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4-13-2009

Agenda: Health Sciences Graduate Policy & Curriculum Council, April 13, 2009

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McMaster University School of Graduate Studies, espiritu@mcmaster.ca

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April 9, 2009

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

From : Medy Espiritu
Assistant Secretary and SynApps System Administrator

The next meeting of the Faculty of Health Sciences Graduate Policy and Curriculum Committee will be held on **Monday, April 13, 2009** at **11:00 a.m.** in **MDCL-3015**.

Listed below are the agenda items for discussion.

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

A G E N D A

I. Minutes of meetings: October 20, 2008 and December 4, 2008

II. Business Arising

III. Graduate Curriculum Revisions

Biochemistry and Biomedical Sciences

Change in course title:
*6E03 – Gene Expression

Health Policy
Comprehensive Examination Procedure

Health Research Methodology

Change in course description:
*700 – Philosophy of Science for Health Research

* 723 – Regression Analysis
*724 – eHealth: Fundamentals of eHealth and the Canadian Health Care System
*727 – Theory and Practice of Measurement
*730 – Introduction to Research Methods for Randomized Controlled Trials (also changes to prerequisites)
*737 – Economic Analysis for the Evaluation of Health Services
*743 – Systematic Review Methods (also changes to prerequisites)
*745 – Qualitative Research Methods (also changes to prerequisites)
*751 – Observational and Analytical Research Methods (also changes to prerequisites)
*770 – Mixed Methods Research Designs for Health Services and Policy Research

Change in course title and description:
*758 – Qualitative Research Methods for Analysing and Interpreting Data

Change in course title:
*728 – Genetic Epidemiology and Statistics

Graduate Faculty Participation – for information

Nursing

Change in admission requirements for Ph.D. program
Change in admission requirements for M.Sc. program
Change in Comprehensive Examination Procedure
Policy on late papers
Policy on attendance at Graduate tutorial sessions

Clinical Health Sciences course cancellation:
CHS *600 – Spirituality in Health Care

Medical Sciences

New course:
*718 – Molecular Cytogenetics and Techniques

Rehabilitation Science

Change in course description:
730 – Scholarly Paper

Cross-listing:
RS *725 – Knowledge Exchange & Translation (to be cross-listed as HRM *725 and Nursing *725)

Program Specific Sub-committees – for GCPC information

Occupational Therapy

Revision to the calendar copy of the Occupational Therapy Program

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

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

Physiotherapy

Revision to the calendar copy of the Physiotherapy Program

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

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

IV. Associate Dean's Report

FACULTY OF HEALTH SCIENCES GRADUATE POLICY AND CURRICULUM COMMITTEE
OCTOBER 20, 2008, 2:00 P.M.
MDCL-3024

PRESENT: Dr. C. Richards (Chair), Dr. P. Baxter, Dr. K. Bennett, Ms. R. Chang, Dr. S. Hanna, Dr. B. Lichty, Ms. K. McCahill-Harrison, Dr. J. Nodwell, Ms. S. Patterson, Dr. L. Schwartz, Dr. M. Stampfli, Dr. D. Stewart, Dr. J. West-Mays, Dr. S. Wilkins, Mr. J. Scime (Secretary), Mrs. M. Espiritu (Assistant Secretary)

BY INVITATION: Dr. N. Archer, Dr. A. Baumann, Dr. D. Goellnicht, Dr. D. Harnish, Dr. M. Law, Dr. E. Staples

REGRETS: Dr. M. Black

I. Minutes

The minutes of the meeting of June 10, 2008 were approved on a motion by Dr. Nodwell, seconded by Dr. Stampfli.

II. M.Sc. in Global Health

Dr. Richards invited Drs. Baumann and Archer to review the proposed M.Sc. in Global Health program. Dr. Baumann explained that the proposed Master's is a collaborative program between McMaster University and Maastricht University in the Netherlands. At McMaster, the Faculty of Health Sciences, the DeGroote School of Business, and the Faculty of Social Sciences will be involved in the program. Dr. Baumann briefly discussed the financial support for the students in the program; they will be encouraged to apply to relevant external scholarships such as CIHR, SSHRCC, and OGS. Students can also apply for travel scholarships that will be awarded based on merit.

Dr. Archer reviewed the document and explained that there are three fields in the program: (1) Globalization and Development, which focuses on cultural, political, social, and economic globalizing processes and how they affect economic development, health, and education in developing and under-developed countries; (2) Global Health Management, which focuses on management and policy skills; and (3) Global Diseases, which involves the study of endemic tropical diseases and other diseases affecting under-developed countries. Dr. Archer said the proposed program expects to admit only full time students in September 2009. He added that the program is a one-year Master's degree, and will be a terminal degree for a majority of McMaster students, with the exception of a few who may choose to complete a Ph.D. degree. Dr. Archer further explained that McMaster's target is 25 students each Fall, composing of 20% thesis students, with the remaining students choosing the course-project option. Referring to Table 2, Dr. Archer briefly explained the list of courses that will be available to students in the program.

Dr. Wilkins moved, and Ms. Patterson seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the proposed M.Sc. in Global Health program, as outlined in the document."

Discussion ensued and the members raised the following concerns: (a) meetings to discuss the proposed Master's program should be established with the Chair of the Department of Clinical Epidemiology and Biostatistics (CE&B), the head of the Health Research Methodology program, the Chair of the Pathology and Molecular Medicine, and the instructor for the course MS 717; (b) the faculty members from CE&B were not consulted regarding their involvement in the program; (c) the impact of the proposal on the course offerings of the Health Research Methodology program, specifically, HRM 721 – Fundamentals of Health Research and Evaluation Methods. The course has a high demand not only in the HRM programs but also in other Health Sciences programs; (d) other courses (e.g., HRM 748) that are listed in the program should be clarified with departments and instructors; (e) the list of faculty members should also be clarified; (f) governance of the program.

The motion was **defeated** (0 in favour, 7 against, 3 abstentions).

III. M.Sc. in Health Management

Dr. Richards invited Dr. Law to present the proposed M.Sc. in Health Management program. Dr. Law explained that the proposed M.Sc. program is a collaboration between the School of Business and the School of Rehabilitation Science. She said there is a need for this type of program for health professionals who wish to acquire a broader knowledge of the Canadian health care policy development, service delivery environment, and core management skills. Dr. Law said the program would target currently employed health professionals who are not interested in full-time studies.

Dr. Stampfli moved, and Dr. Nodwell seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the proposed M.Sc. in Health Management program."

One member noted the large enrolment in the program (15 students in year 1, 30 in year 2, and 45 in year 3) and wondered if the teaching load is manageable. Although the faculty members have yet to be identified, Dr. Law said she believes her department has enough members to mount the program. As enrolment increases, she said additional revenues will come and more faculty members will be interested in teaching the courses. There was a minor change proposed by the committee: on page 7, under the Admission Requirements section, bullet #3, the phrase was replaced with: *two academic and clinical work related references*.

The motion was **carried**.

IV. Nursing

New field: Advanced Practice Nursing

Dr. Richards introduced Dr. Staples, who presented the proposed new field, Advanced Practice Nursing. He said the introduction of the new field will clarify the focus and strength of the McMaster Nursing graduate program. Dr. Staples further said that the Advanced Practice Nursing field is comprised of two roles in Canada: nurse practitioner and clinical nurse specialist. In addition, Dr. Staples briefly discussed the courses related to the new field and the list of the core faculty members.

Change of field: from *Leadership and Practice* to *Leadership*

Dr. Staples said the Nursing program is also recommending that the field *Nursing Leadership and Practice* simply become *Leadership*. He added that the core graduate programs that are attached to this field are Nursing *707 and 724. Dr. Staples said students in this field will have the same admission and degree requirements as other thesis or course-based M.Sc. students.

Dr. Hanna moved, and Dr. Swartz seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the new field, Advanced Practice Nursing, and the change of the field, Leadership and Practice to Leadership."

The motion was **carried**.

V. Health Research Methodology

The Health Research Methodology program is recommending a new course, *728 – Clinical Epidemiology and Biostatistics Genetics.

Dr. Hanna moved, and Dr. Swartz seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the new course, *728 – Clinical Epidemiology and Biostatistics Genetics, for the Health Research Methodology program."

The motion was **carried**.

VI. Medical Sciences

The Medical Sciences program has recommended the cancellation of MS *760 – Principles of Pre-clinical and Drug Discovery.

Dr. Stampfli moved, and Dr. Baxter seconded,

“that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the cancellation of Medical Sciences *760 – Principles of Pre-clinical and Drug Discovery.”

The motion was carried.

VII. Graduate Faculty Participation

Dr. Richards reviewed the Graduate Faculty Participation list for the Health Research Methodology, Medical Sciences, and Rehabilitation Science programs for the committee’s information.

VIII. Associate Dean’s Report

Referring to the recent Graduate Enrolment (as of October 1, 2008) document, Dr. Richards briefly discussed the enrolment figures for Biochemistry, Health Research Methodology, Medical Sciences, Nursing, Occupational Therapy, Physiotherapy, and Rehabilitation Science. He explained that the School of Graduate Studies has a database that can track enrolment figures for all graduate programs offered at McMaster. Dr. Richards further said that the report assists graduate programs in tracking their enrolment figures in comparison to previous years.

There was no other business, and the meeting adjourned at 3:40 p.m.

FACULTY OF HEALTH SCIENCES GRADUATE POLICY AND CURRICULUM COMMITTEE
DECEMBER 4, 2008, 4:30 P.M.
MDCL -3018

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

BY INVITATION: Dr. N. Archer

M.Sc. in Global Health

Dr. Richards said the proposal for the M.Sc. in Global Health was not approved during a recent email ballot conducted among the curriculum committee members. It was decided instead to hold a meeting to discuss the revised document that was submitted to the curriculum committee. Dr. Richards then introduced Dr. Archer to discuss the revised submission.

Dr. Archer explained that several meetings were held with administrators and faculty members in the Faculty of Health Science—in particular, those from Health Research Methodology, Medical Sciences programs, and the Clinical Epidemiology and Biostatistics department. He added that the impact of the program on the courses offered by Health Research Methodology has been addressed. Dr. Archer also mentioned that the visa student bursary issues have been clarified. Since the students will be enrolled in the Faculty of Health Sciences, the payment of such bursaries will be the responsibility of the Faculty of Health Sciences.

Dr. Richards then reviewed the issues raised at the October 20, 2008 meeting and said that the revised document has addressed all the concerns of the curriculum committee.

Dr. Hanna moved, and Dr. Nodwell seconded,

"that the Faculty of Health Sciences Graduate Policy and Curriculum Committee approve the proposed M.Sc. in Global Health, as described in the document."

The motion was carried.

There was no other business, and the meeting adjourned at 4:45 p.m.

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	Biochemistry & Biomedical Sciences			
COURSE TITLE	Gene Expression			
COURSE NUMBER	6E03	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (x)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	M. Bhatia, B. Doble & C. Wynder			
PREREQUISITE(S)				

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE	x	**PROVIDE THE CURRENT COURSE TITLE:** Recombinant DNA Technology and Gene Expression			
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	x	**EXPLAIN:** Course title change to: Gene Expression			

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

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

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: Name: Justin Nodwell Email: nodwellj Extension: 22064 Date: Feb. 17, 2009

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

SGS/December 2006

Proposed Health Policy Program Comprehensive Exam Process

DRAFT, not for distribution to students

Version of 20 March 2009

Introduction

The purpose of the comprehensive examination is to demonstrate that the student (1) has mastered and retained essential knowledge in each of the three major curriculum areas (breadth fields, methods, and specialty field), (2) is able to integrate material across these areas appropriately and effectively in this interdisciplinary field, and (3) is able to apply theory and methods to the analysis of current issues and problems in health policy.

Comprehensive examinations are completed when the student has completed all required coursework in the area being examined. All exams all should be completed by the end of the first 24 months of full-time doctoral studies. The current Graduate Calendar should be consulted for additional university-wide policies concerning comprehensive examinations.

Timing & Format of the Comprehensive Examinations

Comprehensive Examinations are normally offered once per year in each major curricular area (breadth fields, methods, and specialty field), according to the schedule below. For each area, an alternate exam may be offered in some years as necessary to accommodate exceptional circumstances (e.g., for students who fail their first attempt, or to accommodate delayed offerings of key breadth courses).

Examination I:	**BREADTH FIELDS: SOCIAL ORGANIZATION, HEALTH ECONOMICS, <u>AND</u> POLITICAL STUDIES**
Who takes this exam:	All first-year students in all fields
Month and Year of regular exam [alt.]:	June Year 1 *(exception: for 2008-09 incoming cohort, December Year 2)* [December Year 2]
Preparation:	A reading list for preparation is posted the October prior to the regularly scheduled exam (~8 mos. prior) *(exception: for 2008-09 incoming cohort, reading list will be posted early April 2009).*
Format of exam:	One 5 hr sit-down exam is given on campus; short answer, short essay format
Examiners:	HP Program Comps Committee, all fields (social organization, health economics, political studies)

Examination II:	**METHODS**
Who takes this exam:	All first-year students in all fields
Month and Year of regular exam [alt.]:	February of Year 2 [April of Year 2]
Preparation:	A reading list for preparation is posted the June of the academic year prior to the regularly scheduled exam (~8 mos. prior).

Format of exam:	One 4 hr sit-down exam is given on campus; short answer, short essays format
Examiners:	HP Program Comps Committee, members representing expertise in both qualitative and quantitative methodologies

Examination III:	**SPECIALTY FIELDS: SOCIAL ORGANIZATION, HEALTH ECONOMICS, <u>OR</u> POLITICAL STUDIES**
Who takes this exam:	Each second-year student takes 1 exam in his/her field
Month and Year of regular exam [alt.]:	May of Year 2 [July of Year 2]
Preparation:	A reading list for preparation is posted the October prior to the regularly scheduled exam (~7 mos. prior).
Format of exam:	One 4 hr sit-down exam for each field is given on campus; short answer, short essay format
Examiners:	HP Program Comps Committee members in each specialty field (field leader + 2 HP faculty members in that field) administer each relevant field exam

Health Policy PhD Program Comprehensive Examining Committee

- The Health Policy PhD Program Comprehensive Examination Committee consists of each of the program field leaders on the Health Policy PhD Program Advisory Committee (3 fields), plus additional 2 HP faculty members who represent each field. It is possible for one faculty member (other than the field leader) to represent more than one field, depending on declared area(s) of expertise.

