequisites: MIDWIF 700 and MIDWIF 701.

First offering: Winter 2023.

MIDWIF 704 Midwifery Residency 2

Students will complete this course after completion of all core course work, and prior to completion of their thesis or personal project. The course will provide an opportunity to consolidate key concepts related to advanced practice. Students reflect on their personal learning objectives for the degree and will set new leadership objectives for themselves. Sessions will be led by both faculty and invited guest speakers. Students will also present their progress to date on their thesis work or personal project in seminar format. This is a face-to-face course offered in an intensive, in-person summer course. Students will have the opportunity to engage with faculty and other students (including the first-year cohort) in both formal and social settings.

2023 course dates: TBD.

Four-days, in-person (Hamilton, Ontario, Canada). Required course. 1.5 units. Offered in the Spring/Summer Term.

Prerequisites: MIDWIF 700, MIDWIF 701, MIDWIF 702, and MIDWIF 703.

First offering: Spring/Summer 2023.

Consolidation Courses (Required)

Consolidation courses are generally taken in a student's final semester (or final two semesters, in the case of MIDWIF 708) after completion of all course work. However, work on consolidation projects will occur throughout the student's time in the degree program in both the program's core courses and as a longitudinal activity. MIDWIF 707 and 708 act as placeholders in the student's final term (or final two terms, in the case of MIDWIF 708) to provide them with dedicated time to complete their consolidation project. Students who require additional terms to work on their projects may be eligible for **SGS 700**, an additional placeholder course for consolidation project work.

MIDWIF 707 Capstone portfolio (Course-Based Program Stream)

The capstone portfolio will include the final assignments from each of the core courses, a leadership vision statement, and a final report on a personal project that has been conducted based on one or more of the final assignments from the core courses (e.g., a quality improvement project conducted in the student's work setting).

One term, asynchronous online. Required course for students in the Course-Based Program Stream. Offered each term, however most students will complete it in the Winter Term.

Prerequisites: Enrolled in the Course-Based Program Stream, MIDWIF 700, MIDWIF 701, MIDWIF 702, MIDWIF 703, MIDWIF 704, and 12.0 additional units.

First offering: Winter 2024.

MIDWIF 708 Thesis (Thesis-Based Program Stream)

The thesis will demonstrate integrative thinking and a strong understanding of the relevant literature. It will involve conducting and reporting original research that focuses on a midwifery topic that is selected by the student in consultation with their thesis supervisor. Selection of the thesis topic will typically occur in the student's first term in the program. The student will submit a formal written thesis proposal to their supervisory committee that outlines their plan prior to commencing research. The thesis proposal will normally be approved within twelve months of entry into the program for full-time students.

Two-terms, asynchronous online. Required course for students in the Thesis-Based Program Stream. Offered each term, however most students will complete it in the Fall and Winter Term.

First offering: Fall 2023/Winter 2024.

Prerequisites: Enrolled in the Thesis-Based Program Stream, MIDWIF 700, MIDWIF 701, MIDWIF 702, MIDWIF 703, MIDWIF 704, and 6.0 additional units.

Fully Online Electives

MIDWIF 705 Independent study

This course is designed to allow the student to tailor his/her learning to specific topics in midwifery or health care relevant to his/her midwifery and research interests and to do advanced work in this area. The topic studied may be related to but will not overlap with the student's thesis topic or capstone project. Under the guidance of a faculty member, the student will examine critically the pertinent literature.

One term, asynchronous online. Optional course. 3.0 units. Offered every term.

Prerequisites: MIDWIF 700, MIDWIF 701, and special permission of the program.

First offering: Winter 2023.

MIDWIF 713 Advanced midwifery management of neonatal hyperbilirubinemia

This elective course provides in-depth training for midwives providing care to newborn requiring phototherapy for the treatment of physiological jaundice. Topics will include physiology, identification, management, and treatment of hyperbilirubinemia. Students will complete a final synthesis assignment that addresses an issue related to the integration of the management of hyperbilirubinemia into midwifery practice.