- Health Policy PhD Program Comprehensive Examination Committee members are appointed to serve for 3-year terms.

- Additional faculty members may be appointed as necessary to achieve at least 3 faculty members with adequate expertise in each of the 3 general methodology areas (quantitative, qualitative, and mixed or general methods).

- The Health Policy PhD Program Comprehensive Examination Committee, with input from Health Policy PhD Program faculty members and the Health Policy PhD Program Advisory Committee, prepares annual comprehensive examination reading lists and exam questions, and marks the exams.

- Each exam is marked by two faculty members with expertise in the area examined. In the case of conflicting marks, a third examiner marks to break the tie.

Comprehensive Examination Reading Lists

- Reading lists for study and preparation of the *breadth field* and *specialty field* examinations are normally posted for students in October each academic year. Reading lists for the *methodology* examinations are posted in June.

- Examination questions are developed primarily from material on the reading list. Additional reading material may be presented for analysis in the context of the exam.

- The Health Policy PhD Program Comprehensive Examination Committee updates and revises the reading lists for each examination area every 1-2 years. An archive of readings in the field and relevant program courses is maintained by the program for the Committee to draw upon. All Health Policy faculty members are invited to contribute to this archive.

- Core reading lists for the Health Policy PhD Program comprehensive examinations are selective. Students are encouraged to be well-read beyond the core study list and to draw on additional material from their training, as appropriate, for the exam.

- The reading lists is comprised of the following (note: following on conventions used by other graduate programs at McMaster University, 1 unit is equivalent to 1 journal article or book chapter, and 1 book is equivalent to 5 units):

    - Breadth fields: 60 units (20 units in each of the three breadth field areas);

    - Specialty field: 80 units in the student's specialty field area (20 of which would be considered core breadth readings for a non-specialist, i.e., are included in the 60 units of breadth field readings, above)

    - Qualitative methods: 15 units

    - Quantitative methods: 15 units

    - Mixed/general/interdisciplinary empirical methods: 15 units

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

DEPARTMENT/PROGRAM	Clinical Epidemiology & Biostatistics / Health Research Methodology			
COURSE TITLE	Philosophy of Science for Health Research			
COURSE NUMBER	HRM 700	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Mita Giacomini			
PREREQUISITE(S)	Permission of Instructor			

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER		**EXPLAIN:**			

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

This course introduces students to the theoretical and methodological foundations of health research, a field currently characterized by the paradigms of the biomedical, public health, and social sciences. Topics covered in the course include: the logic of scientific inference, theorizing and empiricism in scientific knowledge, ontological and epistemological foundations of common health research methodologies, theories of scientific progress, and the role of values, ideology, and technology in science.

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 introduces students to the theoretical and methodological foundations of health research, a field currently characterized by the paradigms of the biomedical, public health, and social sciences. Topics covered in the course include: the logic of scientific inference, the roles of theorizing and empiricism in generating scientific knowledge, ontological and epistemological foundations of common quantitative, qualitative, and mixed health research methodologies, theories of scientific progress (e.g., Kuhn, Lakatos, Laudan, Fleck, constructivist, postmodernist, Kitcher, etc.), and the role of values, ideology, and technology in science. Assigned readings typically include A.F. Chalmers, What is This Thing Called Science, plus an extensive supplementary reading list with articles and chapters from primary and secondary sources in the philosophy of science and science and technology studies.

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

This course was originally designed and introduced in 1996 as the core required course for the Ph.D. program in Health Research Methodology. In 2007, its status was changed to elective. It is appropriate for doctoral level social science or health science students who seek grounding in the theory underlying empirical methodology. It may be especially useful for students involved in interdisciplinary collaborations or interdisciplinary fields.

2. EXPECTED ENROLMENT:

6-12 students

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

Seminar discussion format, with the instructor presenting key concepts followed by in-depth discussion of reading material and tutorial problem solving as a group. The last two course sessions are devoted to student presentations of term projects.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Weekly reading synthesis -- Students are required to write and submit a brief essay weekly, based on a selected study question and the assigned readings.
Term paper - Students are required to write a term paper applying a specific theory of scientific progress covered in the course to the analysis the progress of their own field or research program
Presentation - Students are required to present findings from the term paper to colleagues in class. They are also required to present as a discussant of a classmate's paper
Participation - Students are expected to participate in vigorous, informed, and critical discussion at every seminar session.
Assignments are evaluated by the course instructor(s), and contribute to the final grade in the following proportions: Weekly reading syntheses 30%; Term paper 30%; Presentations 20%; Participation 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?

This course is intended primarily for students of the Health Research Methodology program.

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Mita Giacomini Email: giacomin@mcmaster.ca Extension: 22879 Date:

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

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

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

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

DEPARTMENT/PROGRAM	Clinical Epidemiology & Biostatistics / HRM Graduate Program			
COURSE TITLE	Regression Analysis			
COURSE NUMBER	723	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Steven Hanna			
PREREQUISITE(S)	HRM 702 or permission of instructor			

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** New instructor			

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

This is a second level course in statistical methods, concentrating on regression models of various types. Topics covered include various main techniques of simple and multiple linear regression, and techniques such as use of dummy variables, covariance adjustment, residual analysis and assessment of model fit. A similar agenda is followed for logistic regression, appropriate for binary outcome variables. We also consider some advanced topics and related methods.

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

See attached outline.

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

This is a second level statistics course which covers concepts important to health research design and analysis.

2. EXPECTED ENROLMENT:

30 students

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

A mixture of lecture time and problem-based discussion.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Short assignments & reviews (15%)
Mid-term test (40%)
Final assignment (45%)

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

NO

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

Not applicable

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Steve Hanna Email: hannas@mcmaster.ca Extension: 27851 Date:

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

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	Clinical Epidemiology & Biostatistics / Health Research Methodology Graduate Program			
COURSE TITLE	eHealth: Fundamentals of eHealth and the Canadian Health Care System			
COURSE NUMBER	724	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Ann McKibbon			
PREREQUISITE(S)	2-day orientation to the Canadian Health Care System for students (non-health background)			

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

NEW COURSE	X	**DATE TO BE OFFERED:** September 2009	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** Description of textbook included in form			

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

This tutorial-based course will cover a broad range of eHealth topics from the perspective of health care delivery. Topics include a definition of eHealth; health care data; hospital and primary care information systems (i.e., electronic health records [EHR] systems); specialty components of an EHR system; how health professionals use data; human/cognitive factors in development and implementation of eHealth applications; standards, vocabulary and nomenclatures and how used; aggregation of health information, especially for research purposes; patient information systems and consumer eHealth; research and evaluation of eHealth applications and research using eHealth applications; implementation issues and privacy, security, and confidentiality; and the future of eHealth.

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

The three core courses for the MSc in eHealth are built using content recommendations from COACH--Canada's Health Informatics Association. Most of the students will be registered in the eHealth program or HRM (Department of Clinical Epidemiology and Biostatistics). The course emphasizes understanding the needs, information tools and use, and culture of healthcare delivery in Canada with respect to acquisition and handling of health data/information. Secondary emphasis is on the evaluation of eHealth interventions. Because some students may not have a strong health background the course will require a 2-day orientation session (optional for health-based students with Canadian experience) to the Canadian health care system and care delivered across hospitals, communities, and homes. The course presents a variety of relevant issues in an integrated manner that will help to prepare students for more focused study in research and evaluation in eHealth and more advanced courses in the MSc in eHealth program. The course will be illustrated by real life examples, current and historical journal publications, invited speakers, and visits. Textbook is Biomedical Informatics. Computer Applications in Health Care and Biomedicine by Shortliffe and Cimino, 3rd ed. Springer Verlag (also available online).

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

1. start to understand the Canadian Health Care system and its delivery
2. understand what eHealth is and how it is inter-related with health care delivery
3. understand the culture of health care and how this affects planning, implementation, and use of information technologies. Also to understand how the culture of health is different than that of business and computing and software
4. to start to appreciate the flow of information in the use of existing information technologies and plans for future information flows
5. know the main applications of eHealth for primary health care and hospital based care
6. understand privacy, security, and confidentiality issues from the health care providers' and patients' perspectives generally and specifically, in relation to eHealth applications and research situations
7. understand the problems encountered when developing, implementing, or evaluating an eHealth project
8. know the role that eHealth can play in health research including patient-specific or large database research projects.

2. EXPECTED ENROLMENT:

Approximately 20 per year--2 tutorial groups.

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

This course will be run using tutorial based small group learning. Weekly sessions are 3 hours long. Over half of the sessions will start with a visit or visitor for the first hour and the other 2 hours of the class will be discussions led by the tutor or student facilitator on that week's content. Students are expected to prepare the weekly material before coming to class. This preparation involves completing the readings and assignments for that session. Weekly assignments may be group or individual work. Attendance is compulsory. Preparation work is designed to take approximately 6 hours per week (double the class time). Evaluation of class members is based on individual participation and preparation and a final group project.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)

Evaluation will include a mid-term examination, and a term paper on a specific topic of interest to the student group, to be presented and submitted in written form at the end of the term. The paper will be in the form of an evaluation protocol or research project related to an eHealth intervention or system, probably done as an interdisciplinary project. Students will be matched in groups of 2 or 3 with a mix of backgrounds in each group.

Class participation	15% (1 mark/unit plus possible 2 for extra special contribution and 1 for completing online evaluations)
Midterm exam (short answer)	40%
Case studies (2 at 5 points each)	10%
Final project	35% (presentation 10%, 20% final report, and 5% from peer assessment)

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

No, this course complements one in business and computer science but they are not overlapping but the 3 required courses for the MSc in eHealth.

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

Yes, business and computer science.

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Ann McKibbon Email: mckib@mcmaster.ca Extension: 22803 Date:

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

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	Clinical Epidemiology & Biostatistics / Health Research Methodology			
COURSE TITLE	Theory and Practice of Measurement			
COURSE NUMBER	HRM 727	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Geoff Norman, Kevin Eva, Kelly Dore, and John Cairney			
PREREQUISITE(S)	HRM 702, or equivalent intro stats course, or permission of the instructor			

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** Change in course instructors and method of presentation of course material.			

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

Principles of subjective assessment in topic areas ranging from educational evaluation to patient-based measurement of health attitudes or health status. Discussion includes: principles and methods of constructing rating scales and approaches to assessing the measurement properties of such scales. Special emphasis on assessment of reliability and validity -- various forms of reliability (test-re-test, interobserver, split-halves), distinction between reliability and agreement, and indirect methods to assess validity of an instrument in the absence of a "gold standard". Advanced topics in generalizability theory will be introduced. Format is that of lecture, plus small group discussion.

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

Principles of subjective assessment in topic areas ranging from educational evaluation to patient-based measurement of health attitudes or health status. Discussion includes: principles and methods of constructing rating scales and approaches to assessing the measurement properties of such scales. Special emphasis on assessment of reliability and validity -- various forms of reliability (test-re-test, interobserver, split-halves), distinction between reliability and agreement, and indirect methods to assess validity of an instrument in the absence of a "gold standard". Advanced topics in generalizability theory will be introduced. Format is lecture, plus small group discussion. Text: Streiner DL, Norman GR. Health Measurement Scales, 4th ed., OUP 2007

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

Measurement is an essential element of health research methodology. This is the only general course in measurement.

2. EXPECTED ENROLMENT:

20-25

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

Lecture plus small group discussion.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

-20% for class participation
-60% for final written project
-20% for presentation of final project

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

N/A

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

Of potential interest to graduate students in Psychology.

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Geoff Norman Email: norman@mcmaster.ca Extension: 22119 Date:

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

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	Clinical Epidemiology & Biostatistics / Health Research Methodology			
COURSE TITLE	Introduction to Research Methods for Randomized Controlled Trials			
COURSE NUMBER	730	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	PJ Devereaux			
PREREQUISITE(S)	HRM 721 (or equivalent)			

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** Change in prerequisite, evaluation method and course material.			

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

This course will introduce students to the main elements of clinical trial design, execution and analysis. At the end of this course, students should have a firm grasp of clinical trial methodology at a level that would allow them to prepare successful grant applications.

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 introduce students to the main elements of clinical trial design, execution and analysis. At the end of this course, students should have a firm grasp of clinical trial methodology at a level that would allow them to prepare successful grant applications. There is no course text; course readings are provided in a courseware package.

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

For aspiring clinical trial researchers, this is an essential introductory course which deals with the formulation of appropriate research questions and trial designs, for funding purposes.

2. EXPECTED ENROLMENT:

25-35 students

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

Combination lectures and problem-based tutorials.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Tutorial Participation (25%)
Written Protocol & Presentation (50%)
Critical Review of Peer's Protocol (25%)

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

N/A

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

N/A

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: PJ Devereaux Email: philipj@mcmaster.ca Extension: 22063 Date:

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

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

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

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

DEPARTMENT/PROGRAM	Clinical Epidemiology & Biostatistics/ Health Research Methodology Program		
COURSE TITLE	Economic Analysis for the Evaluation of Health Services		
COURSE NUMBER	737	**COURSE CREDIT**	
		FULL COURSE ( )	**HALF COURSE (X)** / **QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Amiram Gafni		
PREREQUISITE(S)	n/a		

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** Changes to prerequisites and increased expected students			

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

This course is a practical "How To" course in techniques for economic evaluation of health care programmes. The methodology of cost-benefit analysis, cost-effectiveness analysis, cost-minimization analysis and health status index models is examined in detail and several applications of each are reviewed during the first half of the course. During the second half of the course, each student is expected to complete an economic evaluation of a specific health care programme or intervention.