One term, asynchronous online. Optional course. 1.5 units. Offered in the Winter Term.

Prerequisites: MIDWIF 700.

First offering: Winter 2024.

MIDWIF 714 Well-infant primary care beyond the neonatal period

This elective course provides training to support the provision of primary well infant care until 18 months of age. The course will focus on normal infant development and includes topics such as routine vaccinations, infant feeding and transition to solids, infant physical exams, normal developmental milestones, use of Rourke baby record for documentation, and the integration of well-infant care into midwifery practice.

One term, asynchronous online. Optional course. 1.5 units. Offered in the Winter Term.

Prerequisites: MIDWIF 700.

First offering: Winter 2024.

MIDWIF 715 Advanced midwifery-led sexual and reproductive health care

Midwifery-Led Sexual and Reproductive Health Care - This elective course provides essential skills and foundational information related to contraception care, medication abortion, medical management of early pregnancy loss, and gynecological care in midlife. Students will also critically examine research and theory related to the role of the midwife in sexual and reproductive health care around the globe. This will include examining service delivery models for early pregnancy loss care and the integration of medication abortion into midwifery practice. Clinical content will include: gender-inclusive sexual and reproductive health care, counselling for contraception, reproductive physiology, screening and treatment of sexually transmitted infections, hormonal and non-hormonal methods of contraception including intrauterine contraceptive devices, medication abortion and sterilization, counseling about abortion, pharmacology of medication abortion, considerations for abortion care, visit requirements,

abortion follow-up care, counseling about early pregnancy loss (EPL), EPL management options (expectant, medication, surgical), pharmacology of EPL management, EPL follow up care, menopause counseling, pessary fitting, endometrial biopsy, and psychosocial dimensions of gynecological care.

One term, asynchronous online. Optional course. 3.0 units. Offered in the Winter Term.

Prerequisites: MIDWIF 700.

First offering: Winter 2023.

MIDWIF 719 Trauma and violence-informed care

This elective course will examine the theoretical and research-based foundations of the concept of trauma and violence-informed care and will explore issues related to the integration of this approach in the provision of sexual and reproductive health care.

One term, asynchronous online. Optional course. 3.0 units. Offered in the Spring/Summer Term.

Prerequisites: MIDWIF 700, or permission of the instructor.

First offering: Spring/Summer 2023.

MIDWIF 720 Community centred care

This elective course will explore the historical and contemporary relationships between healthcare and community in order to consider the theoretical, practical, and research-based foundations of community-centred care. The course will provide necessary background to responsibly engage in community as health care providers. Students will acquire knowledge and skills that will support them to develop health care programs and services in concert with communities.

One term, asynchronous online. Optional course. 3.0 units. Offered in the Winter Term.

Prerequisites: MIDWIF 700, or permission of the instructor.

First offering: Winter 2023.

MIDWIF 721 Advanced topics in mental health, substance use, and concurrent disorders

This elective course will cover fundamental clinical and psychosocial knowledge about common mental health conditions, substance use, and concurrent disorders. The course will focus on building skills to support the provision of strengths-based care to individuals with mental health concerns, currently or with a history of substance use and/or other concurrent disorders within the context of sexual and reproductive health care.

One term, asynchronous online. Optional course. 3.0 units. Offered in the Fall Term.

Prerequisites: MIDWIF 700.

First offering: Fall 2023.

MIDWIF 722 Advanced topics in diabetes in pregnancy

This elective course will provide midwives with foundational knowledge and skills for providing care to individuals experiencing diabetes in pregnancy within the context of interprofessional care teams. Topics include pathophysiology; pharmacological management of diabetes in pregnancy, labour, and the postpartum; dietary and exercise counselling; pregnancy testing and follow-up; and considerations for fetal and newborn health.

One term, asynchronous online. Optional course. 1.5 units. Offered in the Spring/Summer Term.