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

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

The course is intended to be a primary course for students wishing to pursue an evaluation focus in the HRM program.

2. EXPECTED ENROLMENT:

20 students

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

Small group tutorials

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Students are evaluated on their ability to formulate and execute an economic evaluation of a specific health care program or intervention.

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

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

n/a

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Amiram Gafni Email: gafni@mcmaster.ca Extension: 22681

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

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

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

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

DEPARTMENT/PROGRAM	Clinical Epidemiology & Biostatistics / Health Research Methodology		
COURSE TITLE	Systematic Review Methods		
COURSE NUMBER	743	**COURSE CREDIT**	
		FULL COURSE ( )	**HALF COURSE (X)** / **QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Gordon Guyatt		
PREREQUISITE(S)	HRM 721 and Introductory graduate statistics and permission of the instructor.		

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** Changes in prerequisites, expected enrolment and method of evaluation.			

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

This course about research synthesis focuses on comparisons between alternative interventions. Rigorous review methods will be highlighted, such as searching for potentially relevant articles, selecting primary articles using explicit, reproducible criteria, appraisal of study architecture, quantitative data synthesis and interpretation. Old and new concepts and controversies in review methods will be highlighted. The work of the Cochrane Collaboration and in particular the Cochrane handbook, forms the underpinning of much of the material.

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

This course about research synthesis focuses on comparisons between alternative interventions. Rigorous review methods will be highlighted, such as searching for potentially relevant articles, selecting primary articles using explicit, reproducible criteria, appraisal of study architecture, quantitative data synthesis and interpretation. Old and new concepts and controversies in review methods will be highlighted. The work of the Cochrane Collaboration and in particular the Cochrane handbook, forms the underpinning of much of the material.

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

Systematic reviews synthesize the results of multiple primary investigations using strategies that limit bias and random error; these strategies include a comprehensive search of all potentially relevant articles, and their selection using explicit, reproducible criteria. Primary research designs and study characteristics are appraised, data are synthesized, and the results are interpreted. Systematic reviews of previous research form the backbone of grant poposals and help to highlight what is known and yet to be discovered or clarified. Systematic reviews can help practitioners keep abreast of the medical literature by summarizing large bodies of evidence, and by helping to explain differences among several studies. Used increasingly to set clinical policy, systematic reviews may facilitate the link between best research evidence and optimal health care at the population level. Thus, this course will be of potential use and interest to many HRM students in several ways.

2. EXPECTED ENROLMENT:

20-25 Students

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

Small group tutorials

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

One final paper (100%)

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

N/A

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

N/A

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Gordon Guyatt Email: guyatt@mcmaster.ca Extension: 22160

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

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
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3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	Clinical Epidemiology & Biostatistics / Health Research Methodology/ Nursing		
COURSE TITLE	Qualitative Research Methods		
COURSE NUMBER	745	**COURSE CREDIT**	
		FULL COURSE ( )	**HALF COURSE (X)** / **QUARTER (MODULE) ( )**
INSTRUCTOR(S)	C Charles, S Boblin, P Baxter		
PREREQUISITE(S)	HRM 721 or Permission of instructor (HRM students)		

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** Update in readings and prerequisites (to original 2003 form).			

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

This course introduces learners to theoretical traditions and corresponding methods of qualitative research using health and health care research as examples. Specific topics covered include: key paradigms underlying qualitative research, types of research questions best answered by qualitative methods, the role of theory in qualitative research, sampling objectives and procedures, methods of data collection, methods of analysis and interpretation, and ethical issues and responsibilities of qualitative researchers. Criteria for evaluating qualitative research will be discussed and applied to specific research studies. Learners will gain "hands on" experience using qualitative methods through in-class and take-home exercises.

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 is designed for people who have had little or no exposure to qualitative research, and who want to gain an understanding of why and how qualitative research is undertaken. Learners will be introduced to key concepts and issues relevant to qualitative research, as well as specific examples of research from four qualitative approaches (grounded theory, case study, phenomenology and ethnography). By the end of the course, learners will have gained enough knowledge and skills to generate qualitative research questions, effectively critique qualitative research articles or proposals, actively participate in qualitative research, and/or continue their training in more advanced courses on qualitative research.

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

2. EXPECTED ENROLMENT:

25-30 students

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

The weekly seminars are based primarily on the principles of self-directed adult learning, although an introduction to each topic is usually provided to the large group before breaking into small group tutorial sessions. A core set of readings will be assigned weekly, accompanied by questions intended to stimulate in-class discussion on key themes and issues. Learners are expected to have read the required material, to come to class with issues or questions suitable for discussion, and to actively engage in group discussions. Some weeks there will be a short written assignment; other weeks there will be an in-class exercise or demonstration. The weekly discussions and readings will help learners prepare a mock letter of intent (LOI).

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Grading is based on three components: participation, short written assignments, and a mock letter of intent (13-15-page paper).

- Participation (15%): this will be graded in terms of critical thinking and group process. The extent to which learners are prepared to discuss material assigned each week will be inferred from participation.

-Short Written Assignments (40%): there will be three short written assignments, refer to the Course Schedule for due dates and topics of each paper. Unless prior permission is received from one of the instructors, all assignments are due on the assigned date; points will be deducted for late papers (1 point per day for two days; papers more than two days late will receive a grade of "F"). The short papers include: 1) Who Am I? (10%); 2) Developing a Research Question (15%); 3) Critically Appraising a Qualitative Paper (15%).

-Mock Letter of Intent (45%): a 13-15 page written paper, single-spaced, 12 point font, and one inch margins

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?

To be cross-listed with graduate program in Nursing.

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: C Charles Email: charlesc@mcmaster.ca Extension: 22513

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

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	Clinical Epidemiology & Biostatistics/ Health Research Methodology graduate program		
COURSE TITLE	Observational and Analytical Research Methods		
COURSE NUMBER	751	**COURSE CREDIT**	
		FULL COURSE ( )	**HALF COURSE (X)** / **QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Paul Krueger		
PREREQUISITE(S)	HRM 721 or permission of instructor required		

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** Change in prerequisite (from 2003 GPCC form), minor changes to "method of presentation of course material" and "expected enrolment" and changes to "method of evaluation".			

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

The course is designed to introduce students to the basic concepts and methods used in observational (non-experimental) studies to conduct needs assessments (e.g., prevalence of disease or order), to understand the determinants of health (e.g., association between independent/exposure variables and dependent/outcome variables in analytic research) and to assess the impact of interventions implemented to improve health or alter life quality (e.g., program evaluations). The topics will focus on three broad areas: i) the formulation of research questions and use of theory to explicate the relationships among key variables; ii) study design options, sampling, measurement and analysis, and iii) the control of error.

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

The course is designed to introduce students to the basic concepts and methods used in observational (non-experimental) studies to conduct needs assessments (e.g., prevalence of disease or order), to understand the determinants of health (e.g., association between independent/exposure variables and dependent/outcome variables in analytic research) and to assess the impact of interventions implemented to improve health or alter life quality (e.g., program evaluations). The topics will focus on three broad areas: i) the formulation of research questions and use of theory to explicate the relationships among the core variables of interest; ii) the basic elements and options for research studies: sampling, measurement and analysis, and iii) the identification and control of error.

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

This is a key methods course in the HRM program. It is useful for students who wish to tackle causal questions that cannot be addressed by RCTs and other types of questions that do not involve an assessment of causality.

2. EXPECTED ENROLMENT:

~ 30-40

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

There will be 10 lectures which present core concepts and issues to all students. The lectures will be about one hour each, at fixed times throughout the course in a central location. Some time will be set aside for large-group questions/discussions. There will be small group tutorials to explore/expand the material presented during the lectures. Each tutorial will include a list of required readings and 1-4 assignments. Occasionally students in each tutorial group will be asked to form into subgroups of 2-3 students each and take responsibility for completing an assignment and presenting the results to the entire class.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

The evaluation of students (grades) will be divided into 4 components: 1) A written research protocol in form of a written grant application, the protocol will address a research question of interest to the student and include: a problem statement/formulation; brief review of relevant literature including a theoretical framework and/or presumed mechanisms of effect; a description of the design, including sampling, measurement, data collection and analysis; discussion of threats to validity, strategies to control error, risks to subjects and ethics. This protocol will be from 15-20 pages, double spaced, excluding references, figures, tables, appendices and will constitute 60% of the grade. 2) Average tutor impression of in-class comprehension and contribution will constitute 20% of the grade. 3) A one page single spaced critical review of another student's protocol presentation will constitute 10% of the grade. 4) A one hour in-class multiple choice and short response test will constitute 10% of the grade.

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?

No

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Paul Krueger Email: kruegerp@mcmaster.ca Extension:

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

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	Clinical Epidemiology & Biostatistics/ Health Research Methodology Program		
COURSE TITLE	Mixed Methods Research Designs for Health Services and Policy Research		
COURSE NUMBER	770	**COURSE CREDIT**	
		FULL COURSE ( )	**HALF COURSE (X)** / **QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Susan Jack		
PREREQUISITE(S)	HRM 721, HRM 745 (or equivalents) or permission of instructor		

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER		**EXPLAIN:**			

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

This course introduces students to the major concepts and issues involved in mixed methods approaches to tackle important questions in the field of health services and policy. LearnLink is used as the mode of instruction as well as two classroom sessions at McMaster. A framework for thinking about mixed methods will be developed that provides guidance to decision-making about when and how to use mixed methods and models to study health services and policy problems. The course will provide students with knowledge of the current controversies and major challenges in the use of mixed methods and models of research. Students are expected to design a mixed method study as part of the course and critically evaluate the design options chosen by a classmate.

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

Major topics to be covered: overview of mixed-methods research, philosophic foundations, deciding when to use mixed-methods, using mixed-methods in evaluation research, issues in data collection, data management, analytic issues, validity and credibility of findings, applications and results.

Required course textbooks:

Creswell, J., & Plano Clark, V. (2007).Designing and conducting mixed methods research. Thousand Oaks, CA: Sage.
Tashakkori, A., & Teddlie, C. (Eds). Handbook of mixed methods in social & behavioral research. Thousand Oaks, CA: Sage.

All other required course materials are available electronically, either through the internet links provided in the manual or through LibAccess (McMaster Health Sciences Library).

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

This course will introduce students to the major concepts and issues involved in mixed methods approaches in the evaluation of health services and policies. A framework for mixed methods will be developed that provides guidance in decision-making about when and how to use mixed methods. Advantages and disadvantages of combining a wide range of quantitative and qualitative design options will be discussed. Current controversies and major challenges in the use of mixed methods and mixed models of research will also be presented.

Objectives:
1. To understand the major issues involved in mixed methods research.
2. To apply this knowledge by designing a feasible mixed methods study to answer a health services or policy question.

2. EXPECTED ENROLMENT:

8 students

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

The course will be delivered online using LearnLink. Students are expected to faciliate online discussion threads and contribute to the online discussion regularly during the week. The course starts with an introductory orientation at McMaster University (5 hours) and the course concludes with a final classroom session at McMaster (4 hours) that includes student presentations and a course evaluation.

Each week of the course will run from Monday to Sunday. It is each student's individual responsibility to review the required readings and contribute appropriately throughout the week to the online discussion and debates. A student facilitator will be assigned to monitor and guide the conversations for each week.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)

1. Summary of Proposed Mixed Methods Study (15%)
2. Online Participation (20%)
3. Mixed Methods Study Proposal (45%)
4. Peer Critique of Mixed Methods Study Proposal (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).

1

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

Approval from School of Nursing.

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Susan Jack Email: jacksm@mcmaster.ca Extension: 26383

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

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SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	HRM, School of Nursing, School of Rehabilitation Sciences		
COURSE TITLE	Qualitative Research Methods for Analysing and Interpreting Data		
COURSE NUMBER	758	**COURSE CREDIT**	
		FULL COURSE ( )	**HALF COURSE (X)** / **QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Seanne Wilkins, Lynne Lohfeld		
PREREQUISITE(S)	HRM/NUR 745 or its equivalent		

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE	X	**PROVIDE THE CURRENT COURSE TITLE:** Qualitative Research Methods for Collecting, Analysing and Interpreting Data			
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** Change in evaluation and content/rationale.			

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

This intermediate-level course builds on prior knowledge about qualitative research approaches and their philosophical basis. The emphasis in this course will be on how the approaches affect data analysis and interpretation, as well as presenting findings in written and oral formats. The course is based on active involvement of learners through student-directed discussions and hands-on experiences, guidance and facilitation by graduate faculty with expertise in qualitative research, and interdisciplinary collaboration with faculty and classmates.

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

See Attached

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

There is a growing need to help graduate students in the Health Sciences gain the necessary skills to independently or collaboratively conduct qualitative research. This course builds on a successful model of interdisciplinary education in an introductory graduate course on qualitative research (HRM/NUR 745), and provides exposure to theory and practice in the analysis of qualitative data. It also is aimed at meeting an expressed need recognized by both graduate students and qualitatively trained Faculty in the Faculty of Health Sciences.

2. EXPECTED ENROLMENT:

Based on the expressed interest in HRM 758, we expect to enrol 10-12 students from the Health Research Methods program, the School of Nursing and the School of Rehabilitation Science.

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

-Lectures and large-group presentations
-Small-group discussions led by students assisted by faculty facilitators
-In-class exercises
-Guest lecturers and presenters

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Two papers (65% of final grade) based on secondary analysis of data provided to the class -- paper 1 (25%) reports on the research problem, question and methods; paper 2 (40%) is a writeup of the student's analysis, findings and interpretation; an oral presentation of material covered in papers 1 and 2 (25%); class participation (10%).