Prerequisites: MIDWIF 700.

First offering: Spring/Summer 2024.

MIDWIF 723 Advanced topics in mental health in pregnancy and postpartum

This elective course provides midwives with foundational knowledge and skills to provide support to individuals with mental health concerns in pregnancy and the postpartum. Topics will include evidence-based approaches to the screening and management of anxiety and depression, brief interventions within the scope of primary care, facilitation of peer support groups, and services delivery models for the prevention and treatment of perinatal mental health concerns.

One term, asynchronous online. Optional course. 3.0 units. Offered in the Spring/Summer Term.

Prerequisites: MIDWIF 700, or permission of the instructor.

First offering: Spring/Summer 2024.

Approved Online Electives offered by other programs

REHAB 772 Qualitative Research Methods

REHAB 774 Quantitative Research Methods

HS EDUC 710 Fundamentals of Program Evaluation in Health Sciences Education

HS EDUC 747 Qualitative and Conceptual Research Methods

PUBHLTH 711 Program Evaluation in Public Health

Hybrid (Online and In-Person in Hamilton, Ontario, Canada) Electives

MIDWIF 711 Point of Care Ultrasound in Maternity Care

This elective course provides training in a Canadian context for entry-level skills for point of care ultrasound for primary maternity care. The course covers the anatomy and physiology of the normal gravid pelvis and will emphasize the sonographic technique, normal appearance, and ethical and professional responsibilities. Students will complete a final synthesis assignment that addresses an issue related to the integration of point of care ultrasound in clinical practice.

2023 In-Person Workshop Dates: TBD.

One term, asynchronous online and in-person workshop (Hamilton, Ontario, Canada). Optional course. 1.5 units. Offered in Spring/Summer Term.

Prerequisites: MIDWIF 700.

First offering: Spring/Summer 2023.

MIDWIF 712 Surgical Assistant in Obstetrics: C-Section

This elective course provides training in a Canadian context for entry-level skills for the surgical assistant with a focus on obstetrics. The course covers understanding of OR processes and roles, relevant anatomy, instrument identification and use, operative procedures, complications, and pharmacology. Students will complete a final synthesis assignment that addresses an issue related to the integration of surgical assistance in clinical practice.

2023 In-Person Workshop Dates: TBD.

One term, asynchronous online and in-person workshop (Hamilton, Ontario, Canada). Optional course. 1.5 units. Offered in Spring/Summer Term.

Prerequisites: MIDWIF 700.

First offering: Spring/Summer 2023.

Hybrid (Online and In-Person) Canada-wide Placement Electives

Requires application to the program a minimum of four months in advance of the start of the term in which the student wishes to complete the placement/practicum. The program will work with the student to identify potential placements/practicums that meet the students' interests, needs, and preferences. Placements/practicums will be unpaid and can be arranged across Canada. International placements may be possible in restricted circumstances. Students interested in international placements should contact the program for further details. Clinical practicums will require that the student is registered to practise midwifery in the jurisdiction of their practicum. All placement/practicum courses will include completion of online course work and in-person placement/practicum activities.

MIDWIF 706 Leadership Placement

The placement will involve 120 hours of time in a midwifery-related organization (e.g., hospital or health care organization, professional association, regulatory body, government ministry, non-profit organization, etc.) and will be completed over one term (e.g., one 8-hour day per week for fifteen weeks, fifteen 8-hour days over three weeks, etc.). The placement will be supervised by a person in a leadership position and the learning objectives will focus on the development of leadership skills. Placements will be arranged by the program but may be identified by the student.

One term, in-person. Optional course. 3.0 units. Offered every term.

Prerequisites: MIDWIF 700, MIDWIF 701, MIDWIF 702, and MIDWIF 703.

First offering: Spring/Summer 2023.

MIDWIF 730 Advanced Midwifery Clinical Practicum 1

This placement will involve 120 hours of time in a clinical setting (e.g., one 8-hour day per week for fifteen weeks, ten 12-hour days over two weeks, fifteen 8-hour days over three weeks, etc.) and will be completed within one term. Placements will be customized to each student's program of study. Placements will be arranged by the program but may be identified by the student.

One term, in-person. Optional course. 3.0 units. Offered every term.

Prerequisites: MIDWIF 700, MIDWIF 701, and at least 6.0 units of elective clinical courses.

First offering: Spring/Summer 2023.

MIDWIF 731 Advanced Midwifery Clinical Practicum 2

This placement will involve 120 hours of time in a clinical setting (e.g., one 8-hour day per week for fifteen weeks, ten 12-hour days over two weeks, fifteen 8-hour days over three weeks, etc.) and will be completed within one term. Placements will be customized to each student's program of study. Placements will be arranged by the program but may be identified by the student.

One term, in-person. Optional course. 3.0 units. Offered every term.

Pre/Corequisites: MIDWIF 730.

First offering: Fall 2023.

Online Non-Credit Required Courses

The following non-credit online courses are required of all graduate students at McMaster University. Students must complete them within the first month of their first term after admission.

- SGS 101 Academic Research Integrity and Ethics.
- SGS 201 Accessibility for Ontarians with Disabilities Act (AODA).

The following non-credit online course are required of all Master of Science in Midwifery students. Student must complete the courses in their first term of study. Students are encouraged, though not required, to complete the courses before MIDWIF 700 Midwifery Residency 1.

- Indigenous Health Online Modules.
- Critical Appraisal of Research Modules (only required if students have not previously completed a course on critical appraisal of research).

Draft Course management policy

Purpose

This Policy summarizes instructor responsibilities regarding graduate courses. The University expects instructors to clearly communicate their course expectations so students are able to plan ahead and manage their time accordingly. Additionally, graduate students should normally be assessed more than once and receive feedback early enough to make decisions about their enrollment in the course.

This policy applies to all graduate courses at the University. Academic courses are highly varied in format, delivery, objectives, and structure. No course management policy can anticipate all possible circumstances and configurations.

Section A Program Handbooks and The Graduate Calendar

All departments, schools, programs at the graduate level must have an online Student/Program Handbook that contains the policies, procedures, and items outlined in Procedures Section. These handbooks should be reviewed and approved by the Faculty's graduate curriculum and policy committee.

In the event of a conflict between what is written in the program handbook and the Graduate Calendar, the Graduate Calendar prevails.

Section B Course Outlines

A course outline is a document that sets the expectations for graduate students in terms of course objectives, content, format, assignments, and evaluation. .

This policy outlines the minimum elements to be included in every graduate course outline.

A graduate course outline must include the following:

- A) Administrative details, such as the year and semester of the course, contact information for the instructor, instructor availability for student consultation, and any prerequisite courses
- B) Course objectives
- C) Required readings and any other required course material
- D) Overview of the course content and its format
- E) Description of all assignments (including participation), methods of evaluation, the weight given to each course component, due dates for student work, as well as penalties for late submissions
- F) Required prerequisite knowledge, if applicable
- G) Course absenteeism policy, if applicable
- H) The Academic Integrity Policy
- I) Any additional relevant statements, such as references to related policies (see section K Related Policies) or statements referring to the possible modifications of the course, or research ethics

The graduate course outline must be made available to the Department/Graduate Program at least one week before the start of the course, and to students either before or at the first course meeting.

- It is sometimes difficult to predict accurately the content and direction the course will take, so course outlines may indicate that alterations might take place as the course progresses. Instructors who wish to

revise the course outline during the term should inform students in writing as early as possible in the course but certainly before implementing the change.