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

N/A

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

N/A

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Seanne Wilkins Email: swilkins@mcmaster.ca Extension: 27839

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

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HRM/NUR/RS 758

CONTENT/RATIONALE

This course is designed for people who have had an introduction to qualitative research (such as HRM/NUR 745) and who want to learn more about data analysis, interpretation, and presentation through hands-on experience. These essential skills will be linked to three specific research approaches – qualitative case study, grounded theory, and phenomenology. As a prerequisite to this course, learners will be able to demonstrate prior knowledge of qualitative research based on having written a qualitative research proposal or letter of internt, and critically appraised qualitative studies using appropriate criteria.

Learners will gain experience managing qualitative data in a series of hands-on exercises done as both in-class and take-home activities, including coding a transcript of an interview and analyzing a scene from a movie. We will have one session introducing students to a widely used qualitative software package, NVivo, which they can use to organize and analyze data for their final paper and oral presentation. Learners will be expected to journal or regularly write about their research experience (an important tool for increasing the rigour of qualitative studies) and share excerpts from their writing as part of their class participation activities. Learners' progress will be assessed based on individual work (two written papers and an oral presentation), as well as their participation in the class.

Major Topics and Subtopics:

1. Design Decisions and Philosophical Congruence.
Intent: to review the differences among three qualitative research approaches and their relationship to sampling and recruitment, data collection, analysis and write-up.

2. Sampling, Recruitment, and Data Collection.
Intent: 1) to briefly discuss the advantages and limitations inherent in each of the major sources or types of data used in health-related qualitative research (ie., individual and group interviews, documents, and observations); 2) to determine the most appropriate data sources congruent with the research question, tradition and aims of the proposed data analysis, interpretation and presentation work that learners will undertake; 3) to present strategies to promote rigour during data collection and analysis; and 4) to explore data management and write-up strateiges.

3. Data Analysis and Interpretation
Intent: 1) to introduce learners to three generic qualitative data analytical styles: template/codebook, editing, and immersion/crystallization, as described by Miller and Crabtree; 2) to familiarize learners with several approach-specific analytical systems for each of the major qualitative traditions (eg., descriptive vs interpretive phenomenology); 3) to provide learners with opportunities to practice analysing and interpreting various types of data congruent with the research tradition to be used for the final project. Learners will be given access to a data set to use while honing skills previously acquired in this course and in HRM/NUR 745. Learners will demonstrate their ability to analyze and interpret, using skills previously acquired in this course.

4. Write-up and Dissemination.
Intent: 1) to provide learners with an understanding of the various ways to present qualitative research in written formats (eg., reports for funders and stakeholders, MS and PhD theses, publishable articles, executive summaries); 2) to help learners identify appropriate venues for oral and written dissemination of information about their studies. Learners will demonstrate their

competence by writing a brief report highlighting the methods, findings and relevance of their work.

Required Readings:
Custom Courseware and E-journal articles; supplemental texts and material will be on reserve in the Health Sciences Library.

STUDENT ASSESSMENT

Learners will be assessed based on their performance in the following areas. Papers 1 and 2 will be based on a data set provided by the instuctors.

Activity	% of Grade
paper 1 (data analysis style congruent with selected research approach)	25
paper 2 (data analysis, interpretation and findings)	40
oral presentation of material covered in papers 1 and 2	25
class participation	10

Revised January 29, 2009

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	HRM Program			
COURSE TITLE	Genetic Epidemiology and Statistics			
COURSE NUMBER	HRM 728	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Sonia Anand			
PREREQUISITE(S)	HRM 701/702 (or equivalent)			

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

NEW COURSE		**DATE TO BE OFFERED:** January 2009	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? No **IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

CHANGE IN COURSE TITLE	X	**PROVIDE THE CURRENT COURSE TITLE:** Clinical Epidemiology and Biostatistics Genetics			
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** Please note this course was approved at GPCC in October 2008 as a new course.			

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

Genetic epidemiology overlaps with molecular epidemiology. It is the epidemiological evaluation of the role of inherited causes of disease in families and in populations; it aims to detect the inheritance pattern of a particular disease, localize the gene, and find a marker associated with disease susceptibility. Gene-gene and gene-environment interactions are also studied in genetic epidemiology of a disease. Genetic epidemiology is "a science which deals with the etiology, distribution, and control of disease in groups of relatives and with inherited causes of disease in populations" (Morton NE, 1982).

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

To provide an introduction and basic understanding of the concepts underlying the new field of genetic epidemiology.

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

To provide an introduction and basic understanding of the concepts underlying the new field of genetic epidemiology.

2. EXPECTED ENROLMENT:

maximum 12 students

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

Small group seminars/tutorials.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Course evaluation will be based on class participation, and completion of a mid-term and final assignment. The mid-term assignment is a 5-page review of an area in genetic epidemiology. The final assignment involves the analysis and interpretation of a publicly available genetics dataset.

Mark Breakdown
-Class Participation: 20%
-Mid-term Assignment: 30%
-Final Assignment & Presentation: 50%

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

n/a

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

n/a

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Sonia Anand Email: anands@mcmaster.ca Extension: 73488

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

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Graduate Faculty Participation GPCC April 2009

Program:	Dept	Status	Membership Type
HRM			
Anne Klassen	Pediatrics	Assoc. Prof (Assoc. Member)	Full Status - MSc and PhD Supervisory privileges
Gary Foster	FSORC	Asst. Prof (P-T) CE&B	MSc/PhD Courses and Committees only
Jim Bowen	CE&B	Asst. Prof (P-T)	MSc/PhD Courses and MSc Committees only
Holger Schunemann	CE&B	Prof	Full Status - MSc/PhD Supervisory privileges
Gregory Pond	Oncology	Asst. Prof	Full Status - MSc/PhD Supervisory privileges
Jason Busse	Inst. for Work & Health	Asst. Prof (P-T) CE&B	Full Status - MSc and PhD Supervisory privileges
Amit Garg	CE&B / Univ of Western Ont	Assoc. Prof. / McMaster (P-T) CE&B	Move to Full Status -- Add PhD supervison to Grad Faculty Status
Sarah McDonald	Obs & Gyn	Asst. Prof (Assoc Member)	Supervisory privileges at MSc level only, courses, committees.

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT	Nursing
NAME OF PROGRAM	Graduate Nursing Program

PROGRAM DEGREE	**Ph.D. (x)**	**M.A. ( )**	**M.A.Sc. ( )**	**M.B.A. ( )**	**M. Eng. ( )**	**M.Sc. (x)**	**Diploma Program ( )**	**Other *(Specify)***

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

CHANGE IN ADMISSION REQUIREMENTS	x	**CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE**		**CHANGE IN COURSE REQUIREMENTS**	
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	x	**EXPLAIN:** Admission requirements will be two academic references and ONE clinical references			
OTHER		**EXPLAIN:**			

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Currently, each candidate must supply two academic and two clinical references.

We also state that our admission deadline is January 31 of each year

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

All applicants will be required to submit two academic and one clinical reference.

We also plan to change the admission deadline to January 15 of each year

RATIONALE FOR THE RECOMMENDED CHANGE:

We have surveyed our last four years of applicants and followed those selected for admission. We have noted that GPA and the students' written submission seem to more highly predict success in the program than the references. So, our rating of applicants' admission packages have been revised and they place less emphasis on references, particularly clinical. We believe obtaining one clinical reference will be sufficient to assess the candidate's clinical competence and will be less burdensome for applicants.

We believe that changing our admission deadline to January 15 will assist in the competitiveness of our program in light of other local graduate nursing programs.

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

Admission cycle for 2010 September admission

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

NO

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

2. Two academic and one clinical references.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: M. Black Email: blackm@mcmaster.ca Extension: 22259 Date: March 23, 2009

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

SGS/December 2006

Request for Change to the Current Comprehensive Examination Process for the PhD Nursing Program

OLD PROCEDURE
3.2
Continue to meet as necessary with the supervisory committee to develop and to prepare 4 outlines, 2 for Area A and 2 for Area B.

NEW PROCEDURE
Continue to meet as necessary with the supervisory committee to develop and prepare 2 outlines, one for Area A (Practice and Specialization-Related Issues) and one for Area B (Research Methods-Related Issues)

Comment [S1]: This is how it is worded in the most recent version of the booklet

OLD PROCEDURE
3.4
The Health Sciences Graduate Programs Administrative Assistant will circulate the 4 outlines and the accompanying documents to the other members of the Board of Comprehensive Examination Chairs, who will meet to select 1 outline from each of the two areas on which the student will write, and to select potential examiners (Appendix C, "Criteria for Evaluating Comprehensive Examination Outlines" will be used by the Board to assess the topics). If any of the 4 outlines is considered unsatisfactory, the unsatisfactory outline(s) will be returned to the student to be rewritten and resubmitted. The student will be required to resubmit the outlines to the Board the following month for approval. Feedback and suggestions for improvement to the outlines will be communicated to the student and the members of the supervisory committee by the Comprehensive Examination Chair. Once the 2 outlines for the papers have been approved by the Board of Comprehensive Examination Chairs, the student's Comprehensive Examination Chair, in consultation with the Board will choose the examiners, one primary examiner for each topic and a generalist (See Section 10.0, p.9 for composition of the Examination Committee). The Comprehensive Examination Chair will then secure their agreement to serve and arrange a time to meet with examiners and the student. The date for submission of the two papers, the date for return of the written feedback on the papers, and the date and the place for oral examination will also be finalized with the examiners.

NEW PROCEDURE
3.4
The Health Sciences Graduate Programs Administrative Assistant will circulate the 2 outlines and the accompanying documents to the other members of the Board of Comprehensive Examination Chairs, who will meet to review and approve the outlines, and select potential examiners (Appendix C, "Criteria for Evaluating Comprehensive Examination Outlines" will be used by the Board to assess the topics). If one or both of the outlines is considered unsatisfactory, the unsatisfactory outline(s) will be returned to the student to be rewritten and resubmitted. The student will be required to resubmit the outlines to the Board the following month for approval. Feedback and suggestions for improvement to the outlines will be communicated to the student and the members of the supervisory committee by the Comprehensive Examination Chair. Once the 2 outlines for the papers have been approved by the Board of Comprehensive Examination Chairs, the student's Comprehensive Examination Chair, in consultation with the Board will notify the student and choose the examiners, one primary examiner for each topic and a generalist (See Section 10.0, p.9 for composition of the Examination Committee). The Comprehensive Examination Chair will then secure their agreement to serve and arrange a time to meet with examiners and the student. The date for submission of the two papers, the date for return of the written feedback on

the papers, and the date and the place for oral examination will also be finalized with the examiners and the student.

OLD PROCEDURE
Students will normally have eight weeks to prepare the written papers. Students may add one week to the 8 week period of preparation if this period includes the Christmas holiday. In special circumstances, students may request up to 12 weeks to prepare the written papers. Such a request must be supported by the thesis supervisor and supervisory committee and made in writing to the Associate Dean of Graduate Studies (Health Sciences).

NEW PROCEDURE
Students will normally have six weeks to prepare the written papers. Students may add one week to the 6 week period of preparation if this period includes the Christmas holiday. In special circumstances, students may request up to 10 weeks to prepare the written papers. Such a request must be supported by the thesis supervisor and supervisory committee and made in writing to the Associate Dean of Graduate Studies (Health Sciences).

OLD PROCEDURE
12.0 ROLE OF THE EXAMINERS
The student learns which 2 of the 4 outlines have been selected by the Board of Comprehensive Examiners at a meeting between the 3 examiners, the student and the Comprehensive Examination Chair. The purpose of the meeting is to discuss the 2 outlines and clarify any issues concerning them. Any changes to the outlines that are agreed upon by the examiners should be confirmed at this meeting. Meeting minutes stipulating any outline changes will be prepared by the Comprehensive Examination Chair and sent to the student, the examiners and the supervisor. The examiners will have no further contact with the student until the time of the oral examination.

NEW PROCEDURE
12.0 ROLE OF THE EXAMINERS
The student attends a meeting with the 3 examiners and the Comprehensive Examination Chair to discuss the 2 outlines and clarify any issues concerning them. Any changes to the outlines that are agreed upon by the examiners should be confirmed at this meeting. Meeting minutes stipulating any outline changes will be prepared by the Comprehensive Examination Chair and sent to the student, the examiners and the supervisor. The examiners will have no further contact with the student until the time of the oral examination.

Nursing Graduate Program
12/23/2008

Policy on Late Papers

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

McMaster University

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT	Nursing
NAME OF PROGRAM	Nursing Graduate Program

PROGRAM DEGREE	**Ph.D. ( )**	**M.A. ( )**	**M.A.Sc. ( )**	**M.B.A. ( )**	**M. Eng. ( )**	**M.Sc. ( )**	**Diploma Program ( )**	**Other *(Specify)***

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

CHANGE IN ADMISSION REQUIREMENTS		**CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE**		**CHANGE IN COURSE REQUIREMENTS**	
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR		**EXPLAIN:**			
OTHER	x	**EXPLAIN:** Policy on Attendance at Graduate Tutorial Sessions			

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Currently there is no explicit policy across the program

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

Attendance at all graduate tutorial sessions is mandatory. Doctoral students follow the attendance policy in the Graduate Course Booklet for the Nursing Graduate Seminar.

RATIONALE FOR THE RECOMMENDED CHANGE:

Faculty have applied expectations similar to this policy with individual courses; however, this has varied considerably. There seems to be an increasing tendency for students to be absent from class when faced with employment and other demands. This trend is compromising their educational goals. Faculty believe there should be an explicit expectation to support our belief in a commitment to enrollment in the program.

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

September 2009

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

NA

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

NA

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Margaret Black Email: blackm@mcmaster.ca Extension: 22259 Date: January 5, 2009

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

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	Nursing			
COURSE TITLE	Spirituality in Health Care			
COURSE NUMBER	CHS 600	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (x)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	J. O'Connor			
PREREQUISITE(S)				

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION	x	**PROVIDE THE REASON FOR COURSE CANCELLATION:** This course used to be taught by Dr. O'Connor when he was located in Hamilton and it was cross listed with Wilfred Laurier University. However, Dr. O'Connor no longer teaches at McMaster University.			
OTHER	x	**EXPLAIN:** Students may still wish to register for this course at Wilfred Laurier with permission of the instructor but must register through the OVGS program.			