- Departments/Graduate programs reserve the right to change dates, deadlines, and methods and weight of assessment for courses in the case of unforeseen circumstances, such as illness of the instructor or a labour disruption. Changes made to the course outline must be made in such a way as to maintain the course integrity while not creating undue disadvantage for students. Any changes must be communicated to the students and graduate program by as many means as possible to reach everyone involved quickly but as a minimum by email.
- Many graduate students register for 'reading' or 'independent study' courses, often taken by an individual student working with an instructor. Reading or independent study courses are not exempt from the requirement to have a course outline.
- It is the responsibility of the Department/Graduate Program to keep the course outline up to date; the graduate course outline should be kept on file by the Department/Graduate Program for a minimum of one year after its last use.

Section C Due Date Restrictions

- a) academic assessments, due dates and evaluations are described in course outlines except where other University policies apply, e.g., Student Accessibility Services (SAS) accommodations, deferred exams, etc. Restrictions are placed on academic obligations to enable students to plan their work schedules;
- b) due dates for all term work must be on or before the end of the term indicated in the sessional dates;
- dc) academic obligations cannot be due during the December holiday break.

Section D Academic Assessments and Feedback on Student Performance

- A) Each course must have at least two individual assessments per term in the evaluation scheme. Where appropriate these assessments should be of different types. Normally a single assessment should not be worth more than 50% of a student's final grade. For courses that do not lend itself to two individual assessments per term, this must be clearly stipulated in the course outline, and requires approval from Graduate Curriculum and Policy Committees.
- B) All tests/exams, including those online, are assumed to be closed book unless stipulated otherwise in the course outline.
- C) Student assessment must comply with the provisions of SAS Policies for students with registered accommodations.
- D) Establish guidelines regarding Group Work and procedures to ensure that students are afforded sufficient individual assessment. Clearly define fair, appropriate, and timely procedures for students who encounter difficulty with their working group
- E) Course descriptions and overall objectives must be consistent and there should be comparable assignment structures and grading schemes in all sections of the same course

F) Determine what policies, if any, are appropriate regarding the use of class attendance and in class participation (in person or remote) as a basis for grades. If attendance and participation grades are permitted, a rubric must be established and included in the course outline.

Section E McMaster University Grading Scale

Graduate Student Grading Scale (except for MBA and Master of Finance):

Grade	Points	Equivalent Percentages	Pass/Fail
A+	12	90-100	P+
A	11	85-89	P
A-	10	80-84	
B+	9	77-79	
B	8	73-76	
B-	7	70-72	
F	0	69 and under	F

MBA and Master of Finance Grading Scale:

Grade	Points	Equivalent Percentages	Pass/Fail
A+	12	90-100	P+
A	11	85-89	P
A-	10	80-84	
B+	9	75-79	
B	8	70-74	
B-	7	60-69	
F	0	59 and under	F

Section F Returning Marked Work and Posting of Grades

A) Course outlines must inform students of the method to be used for advising them of their grades.

B) Where graded work is returned to students, this must be done in a confidential manner (done in compliance with FIPPA), as determined by the department/ school/ program.

C) Timely (normally 15 days) and constructive feedback in response to student work must be provided

As there may be other considerations in the releasing of final grades, only the School of Graduate Studies may release official course grades.

Section G Retention of Examination Papers and Other Graded Material

Department Chairs (or Director/Assistant Dean of Program) are responsible for ensuring that all graded materials not meant to be returned to students, and the instructor's record of how the final grades in a course were determined, are:

- a) retained for at least one year after last use; and
- b) remain accessible to the Department Chair/Program Director for that period.

This applies to all instructors. Sessional lecturers and those retiring or otherwise leaving the service of the University must notify their immediate supervisor of the on-campus storage location of the material.

Section H Authenticity/Plagiarism Detection

McMaster University approves the use of software to check authenticity of academic work for the following reasons:

- a) prevention – if students know their academic work is being checked for plagiarism, they will use proper citation methods;
- b) protection of honest students and their work; and
- c) detection – with the type of technology in common use today, it is necessary to use a detection tool which checks academic work against the internet, scholarly publications and previously submitted assignments to McMaster and other institutions.

If plagiarism checking software is used, the instructor should indicate this in the course outline.