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

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

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: Name: Margaret Black Email: blackm@mcmaster.ca Extension: 22259 Date: March 16, 2009

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

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	Medical Sciences		
COURSE TITLE	Molecular Cytogenetics and Techniques		
COURSE NUMBER	MS 718*	**COURSE CREDIT**	
		FULL COURSE ( )	**HALF COURSE (3)** / **QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Jia-Chi (Jack) Wang		
PREREQUISITE(S)	Undergraduate Courses in Biochemistry and Biology.		

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

NEW COURSE	X	**DATE TO BE OFFERED:** September 2009	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? No **IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER		**EXPLAIN:**			

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

The goal of this course is to provide students with a detailed understanding of the principles and techniques of molecular cytogenetics and the application in research and clinical service. The topics include prenatal cytogenetics and pre-implantation cytogenetics, cytogenetics of infertility, paediatric cytogenetics, cancer cytogenetics, and chromosome instability syndromes. The course will take a seminar-based format with student participation.

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

Please refer to the attached document.

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

A course covering the topics in molecular cytogenetics is unavailable in the "Medical Sciences" program. The course includes very important molecular cytogenetics topics in prenatal diagnosis, pediatric genetic disorders, infertility, hematologic and solid cancers, and chromosome instability syndromes. For the technique part, array technology has been extensively used in both medical research and clinical service and there is no such course in the program to study this technique. As per discussion with Dr. J. Waye, the two courses, "medical genetics" and "human molecular genetics" does not cover these topics.

2. EXPECTED ENROLMENT:

Minimum of 4 students, maximum of 12.

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

The course will comprise 12 sessions, of approximately 3 hours duration each. In each session, either I or a faculty member will give a seminar (60-90 minutes). Depending on the number of students enrolled in the course, one or two peer-reviewed papers will be given one week before the class and one or two students will present it in the class (30 minutes per student). The last 15-30 minutes will be used for Q & A, facilitated by me or a faculty member.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

The evaluation of students will be based on: one written assignment (five page grant proposal assignment, 30%), one or two oral presentation (40%), and class participation (30%).

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?

No

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Jia-Chi (Jack) Wang Email: wangj@hhsc.ca Extension: 73721 Date: Dec 10th, 2008

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

SGS/December 2006

Aim: The goal of this course is to provide students with a detailed understanding of the principles and techniques of molecular cytogenetics and the application in research and clinical service. After outlining general principles (types of chromosomal rearrangements, constitutional vs. cancer, type of specimens), we will examine various topics in molecular cytogenetics. Depending on the interests of the students enrolled in the course, the latter could include: prenatal cytogenetics and pre-implantation cytogenetics, cytogenetics of infertility, paediatric cytogenetics, cancer cytogenetics, and chromosome instability syndromes. The course will take a seminar-based format with student participation.

Participating faculty: I can teach the material myself, but may also call upon members of faculty who have greater expertise in a given area.

Enrolment: 4 minimum, 12 maximum

Course design: The course will comprise 12 sessions, of approximately 3 hours duration each. The first session will be used for a brief overview of basic principles and techniques used in molecular cytogenetics. The remaining sessions will be used for presentations by each student who is interested in the selected topic. These sessions will be facilitated by a faculty member, but will be interactive in nature.

Outline of sessions:

Session 1: Introduction of molecular cytogenetics and techniques

- course orientation
- cytogenetics terms
    - nomenclature and abbreviation
- types of chromosomal rearrangements
    - autosomal and sex chromosome aneuploidy
    - deletions and duplications
    - autosomal and sex chromosome translocations
    - inversions and insertions
    - marker and ring chromosomes

Session 2: Molecular cytogenetics techniques

- fluorescence in situ hybridization (FISH)
- comparative genomic hybridization (CGH)
- array comparative genomic hybridization (aCGH)
- qfPCR
- multiplex ligation-dependent probe amplification (MLPA)

Session 3: Prenatal cytogenetics (Part I)

- 1st and 2nd trimester screening
    - maternal serum screening
    - integrated prenatal screening
    - ultrasound markers
    - detection rate and false positive rate
- indications for prenatal cytogenetics diagnosis
    - advanced maternal age
    - positive for maternal serum screening
    - carrier of chromosomal rearrangements, risk
    - previous child with chromosomal abnormality
- invasive prenatal diagnosis
    - amniocentesis

- chorionic villus sampling (CVS)
- percutaneous umbilical cord sampling (PUBS)

Session 4: Prenatal cytogenetics (Part II)

- trisomy 21, 18, 13
- other trisomies
- sex chromosome aneuploidies
- mosaicism and pseudomosaicism
- confined placental mosaicism (CPM)
- diagnosis tools
    - prenatal interphase fluorescence in situ hybridization (PI-FISH)
    - qfPCR
    - aCGH

Session 5: Cytogenetics of infertility (part I)

- causes of female infertility
    - ovarian dysfunction
    - 45,X and mosaicism
    - X chromosome deletions and other rearrangements
    - Robertsonian translocation
    - translocations between X and autosomal chromosomes
- Spontaneous abortions
    - triploidy, 45,X, trisomy 16, 18, 21, molar pregnancy

Session 6: Cytogenetics of infertility (part II)

- causes of male infertility
    - SRY gene deletion
    - 47,XXY
    - microdeletion of the Y chromosome
    - Robertsonian translocation
    - autosomal chromosome rearrangements
- preimplantation cytogenetics
    - in vitro fertilization (IVF)
    - intracytoplasmic sperm injection (ICSI)
        - pregnancy rates and outcomes
        - chromosome abnormalities and birth defects after ICSI
        - imprinting
    - aCGH
    - qfPCR

Session 7: Paediatric cytogenetics (part I)

- Down syndrome and other aneuploidies
    - cause, phenotype, mosaicism
- Terminal deletion syndrome
    - Cri-du-chat syndrome
        - genotype-phenotype correlation for cat-like cry
    - Wolf-Hirschhorn syndrome
- microdeletion and microduplication syndromes
    - low-copy number repeats (LCRs)
    - DiGeorge syndrome and 22q11.2 duplication syndrome
    - Prader-Willi syndrome and Angelman syndrome

- Williams syndrome and 7q11.2 duplication syndrome
- Smith-Magenis syndrome and 17p11.2 duplication syndrome

Session 8: Paediatric cytogenetics (part II)

- Mental retardation of unknown cause
  - deletions and duplications
  - marker chromosomes
  - cryptic translocations
  - subtelomeric rearrangements
- Diagnostic tools
  - FISH
    - locus-specific probe
    - subtelomeric probes
    - labelled BAC probes
  - MLPA
  - aCGH
    - platforms
    - interpretation
    - copy number variants (CNVs)
    - single nucleotide polymorphism (SNPs)

Session 9: Cytogenetics of hematologic neoplasms (part I)

- Chronic myelogenous leukemia (CML)
  - pathogenesis
  - diagnosis: Philadelphia chromosome
  - treatment
  - follow up, FISH, qfPCR
  - relapse
- Acute myelogenous leukemia (AML)
  - subtypes: M1-M7
  - pathogenesis
  - diagnostic chromosomal rearrangements
  - treatment

Session 10: Cytogenetics of hematologic neoplasms (part II)

- Chronic lymphocytic leukemia (CLL)
  - chromosomal rearrangements
  - diagnosis
  - treatment
- Acute lymphocytic leukemia (ALL)
  - chromosomal rearrangements
  - diagnosis
  - treatment
- Hodgkin’s and non-Hodgkin’s lymphoma
  - pathogenesis
  - chromosomal rearrangements
- aCGH application

Session 11: Cytogenetics of solid tumors

- Sarcomas
  - Soft tissue sarcomas

        - Ewing's sarcoma
        - liposarcoma
        - leiomyosarcoma
    - osteosarcomas
    - chondrosarcoma
    - neuroblastoma
- Carcinomas
    - lung cancer
    - breast cancer
    - renal carcinoma
    - thyroid cancer
- molecular events
- chromosomal rearrangements
- diagnostic utility
- aCGH

Session 12: Chromosome instability syndromes

- Fragile sites in human chromosomes
- Fragile X syndrome
- Chromosome instability syndromes
    - Fanconi anemia
    - Ataxia telangiectasia
    - Nijimegen breakage syndrome
    - ICF syndrome
    - Robert syndrome
    - Bloom syndrome
    - Xeroderma pigmentosum
- characteristic chromosomal rearrangements
- diagnostic methods

Core reading list:

S. L. Gersen, M. B. Keagle. The principles of clinical cytogenetics. 2nd edition, 2005.
R. J. McKinlay Gardner, G. R. Sutherland. Chromosome abnormalities and genetic counselling, 3rd edition, 2004.
S. Heim, F. Mitelman. Cancer cytogenetics. 2nd edition, 1995.
D. E. Rooney. Human cytogenetics. 3rd edition, 2001.

Additional readings:
Specific papers drawn from the current literature which pertain to the specific session (these will change from year to year)

Memorandum

To: GPCC

From: Seanne Wilkins, Assistant Dean, Rehabilitation Science Graduate Program

Re: Changes to RS730 Scholarly paper for course-based MSc(RS)

Date: April 3, 2009

Attached is a Recommendation for Changes in Graduate Curriculum—For Change(s) involving Courses.

There are two changes to note:

1. The page length of this full course has been changed from 15-20 to 25-30 pages. In our experience with 11 successfully completed papers we have determined that the increased page limit is more in keeping with a full course requirement and will allow the students to develop their arguments at a level appropriate to an MSc degree.
2. We have also changed the grading criteria. Originally the grading was: proposal 30%, paper 70%. But the paper proposal is approved by the advisor and then sent to the Rehabilitation Science Curriculum Committee (RSCC) for approval so the student can proceed with the writing of the paper. In fact the RSCC members are not experts in the field as the advisor and second reader are and thus, the approval at this level is related to the inclusion of all the components of the proposal, for general understanding of the proposal and to ensure there is no significant overlap with other assignments. Therefore, the paper marked by the advisor and a second reader will constitute 100% of the grade.

Respectfully submitted,

Seanne Wilkins

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	School of Rehabilitation Science			
COURSE TITLE	Scholarly Paper			
COURSE NUMBER	#RS730	**COURSE CREDIT**		
		FULL COURSE (x)	**HALF COURSE ( )**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Individual Faculty Members, coordinator J. Tryssenaar			
PREREQUISITE(S)	RS705, RS706, RS708, RS709, RS710 and 2 other electives			

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	x	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER		**EXPLAIN:**			

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

This full course is designed as an opportunity for graduate course-based MSc students to demonstrate, in writing, their ability to integrate ideas that reflect current knowledge in areas of rehabilitation practice, education, research, and/or policy. The scholarly paper is to demonstrate integrative thinking at a general and abstract level. A student will identify a topic, and in consultation with a faculty member with expertise in the area develop a proposal that is individualized to the student's area of interest. The student will then develop the paper under the guidance of a faculty member. The paper must be 25 to 30 pages, excluding references and appendices. The paper does not involve the collection or analysis of primary data or the conduct of research with subjects. It is a scholarly essay, not a thesis.

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

Normally after the 5 required and 2 elective courses have been completed, course-based MSc students in the Rehabilitation Science Graduate program will complete the scholarly paper. The scholarly paper provides an opportunity for students to demonstrate, in writing, their ability to integrate ideas that reflect current knowledge that focuses on one of the following: clinical practice, research, health systems or education. The scholarly paper is to demonstrate integrative thinking at a general and abstract level. The decisions to be made depend on the nature of the topic. The topic must be specific and cannot be covered in-depth in other course work. The student will be expected to develop a proposal providing a rationale for the topic, the issues to be examined, timelines, and bibliography.

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

The course is a requirement for the course-based McMaster/UBC M.Sc (Rehabilitation Science) distance education (online) program. There are many specialty areas associated with rehabilitation science. It provides an opportunity for graduate course-based MSc students to demonstrate, in writing, their ability to integrate ideas that reflect current knowledge in areas of rehabilitation practice, education, research, and/or policy. The scholarly paper is to demonstrate integrative thinking at a general and abstract level.

2. EXPECTED ENROLMENT:

Varies from term to term.

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

The course is an independent self-directed in-depth exploration of a topic chosen by the student and approved by his/her faculty advisor. The student will be working under the supervision of a faculty member of the SRS whose research, clinical, or teaching interests match the student's learning needs and who is willing to work with the student. The student will meet regularly via the Internet (usually every two weeks) with the faculty advisor. The student will develop a proposal for the scholarly paper and after approval will work independently until the paper is completed. An evaluation of the paper will be completed by the faculty advisor and an external examiner from within the SRS.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Final paper – 100%

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

N./A

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

N/A

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Seanne Wilkins Email: swilkins@mcmaster.ca Extension: 27839 Date: Feb 2, 2009

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

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	HRM Program & Rehabilitation Sciences Program			
COURSE TITLE	Knowledge Exchange & Translation			
COURSE NUMBER	725	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Joy MacDermid			
PREREQUISITE(S)	Admission to Rehab Science, Nursing or HRM Graduate Program, or permission of instructor.			

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?** YES **IF YES, PROVIDE THE DATE:** May 2007

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** Cross-listing RS 725 in the HRM and Nursing programs.			

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

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

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

At the end of the course, students will be able to:

1. Explain conceptual frameworks underlying KET.
2. Identify barriers and unique challenges to conducting KET research in complex environments.
3. Describe the more common KET interventions and the level of evidence supporting their efficacy.
4. Describe issues in development, implementation and evaluation of the impact of KET interventions.
5. Critically appraise clinical practice guidelines and KET research.
6. Understand and apply principles for effective communication with different audiences/stakeholders.

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

There is currently no course on this topic. KET is a specific area of expertise within the Faculty of Health Sciences and a research focus for The School of Rehabiliation Sciences, Health Research Methodology and Nursing Graduate Programs.

2. EXPECTED ENROLMENT:

21 students, preference given to PhD. (7 from each program - RS, HRM and Nursing)

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

The course will use a lecture and workshop format. The course will consist of 4, six hour lecture/workshop sessions meeting once a week. There will be a three week break dedicated to completion of KET projects. The final week of the course will consist of a full day for student presentations of their project.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Assignment # 1 20%
Assignment #2 20%
Final Project
Presentation 20%
Paper 40%

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?

RS, HRM and Nursing approvals

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Joy MacDermid Email: macderj@mcmaster.ca Extension: 22524

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

SGS/December 2006

HRM Course Outline

Course Number & Title:	RS: 725 – Knowledge Exchange & Translation
Course Co-ordinator:	Joy MacDermid
Additional Faculty/Support:	Melissa Brouwers, Maureen Dobbins

Course Description

This modular course will present students with an introduction to basic principles, conceptual frameworks, research design, and interventions used in knowledge exchange and translation. Faculty with specific expertise in knowledge exchange and translation for different target audiences (patients/public, clinicians/clinical practices, policy/administration) will facilitate modules that address theoretical and practical issues around using developed knowledge to improve health or health care systems. Students will develop a research protocol or a KET implementation plan in area related to their clinical or research endeavors.

Course Objectives

At the end of the course, students will be able to:

1. Explain conceptual frameworks underlying KET.
2. Identify barriers and unique challenges to conducting KET research in complex environments.
3. Describe the more common KET interventions and the level of evidence supporting their efficacy.
4. Describe issues in development, implementation and evaluation of the impact of KET interventions.
5. Critically appraise clinical practice guidelines and KET research.
6. Understand and apply principles for effective communication with different audiences/stakeholders.

Educational Methods/Course Format

The course will use a lecture and workshop format. The course will consist of 4, six hour lecture/workshop sessions meeting once a week. There will be a three week break dedicated to completion of KET projects. The final week of the course will consist of a full day for student presentations of their project.

Course Text/Materials

Readings related to specific seminar topics will be identified and distributed prior to seminar presentations.

Prerequisites:	Admission to Rehab Sciences, HRM or Nursing graduate program, or permission of instructor
Session	**Topic**
Module 1	Introduction to KET, Theories, Methods and Evaluation
Module 2	Knowledge exchange and transfer to modify clinical practices
Module 3	Knowledge exchange and transfer to modify policy
Module 4	Knowledge exchange and transfer to modify patient/consumer behavior
Final Session	Presentations

Potential Dates & Times:
Module 1 - Friday May 1st, 2009 – 9:00-3:30 (lecture from 9-12, break 12-12:30, workshop 12:30-3:30)
Module 2 - Friday May 15th, 2009 - 9:00-3:30 (lecture from 9-12, break 12-12:30, workshop 12:30-3:30)
Module 3 - Friday May 22nd, 2009 - 9:00-3:30 (lecture from 9-12, break 12-12:30, workshop 12:30-3:30)
Module 4 - Friday May 29th, 2009 - 9:00-3:30 (lecture from 9-12, break 12-12:30, workshop 12:30-3:30)

Final presentation day – Friday June 19th, 2009 – 9:00-3:30

Evaluation of Student Performance

Assignment #1:

Select a KET issue in your area of interest. Choose one of the KET models and explain how you would apply this model to your situation. Outline the potential advantages and disadvantages/limitations of using this model. Due date: During class time- Module 2 - May 15, 2009. (Max 4 pages) (Grade - 20%)

Assignment #2:

From your interest area, identify a position, opinion or practice that you wish to change. Then choose a target audience. Develop a summary of the information you wish to share with your target audience in appropriate language, context and presentation. Provide a rationale for the methods and key message you chose and why they are effective for your target audience. Due date: 7 days before final presentation – June 12, 2009 (max total 4 pages). (Grade - 20%)

Final Project:

Develop a research protocol or a KET implementation plan in an area related to your clinical or research endeavors.

- The *research protocol* will follow a format similar to grant applications (e.g., rationale, objectives, research question(s), background information, methods, relevance/conclusions)
- The *implementation plan* will follow a similar format (e.g., issue, background information, KET strategy and implementation, evaluation plan, conclusions)

Note: You must include a figural/pictorial representation illustrating the application of your model or plan (e.g., program logic model, flow chart)

Presentations will take place on June 19, 2009 (IAHS Room TBA, 9-3:30pm). Feedback will be provided by both faculty and students. (Grade – 20%)

Paper due June 22, 2009. Twelve (12) pages double-spaced, not including figure or references. (Grade - 40%)

Evaluation Criteria for Final Paper

- Validity of question/approach/problem description
- Background information – concise, relevant
- Use/description of KET conceptual model
- Coherence of arguments/methods
- Discussion of KET strategy
- Proposed analyses or evaluation plan
- Figure/Picture – clear, illustrates process
- Clarity of conclusions – clear, accurate, concise
- Quality/clarity of writing (including grammar, APA)
- Overall

RS 725* - Knowledge Exchange and Translation

Instructor: JC MacDermid

Course Dates: May 1th- June 19th, 2009
Room 244, IAHS Building

Course Description:
This modular course will present students with an introduction to basic principles, conceptual frameworks, research design, and interventions used in knowledge exchange and translation. Faculty with specific expertise in knowledge exchange and translation for different target audiences (patients/public, clinicians/clinical practices, policy/administration) will facilitate modules that address theoretical and practical issues around using developed knowledge to improve health or health care systems. Students will develop a research protocol or a KET implementation plan in area related to their clinical or research endeavors.

Course Objectives:
At the end of the course, students will be able to:

1. Explain conceptual frameworks underlying KET.
2. Identify barriers and unique challenges to conducting KET research in complex environments.
3. Describe the more common KET interventions and the level of evidence supporting their efficacy.
4. Describe issues in development, implementation and evaluation of the impact of KET interventions.
5. Critically appraise clinical practice guidelines and KET research.
6. Understand and apply principles for effective communication with different audiences/stakeholders.

Course Format and Schedule:

The course will use a lecture and workshop format. The course will consist of 4, six hour lecture/workshop sessions meeting once a week. There will be a three week break dedicated to completion of KET projects. The final week of the course will consist of a full day for student presentations of their project.

Readings related to specific seminar topics will be identified and distributed prior to seminar presentations.

Course Evaluation:

Assignment #1:

Select a KET issue in your area of interest. Choose one of the KET models and explain how you would apply this model to your situation. Outline the potential advantages and disadvantages/limitations of using this model. Due date: During class time- Module 2 - May 15, 2009. (Max 4 pages) (Grade - 20%)

Assignment #2:

From your interest area, identify a position, opinion or practice that you wish to change. Then choose a target audience. Develop a summary of the information you wish to share with your target audience in appropriate language, context and presentation. Provide a rationale for the methods and key message you chose and why they are effective for your target audience. Due date: 7 days before final presentation – June 12, 2009 (max total 4 pages). (Grade - 20%)

Final Project:

Develop a research protocol or a KET implementation plan in an area related to your clinical or research endeavors.

- The *research protocol* will follow a format similar to grant applications (e.g., rationale, objectives, research question(s), background information, methods, relevance/conclusions)
- The *implementation plan* will follow a similar format (e.g., issue, background information, KET strategy and implementation, evaluation plan, conclusions)

Note: You must include a figural/pictorial representation illustrating the application of your model or plan (e.g., program logic model, flow chart)

Presentations will take place on June 19, 2009 (IAHS Room TBA, 9-3:30pm). Feedback will be provided by both faculty and students. (Grade – 20%)

Paper due June 22, 2009. Twelve (12) pages double-spaced, not including figure or references. (Grade - 40%)

Evaluation Criteria for Final Paper

- Validity of question/approach/problem description
- Background information – concise, relevant
- Use/description of KET conceptual model
- Coherence of arguments/methods
- Discussion of KET strategy
- Proposed analyses or evaluation plan
- Figure/Picture – clear, illustrates process
- Clarity of conclusions – clear, accurate, concise
- Quality/clarity of writing (including grammar, APA)
- Overall

Readings

The readings from last year have been listed below. Readings are currently being revised but do not expect any major changes.

Module 1 - Introduction to KET, Theories, Methods and Evaluation

CanChild Keeping Current - Knowledge Transfer in Health Care
http://www.canchild.ca/Default.aspx?tabid=124

Main text - Sudsawad, P. (2007). Knowledge Translation: Introduction to Models, Strategies and Measures. Madison, WI, National Center for Dissemination of Disability Research.

Graham, I. D., Logan, J., Harrison, M. B., Straus, S. E., Tetroe, J., Caswell, W. et al. (2006). Lost in knowledge translation: Time for a map? *Journal of Continuing Education in the Health Professions, 26,* 13-24.

We suggest that you review the Sudsawad document (particularly the first section on models) and each article briefly in order to pick the model which you will discuss during the seminar. You are not expected to read each article thoroughly.

Conceptual Models Readings:

a) Kitson, A., Harvey, G., & McCormack, B. (1998). Enabling the implementation of evidence based practice: a conceptual framework. *Quality in Health Care, 7,* 149-158.

b) CIHR - http://www.cihr-irsc.gc.ca/e/29418.html#The and http://www.cihr-irsc.gc.ca/e/26574.html#defining

c) Everett Rogers, Diffusion of Innovation
Publisher: Free Press
Pub. Date: 2003
ISBN: 0743222091
Websites about Roger's theory and innovation adoption curve -
http://www.ciadvertising.org/studies/student/98_fall/theory/hornor/paper1.html

http://www.valuebasedmanagement.net/methods_rogers_innovation_adoption_curve.html

d) Dobbins, M., Ciliska, D., Cockerill, R., Barnsley, J., & DiCenso, A. (2002). A framework for the dissemination and utilization of research for health-care policy and practice. *The Online Journal of Knowledge Synthesis for Nursing, 9*.

e) Rejean Landry, Nabil Amara, Ariel Pablos-Mendez, Ramesh Shademani, & Irving Gold (2006). The knowledge-value chain: a conceptual framework for knowledge translation in health. Volume 84, Number 8, August 2006 597-602

Practice Model Readings:

a) Lavis, J. N., Robertson, D., Woodside, J., McLeod, C., & Abelson, J. (2003). How can research organizations more effectively transfer research knowledge to decision makers? *Milbank Quarterly, 81,* 221-248.

b) The Provincial Centre of Excellence for Child and Youth Mental Health at CHEO - http://www.onthepoint.ca/resources/toolkits.htm

c) Carpenter, D., Nieva, V., Albaghal, T. & Sorra, J. Development of a planning tool to guide dissemination, at http://www.ahrq.gov/downloads/pub/advances/vol4/carpenter.pdf

Read the brief summary of the framework recommended by the Canadian Health Services Research Foundation. - http://www.chsrf.ca/other_documents/insight_action/pdf/insight_action1_e.pdf

Ross, S., Goering, P., Jacobson, N. & Butterill, D. (2007). *A guide for assessing health research knowledge translation plans.* Canadian Institutes of Health Research.

Module 2 - Knowledge Exchange and Transfer to Modify Clinical Practices

Grimshaw, J. M., Shirran, L., Thomas, R., Mowatt, G., Fraser, C., Bero, L. A., et al. (2001). Changing provider behavior: An overview of systematic reviews of interventions. *Medical Care, 39*(8, Suppl. 2), II-2–II-25.

Jacobson, N., Butterill, D. & Goering, P. (2005). Consulting as a Strategy for Knowledge Transfer. The Milbank Quarterly, 83 (2), 299–321**.** [Suggest you skim this only]

Grimshaw, J. M., Thomas, R. E., MacLennan, G., Fraser, C., Ramsey, C. R., Vale, L., et al. (2004). Effectiveness and efficiency of guideline dissemination and implementation strategies. *Health Technology Assessment, 8*(6). Retrieved March 7, 2007, from http://www.hta.ac.uk/fullmono/mon806.pdf (read pages 2-11, 17-24, and 61-67.

MacDermid J.C., Brooks D., Solway S., Switzer-McIntyre S., Brosseau L., and Graham I.D. (2005) Reliability and validity of the AGREE Instrument used by physical therapists in assessment of clinical practice guidelines. *BMC Health Serv. Res.* 5, 18.

Reference only – do not read the whole document - The AGREE collaboration. Appraisal of Guidelines for Research and Evaluation. http://www.agreecollaboration.org/pdf/aitraining.pdf . 2003.

Module 3 - Knowledge Exchange and Transfer to Modify Policy

Lavis JN, Ross SE, Hurley JE, Hohenadel JM, Stoddart GL, Woodward CA, Abelson J. 2002. Examining the role of health services research in public policy-making. *The Milbank Quarterly 80*(1):125-154

Choi et al. (2005). Can scientists and policy makers work together? *Journal of Epidemiology and Community Health, 59*, 632-637.

Goldberg, S. (2004). "*You say to-may-to(e), I say to-mah-to(e)": Bridging the communication gap between researchers and policymakers*. Canadian Population Health Institute. (provided as a pdf)

Buffet, C., Ciliska, D., Thomas, H. (2007). *Can I use this evidence in my program decision? Assessing applicability and transferability of evidence*. Hamilton, ON: National Collaborating Centre for Methods and Tools.

Skim this reading - Dobbins, M., Rosenbaum, P., Plews, N., Law, M. & Fysh, A. (2007). Information transfer: What do decision makers want and need from researchers? **http://www.implementationscience.com/content/2/1/20.**

Module 4 - **Knowledge Exchange and Transfer to Modify Patient/Consumer Behavior**

Take a quick read through - http://www.bmj.com/cgi/reprint/329/7469/763

Bang DL, Farrar S, Sellors JW, Buchanan DH. (1998). Consumer health information services: preliminary findings about who is using them. *Journal of Medical Systems, 22*(2),103-15.