Section I Conflict of Interest Guidelines

Faculty members and University officers normally shall not take part in any proceedings at any level which affect the academic standing of an immediate family member (spouse, common-law partner, parent, in-law, sibling, child or step-child). Such proceedings include admission, scholarships, financial assistance and reviewing.

There shall be no restriction against a student registering in a course taught by an immediate family member. In all such cases, however, the instructor must inform their Department Chair who shall ensure that arrangements are made for an appropriate assessment of the student's performance involving a qualified person or persons other than the instructor.

Section J Protection of Privacy

The Privacy Governance and Accountability Framework applies to all McMaster University faculty, staff and students when handling personal information or personal health information on behalf of the institution. The policy sets out the accountabilities for ensuring that all individuals involved in the planning, management and day-to-day operations of McMaster University are in compliance with the

Freedom of Information and Protection of Privacy Act (FIPPA), the McMaster University Statement on the Collection of Personal Information and the Protection of Privacy, and the privacy policies, procedures and practices set out by the University.

Instructors should take care to protect student names, student numbers, grades and all other personal information at all times. For example, the submission and return of assignments and the posting of grades must be done in a manner that ensures confidentiality.

Section K Related Policies

[Graduate Examinations Policy \(mcmaster.ca\)](#)

[Academic Integrity Policy \(mcmaster.ca\)](#)

[Academic Accommodation of Students with Disabilities Policy \(mcmaster.ca\)](#)

[Research-Plagiarism-Checking-Policy.pdf \(mcmaster.ca\)](#)

[Incomplete Grades \(Graduate Calendar\)](#)

[Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances](#)

Complete Policy Title:
Graduate Course Outlines

Policy Number (if applicable):

Approved by:
Senate

Date of Most Recent Approval:
June 3, 2009

Date of Original Approval(s):
May 19, 1993

Supersedes/Amends Policy dated:
May 19, 1993

Responsible Executive:
**Associate Vice-President and Dean of
Graduate Studies**

Enquiries:
[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*

A course outline is a document that sets the expectations for graduate students in terms of course objectives and content, format, assignments, and evaluation. Graduate courses vary considerably in structure and expectations, and no single policy can anticipate all situations. This policy outlines the minimum elements to be included in all graduate course outlines.

- A graduate course outline must include the following:
 - Administrative details, such as the year and semester of the course, contact information for the instructor, instructor availability for student consultation, and any prerequisites
 - Course objectives
 - Required readings and any other required course material
 - Overview of the course content and its format
 - Description of all assignments (including participation), methods of evaluation, the weight given to each course component, due dates for student work, as well as penalties for late submissions
 - The Academic Integrity Policy
 - Any additional relevant statements, such as policies or statements referring to the possible modifications of the course, or research ethics

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- The graduate course outline must be made available to the Department/Graduate Program at least one week before the start of the course, and to students either before or at the first course meeting.
 - It is sometimes difficult to predict accurately the content and direction the course will take, so course outlines may indicate that alterations might take place as the course progresses. Instructors who wish to revise the course outline during the term should inform students in writing as early as possible in the course.
 - Departments/Graduate programs reserve the right to change dates, deadlines, and/or methods of assessment for courses in the case of unforeseen circumstances, such as illness of the instructor or a labour disruption.
 - Many graduate students register for 'reading' or 'independent study' courses, often taken by an individual student working with an instructor. In lieu of a course outline, instructors should negotiate early in the term a written agreement that outlines the work to be done by the student, the methods to be used to evaluate the student's work, the number and duration of face-to-face meetings, and any penalties for late submission of student work.
 - It is the responsibility of the Department/Graduate Program to keep the course outline up to date; the graduate course outline should be kept on file by the Department/Graduate Program for a minimum of one year after its last use.

May 2022 Graduate Council

New Award for Approval

NAME OF FUND: The Karen Anne (Murray) Winchar Memorial Bursary

TERMS OF REFERENCE FOR FUND:

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.