Skim the examples in this chapter - Missiuna, C., Gaines, R., & Pollock, N. (2008). Getting the word out: Disseminating evidence about developmental coordination disorder. In M. Law & J. MacDermid (Eds.),

Evidence-based practice in rehabilitation (2nd Ed.)(pp.315-329). Thorofare, NJ: Slack Inc. (provided as a pdf)
Read the brief summary of the framework recommended by the Canadian Health Services Research Foundation. http://www.chsrf.ca/other_documents/insight_action/pdf/insight_action1_e.pdf

Course Delivery

1. Anticipate the need to incorporate workshops on topics and spend an extended time on an issue.
2. Time frame underutilized for graduate education.
3. Clinicians and grad students from South Western Ontario may want to take portions of the course.
4. This course was constructed as part of the CIHR training program in Rehabilitation Research (McMaster & UBC). UBC trainees can take the course as part of their research practicum over a confined period of time (May-June).

PROGRAM SPECIFIC SUB-COMMITTEES
REHABILITATION SCIENCE

COMPREHENSIVE EXAMINATION OVERSIGHT COMMITTEE

NAME	START DATE	TERM ENDING
Patty Solomon (Chair)	July 1, 2006	June 30, 2009
Monica Maly	July 1, 2008	June 30, 2011
Lori Letts	July 1, 2006	June 30, 2009
Seanne Wilkins (ex officio)		
Associate Dean of Graduate Studies (Health Sciences) (ex officio)		

PhD and MSc THESIS ADMISSIONS COMMITTEE

Julie Richardson (Chair)	July 1, 2007	June 30, 2010
Seanne Wilkins	July 1, 2008	June 30, 2011
Monica Maly	July 1, 2009	June 30, 2012
Cheryl Missiuna	July 1, 2007	June 30, 2010
Associate Dean of Graduate Studies (Health Sciences) (ex officio)		

MSc COURSE-BASED ADMISSIONS COMMITTEE

Seanne Wilkins (Chair)	July 1, 2008	June 30, 2011
Joyce Tryssenaar	July 1, 2007	June 30, 2010
Linda Woodhouse	July 1, 2007	June 30, 2010
Bonny Jung	July 1, 2008	June 30, 2011
Associate Dean of Graduate Studies (Health Sciences) (ex officio)		

CURRICULUM COMMITTEE

Seanne Wilkins (Chair)	July 1, 2008	June 30, 2011
Vicki Galea	July 1, 2007	June 30, 2010 (2nd term)
Paul Stratford	July 1, 2006	June 30, 2009 (2nd term)
Joy MacDermid	July 1, 2006	June 30, 2009
Michael Pierrynowski	July 1, 2007	June 30, 2010
Joyce Tryssenaar (on-line coordinator)	July 1, 2006	June 30, 2009
Associate Dean of Graduate Studies (Health Sciences) (ex officio)		

Updated: June 27, 2006
Updated: June 5, 2008
Updated April 3, 2009

ADMISSIONS COMMITTEE MSc(OT) & MSc(PT)
Norma MacIntyre (Chair) 2009-2012
Debra Stewart Asst Dean, OT
Lynne Geddes, Acting Asst Dean, PT
Liliana Coman, International student coordinator
Vacancy (PT)
Brenda Vrkljan (OT) 2008-2011
Derek Lobb 2007-2010
Sharmilla Kulkarni Clinical Faculty Member (PT) 2006-2009
Jennifer Henderson Clinical Faculty Member (OT) 2008-2011
Sue Fink Year 1 OT student
Sophie Wong: Year 2 OT student
Shazmeen Manji: Year 1 PT student
Heather Burridge: Year 2 PT student

Associate Dean of Graduate Studies (Health Sciences) (ex officio)
Associate Dean School of Rehabilitation Science (ex officio)

2009-04-06

School of Rehabilitation Science
Occupational Therapy Program

2008-2009 Existing Graduate Calendar

1. Existing 2008-2009 Introduction of the Occupational Therapy Program states:

The Faculty of Health Sciences Graduate Programs and the School of Rehabilitation Science offer a Master of Science in Occupational Therapy degree program. The goal of the Master of Science (OT) is to prepare occupational therapists who possess the requisite knowledge, skills and professional behaviours to practice in the emerging realities of the new health care system and the broader societal context of rapid and constant change, within our local, national and international communities. Students will achieve an understanding of the influence of family, society, culture and environment as they explore the concepts of occupation and health across the lifespan within the context of client-centred practice. The M.Sc. (OT) is a course-based Master's degree. Graduates with a strong educational bias may be eligible to proceed to thesis-based graduate programs should they wish to do so in the future.

Enquiries: 905 525-9140 Ext. 27801, Program Administrator
Fax: 905 524-0069
Email: collinsh@mcmaster.ca
Website: http://www.fhs.mcmaster.ca/rehab

2. Existing Faculty in the 2008-2009 OT program:

Staff / Fall 2008

PROFESSORS
Susan Baptiste, Dip. OT (England), M.H.Sc. (McMaster)
Mary Law, B.Sc. OT (Queen's), M.Sc. (McMaster), Ph.D. (Waterloo)

ASSOCIATE PROFESSORS
Jacqueline Bosch, B.Sc.OT (Queen's), M.Sc. (McMaster)
Vickie Galea, B.Sc., M.Sc. (Waterloo), Ph.D. (McMaster)
Lori Letts, B.Sc. OT (Western), M.A. (Waterloo), Ph.D. (York)
Cheryl Missiuna, B.Sc.OT (Western), M.Sc (Calgary), Ph.D. (Toronto)
Michael Pierrynowski, B.Sc. M.Sc. (Waterloo), Ph.D. (Simon Fraser)
Debra Stewart, B.Sc. OT (Toronto), M.Sc. OT (McMaster) / Assistant Dean
Mary Tremblay, Dip. P&OT (Toronto), M.H.Sc. (McMaster), Ph.D. (SUNY, Buffalo)
Joyce Tryssenaar, B.Sc.OT (Western), M.Ed. (Brock), Ph.D. (Western)
Seanne Wilkins, Dip. P&OT, B.Sc.OT, M.Sc., Ph.D. (Toronto)

ASSOCIATE CLINICAL PROFESSORS
Carol DeMatteo, Dip. P&OT (Toronto), M.Sc. (McMaster)
Mary Edwards, B.Sc. OT (Toronto), M.H.Sc. (McMaster)
Nancy Pollock, B.Sc.OT (Queen's), M.Sc. (McGill)

ASSISTANT PROFESSORS
Rebecca Gewurtz, B.Sc. (Toronto), B.Sc.OT (Queen's), M.Sc. (Toronto)
Bonny Jung, B.Sc.OT (Toronto), M.Ed. (Brock)
Monica Maly, B.Sc., M.Sc., Ph.D. (Queen's)
John McCluskie, B.Sc. (Guelph), M.Sc. P.T., M.Sc. MedSci (McMaster)
Brenda Vrkljan, B.A. (Wilfrid Laurier), M.C.Sc. O.T.(Western), Ph.D. (Western)

ASSISTANT CLINICAL PROFESSORS
Shaminder Dhillon, B.Sc. (McMaster), B.H.Sc.OT (McMaster)
Sandra Moll, B.Sc. OT, M.Sc. OT (Western)
Lorie Shimmell, Dip.OT (McMaster), B.H.Sc.OT (McMaster)

LECTURER
Beth Linkewich, B.Sc. (Lakehead), B.Sc.OT (Toronto)

PROFESSOR EMERITUS
Penny Salvatori, Dip. P&OT (Toronto), M.H.Sc. (McMaster)

3. Existing 2008-2009 OT Program Requirements state:

Program Requirements – reworded for clarity

The Master of Science (OT) will meet professional accreditation and practice standards. The M.Sc. (OT) will utilize a problem-based (PBL), self-directed learning philosophy. Students will complete course work, fieldwork and an independent research project exploring the complexities and richness of evidence-based practice. The minimum expectation will be for the completion of all course work across two extended study years, from September to July (Year 1) and from September to September (Year 2). Year 1 introduces students to the fundamentals of contemporary Canadian occupational therapy practice. Year 2 provides opportunities for developing more complex skills and preparing for entry to practice as a conscious, autonomous professional. Throughout the program, students will gain experience across many client populations and in multiple settings.

4. Existing 2008-2009 OT program Admission requirements states:

Admission Requirements - reworded for clarity

Enrolment in the M.Sc. (OT) program is limited to 64 offers including up to 6 international offers per year. The admission process considers academic achievement, and suitability for the program. Personal qualities and experience are assessed on the basis of a personal interview. Assessors are drawn from the faculty and community. Final selection of applicants for admission is made by the respective program and the McMaster School of Graduate Studies.

Students applying for the M.Sc. (OT) must have a four-year baccalaureate degree or the equivalent (120 units/credits) with a minimum average of “B” or 75% or 3.0/4.0 or 8.0/12.0, calculated over the last 60 units of their university degree work. (Applicants may apply in the fourth year of their degree.)

At the time of application, applicants must have achieved a minimum grade point average of B or 75% or 3/4 or 8/12 over the final two years of full-time academic study or the equivalent. By June 30 in the year of admission, applicants must have completed a four-year undergraduate baccalaureate degree and have maintained the minimum overall grade point average of B or 75% or 3/4 or 8/12 over the last two years of full-time academic study or the equivalent.

5. **Existing 2008-2009 OT Program Application Procedure requirements states:**

Application Procedure

Applicants are required to apply via the COMPASS.ORPAS online application service located at the Ontario Rehabilitation Sciences Programs Application Service (ORPAS), Guelph, Ontario website: http://www.ouac.on.ca/orpas/.

The M.Sc. (OT) International Students Brochure and Application package are available from the M.Sc. (OT/PT) Admissions Office, McMaster University.

The M.Sc. (OT) invites aboriginal applicants to submit applications via the COMPASS.ORPAS online application service located at the ORPAS website: http://www.ouac.on.ca/orpas/.

Text added here in revision

Enquiries: 905 525-9140 Ext. 27829, Admissions Coordinator, International Applicants
Fax: 905 524-0069
Email: otpt@mcmaster.ca
Website: http://www.fhs.mcmaster.ca/rehab

6. Accreditation
The M.Sc. (OT) Program will be accredited by the Canadian Association of Occupational Therapists (CAOT).

7. Regulation of Practice
All occupational therapists in Canada must be registered with the appropriate provincial regulatory organization in order to practice in that province. Each regulatory body has a separate and distinct registration process; however, in all circumstances, a degree in occupational therapy and successful completion of the CAOT national certification examination are required. In Ontario, graduates from the M.Sc. (OT) Program will be granted a provincial practicing certificate of registration by the College of Occupational Therapists of Ontario (COTO) until they write and pass the Canadian Association of Occupational Therapists (CAOT) examination, at which point a general practicing certificate is granted.

School of Rehabilitation Science
Occupational Therapy Program

2009 Revised Graduate Calendar information

1. Occupational Therapy Program:

The Faculty of Health Sciences Graduate Programs and the School of Rehabilitation Science offer a Master of Science in Occupational Therapy degree program. The goal of the Master of Science (OT) is to prepare occupational therapists who possess the requisite knowledge, skills and professional behaviours to practice in the emerging realities of the new health care system and the broader societal context of rapid and constant change, within our local, national and international communities. Students will achieve an understanding of the influence of family, society, culture and environment as they explore the concepts of occupation and health across the lifespan within the context of client-centred practice. The M.Sc. (OT) is a full time course-based Master's degree. Graduates with a strong research interest may be eligible to proceed to thesis-based graduate programs should they wish to do so in the future.

Enquiries: 905 525-9140 Ext. 27829, Admissions Coordinator
Fax: 905 524-0069
Email: otpt@mcmaster.ca
Website: http://www.fhs.mcmaster.ca/rehab

2. **Staff / Fall 2009**

PROFESSORS
Susan Baptiste, Dip. OT (England), M.H.Sc. (McMaster)
Mary Law, B.Sc. OT (Queen's), M.Sc. (McMaster), Ph.D. (Waterloo)

ASSOCIATE PROFESSORS
Jacqueline Bosch, B.Sc.OT (Queen's), M.Sc. (McMaster)
Vickie Galea, B.Sc., M.Sc. (Waterloo), Ph.D. (McMaster)
Lori Letts, B.Sc. OT (Western), M.A. (Waterloo), Ph.D. (York)
Cheryl Missiuna, B.Sc.OT (Western), M.Sc (Calgary), Ph.D. (Toronto)
Michael Pierrynowski, B.Sc. M.Sc. (Waterloo), Ph.D. (Simon Fraser)
Debra Stewart, B.Sc. OT (Toronto), M.Sc. OT (McMaster) / Assistant Dean
Mary Tremblay, Dip. P&OT (Toronto), M.H.Sc. (McMaster), Ph.D. (SUNY, Buffalo)
Joyce Tryssenaar, B.Sc.OT (Western), M.Ed. (Brock), Ph.D. (Western)/ Part-time
Seanne Wilkins, Dip. P&OT, B.Sc.OT, M.Sc., Ph.D. (Toronto)

ASSOCIATE CLINICAL PROFESSORS
Carol DeMatteo, Dip. P&OT (Toronto), M.Sc. (McMaster)
Nancy Pollock, B.Sc.OT (Queen's), M.Sc. (McGill)

ASSISTANT PROFESSORS
Rebecca Gewurtz, B.Sc. (Toronto), B.Sc.OT (Queen's), M.Sc. (Toronto)
Bonny Jung, B.Sc.OT (Toronto), M.Ed. (Brock)
Monica Maly, B.Sc., M.Sc., Ph.D. (Queen's)
John McCluskie, B.Sc. (Guelph), M.Sc. P.T., M.Sc. MedSci (McMaster)
Brenda Vrkljan, B.A. (Wilfrid Laurier), M.C.Sc. O.T.(Western), Ph.D. (Western)

ASSISTANT CLINICAL PROFESSORS
Shaminder Dhillon, B.Sc. (McMaster), B.H.Sc.OT (McMaster)
Sandra Moll, B.Sc. OT, M.Sc. OT (Western)
Lorie Shimmell, Dip.OT (McMaster), B.H.Sc.OT (McMaster)

PROFESSOR EMERITUS
Penny Salvatori, Dip. P&OT (Toronto), M.H.Sc. (McMaster)

3. Program Requirements

The Master of Science in Occupational Therapy is a full time course-based professional masters program which meets practice standards and professional accreditation. It prepares students with the knowledge, skills and professional behaviours to practice as an entry-level occupational therapist. The program utilizes a problem-based self-directed learning philosophy. Students will complete course work, fieldwork and an independent evidence-based project during their two extended study years, from September to July (year one) and September to September (year two). Year One introduces students to the fundamentals of contemporary Canadian occupational therapy practice, professional frameworks and models of practice. Year Two provides opportunities for developing more complex skills and preparing for the transition to practice in multiple settings, working with many client populations.

4. Admission Requirements

To be eligible for admission to the MSc (OT) program, applicants must have completed a four-year baccalaureate degree or the equivalent number of courses (120 units/credits), and have achieved a minimum grade-point average of "B" or 75% or 3.0/4.0 or 8.0/12.0 in their final 60 units of credit. Post-graduate coursework is also considered in this GPA calculation.

Applicants may apply during the fourth year of their degree. In this case, the pre-admission GPA for eligibility purposes is calculated using the most recent 60 units of credit towards their degree. If an applicant in this category is subsequently offered admission to the program, the offer is "conditional" upon successful completion of their four-year degree by June 30 in that year and maintenance of a B average in their final 60 units of credit.

5. Application Procedure

Applicants are required to apply via the COMPASS.ORPAS on-line application service located at the Ontario Rehabilitation Sciences Programs Application Service (ORPAS), Guelph, Ontario website: http://www.ouac.on.ca/orpas/.

The M.Sc. (OT) International Students Brochure and International Students application package are available from the M.Sc. (OT/PT)Admissions Office, McMaster University.

The M.Sc. (OT) invites aboriginal applicants to submit applications via the COMPASS.ORPAS on-line application service located at the ORPAS website: http://www.ouac.on.ca/orpas/

Top ranked applicants (based on GPA) will be invited for a personal interview, which entails a series of 7 "mini interviews." Personal qualities and life experiences are assessed at these "mini" interviews. Interviewers are drawn from the faculty, the community, and current students.

Enquiries: 905 525-9140 Ext. 27829, Admissions Coordinator
Fax: 905 524-0069
Email: otpt@mcmaster.ca
Website: http://www.srs-mcmaster.ca/

6. Accreditation
The M.Sc. (OT) Program will be accredited by the Canadian Association of Occupational Therapists (CAOT).

7. Regulation of Practice
All occupational therapists in Canada must be registered with the appropriate provincial regulatory organization in order to practice in that province. Each regulatory body has a separate and distinct registration process; however, in all circumstances, a degree in occupational therapy and successful completion of the CAOT national certification examination are required. In Ontario, graduates from the M.Sc. (OT) Program will be granted a provisional practicing certificate of registration by the College of Occupational Therapists of Ontario (COTO) until they write and pass the Canadian Association of Occupational Therapists (CAOT) examination, at which point a general practicing certificate is granted.

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	School of Rehabilitation Science, Occupational Therapy Program			
COURSE TITLE	Disability, Development and Occupation: Professional Roles and Experiential Practicum			
COURSE NUMBER	638	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE ( )**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Letts, Bosch, Shimmel			
PREREQUISITE(S)				

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	x	**EXPLAIN:** The weighting of assignments is being changed to better reflect the amount of work required of students to complete them - no other changes made to course.			

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

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

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.) There are three graded assignments in the course, the weighting of two of these is being modified as follows: 1. Evidence based appraisal (35% - unchanged): In this assignment, students work independently to describe and appraise an assessment or intervention commonly used in occupational therapy practice. They prepare a four page paper on the topic and lead a class discussion about it. 2. Planning and Running Groups (30% - up from 25%): Students plan and run an occupational therapy group. Each student is graded individually on their skills in running the group; students also individually prepare a written reflection after the group that focuses on learning gained. Students will now submit a session plan in advance of the group resulting in a need to weight the assignment more. 3. Practical examination (35% - down from 40%): This examination evaluates clinical reasoning and documentation of one interaction with a standardized client. Reducing the weighting slightly will not affect the assignment.
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: Name: Lori Letts Email: lettsl@mcmaster.ca Extension: 27816 Date: January 17, 2009

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

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	School of Rehabilitation Science, Occupational Therapy Program			
COURSE TITLE	Youth and the Development of Self: Inquiry and Integration			
COURSE NUMBER	*717	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (x)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Missiuna, Forhan			
PREREQUISITE(S)				

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE	x	**PROVIDE THE CURRENT COURSE TITLE:** Transition to Practice: Inquiry and Integration IV			
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER		**EXPLAIN:**			

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

The purpose of this course is to provide students with an opportunity to gain a more in-depth understanding of childhood and adolescence. Students will investigate a variety of factors that may impact on individuals as they experience occupation during their development. Students will participate in large group sessions and problem-based tutorials where theory, family-centred care, legislation and ethics, complexities of practice, emerging occupational therapy roles and mutifaceted systems will be explored.

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

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?) Calendar description was outdated…..no other changes made to course.
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: Name: Cheryl Missiuna Email: missiuna@mcmaster.ca Extension: 27842 Date: February 3, 2009

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

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	School of Rehabilitation Science, Occupational Therapy Program			
COURSE TITLE	Youth and the Development of Self: Professional Roles and Experiential Practicum			
COURSE NUMBER	*718	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (x)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Pollock, Moll			
PREREQUISITE(S)				

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE	x	**PROVIDE THE CURRENT COURSE TITLE:** Transition to Practice: Professional Roles and Experiential Practicum IV			
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER		**EXPLAIN:**			

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

This course is designed to provide opportunities for the student to learn advanced practice skils in occupational therapy for children and adolescents. Course content is based on the most prevalent health problems, the most commonly used and evidence-based assessments, interventions and service-delivery models in pediatric occupational therapy. Emphasis will be placed on applying the learning to case-scenarios and more in-depth exploration of roles, models of practice and settings.

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

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?) Calendar description was outdated……no other changes made to course.
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: Name: Nancy Pollock Email: pollock@mcmaster.ca Extension: 27812 Date: February 3, 2009

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

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A hard copy of this form **must be signed** by the department chair or graduate advisor and sent to the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, GH-212.
4. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	School of Rehabilitation Science / Occupational Therapy Program			
COURSE TITLE	Transition to Practice: Evidence Based Practice V			
COURSE NUMBER	748	**COURSE CREDIT**		
		FULL COURSE (x)	**HALF COURSE ( )**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Carol DeMatteo			
PREREQUISITE(S)	*747 Transition to Practice: Evidence Based Practice IV			

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE	x	**PROVIDE THE CURRENT COURSE TITLE:** Evidence and Practice Inquiry Seminars			
CHANGE IN COURSE DESCRIPTION	x	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	x	**EXPLAIN:** Change in method of evaluation. Overall plan to balance all evidence based practice courses/content across curriculum to provide a grade and evaluation in EBP at the end of each term rather than at year end.			

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

This full course runs in Term 5 of the 2nd year of the MSc OT program. It builds on EBP IV *747 in Term 4 and will continue to focus on evaluating the evidence, interpreting the evidence, and more advanced, specific topics pertinent to Evidence Based Practice.
It consists of large group resource sessions once per week. The sessions will involve guest experts and resource people who will focus discussion relating EBP to the practice of occupational therapy. Students will have the opportunity to engage in an interactive format and raise issues for discussion.
It also includes a Program Evaluation Web Course, an interactive, self-directed web learning experience. Students will also begin their research project which includes a 5 week research practicum.

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

The changes in content and topics in this course, to go from a 2 term, condensed into a one term course, are recommended as follows: Topics that address the basic elements of evidence-to-practice including basic knowledge of quantitative and qualitative methods, have been moved into the first year of the program in Terms 1 and 2 in order to provide students wih foundational knowledge in the first year of the program. The Program Evaluation course module has moved from Term IV into term V. The initial stage of the research project has also moved into term V as part of these course changes. As mentioned above, this course content will focus on advanced topics in Evidence Based Practice as they apply to occupational therapy. Examples of session topics are Program Evaluation, Clinical Pratice Guidelines, Measuring Quality of Life, Diagnostic tests, Data Management, Qualitative Data Analysis, writing a research proposal etc.
Text: Kielhofner, Gary (2006). Research in Occupational Therapy. Methods of inquiry for enhancing practice. Philadelphia: F.A. Davis

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

The following are the generic Evidence Based Practice objectives. The * refer specifically to the focus of 748.

1. Understand how evidence is generated, integrated and applied.*

2. Understand and apply the principles of Evidence-based Practice and Evidence-based Clinical Reasoning.

3. Understand the core elements of the science and art of research as applied to professional practice.*

4. Understand the scope of research information and be able to access and appraise appropriate resources in specific subject areas.*

2. EXPECTED ENROLMENT:

68

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

Large group resource sessions, web based Web CT interactive web course module and individual project supervisors.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Clinical Research Proposal 30%: Students will develop a clinical research proposal according to the Canadian Occupational Therapy Foundation Guidelines for OT research grants; individual assignment.

Program Logic Model (PLM) with Evaluation of the Model 35%: After completeion of 3 web based self directed modules each student will develop and hand in a program logic model based on a real program; individual assignment. After students receive feedback on their PLM and complete the final 3 web based modules, they will design and hand in an evaluation of the model; individual assignment.
Research Project Components: Learning Contract (20%) and Reflection Book (15%)

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: Carol DeMatteo Email: dematteo@mcmaster.ca Extension: 27805

Department Chair or Graduate Advisor: _____ Date: _____
(Signature)

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

SGS/November 2005

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A hard copy of this form **must be signed** by the department chair or graduate advisor and sent to the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, GH-212.
4. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	School of Rehabilitation Science / Occupational Therapy Program		
COURSE TITLE	Transition to Practice: Evidence Based Practice IV		
COURSE NUMBER	*747	**COURSE CREDIT**	
		FULL COURSE ( )	**HALF COURSE (x)** / **QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Lori Letts		
PREREQUISITE(S)	Yr 1 OT		

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE	x	**PROVIDE THE CURRENT COURSE TITLE:** Applying Evidence to Practice: Integration			
CHANGE IN COURSE DESCRIPTION	x	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**	x	**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	x	**EXPLAIN:** Change in method of evaluation. Overall plan to balance all evidence based practice courses/content across curriculum to provide a grade and evaluation in EBP at the end of each term rather than at year end.			

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

The course is a half course that runs in Term 4 of the 2nd year of the MSc OT program. It is organized based on small group learning with facilitators to support each group. The focus is on students refining their skills in searching, appraising, and applying research and other evidence related to practice dilemmas. Each student will present his/her analyses of the evidence on two practice dilemmas. Large group resource sessions will be offered to ensure students gain appraisal skills and knowledge needed to support their work in seminar groups.

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

The course format is changing to remove the small group seminars that previously ran in terms 5 & 6 while students were completing their independent projects. The seminar groups in the fall have proven to be very successful, and will be continued. Each student will complete two dilemma presentations. The first dilemmas are donated by occupational therapists and others to provide real-world learning situations that require defining a searchable question, locating and appraising best evidence, and applying the evidence back to the practice sitaution. The second dilemmas will be developed by students relying on past dilemmas identifed in the program. The dilemmas cover a wide spectrum of topics in all areas of occupational therapy practice including assessment, intervention, and systems issues. Large group resource sessions will be organized to support the work of students in the seminar groups. Topics will include: formulating searchable questions; advanced search and appraisal strategies; synthesis and appraisal of evidence to practice; ethical considerations of research; interpretation of statistics.

Text: Kielhofner, Gary (2006). Research in Occupational Therapy. Methods of inquiry for enhancing practice. Philadelphia: F.A. Davis.

Law, M., & MacDermid, J. (Eds.). Evidence-based rehabilitation (2nd ed.). Thorfare, NJ: Slack.

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

The following are the generic Evidence Based Practice objectives. The * refer specifically to the focus of 747.

1. Understand how evidence is generated, integrated and applied.*

2. Understand and apply the principles of Evidence-based Practice and Evidence-based Clinical Reasoning.*

3. Understand the core elements of the science and art of research as applied to professional practice.

4. Understand the scope of research information and be able to access and appraise appropriate resources in specific subject areas.

2. EXPECTED ENROLMENT:

68

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

Small group tutorials (5-6 students per group) with faciltators. Facilitators are experienced researchers in rehabilitation. Some large group resource sessions on selected topics offered or organized by the course coordinator.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

2 Dilemma Presentations (40% each):
Each dilemma presentation will involve an oral presentation (30 minute presentation followed by 30 minutes of discussion) to the seminar group and facilitator. A four page single spaced handout (excluding references) will support each student's presentation. Grading will be based on a combination of the oral presentation and written handout. Grading criteria are based on: Focusing the question; Searching systematically; Presenting and appraising the evidence; Applying the evidence; Presentation and handout preparation. Each student will present two dilemma presentations on distinct topics related to occupational therapy practice.

Critical Analysis (20%):
The critical analysis grade will focus on the students' ability to enage in discussions and ask questions of peers when peers are presenting dilemmas in the seminar group setting; the ability to provide constructive and positive self and peer feedback to facilitate group and individual learning will also be evaluated.

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: Lori Letts Email: lettsl@mcmaster.ca Extension: 27816

Department Chair or Graduate Advisor: _____ Date: _____
(Signature)

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

SGS/November 2005

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A hard copy of this form **must be signed** by the department chair or graduate advisor and sent to the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, GH-212.
4. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	School of Rehabilitation Science / Occupational Therapy Program		
COURSE TITLE	Transition to practice: Evidence Based Practice VI		
COURSE NUMBER	*749	**COURSE CREDIT**	
		FULL COURSE ( )	**HALF COURSE (x)** / **QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Bonny Jung		
PREREQUISITE(S)	*747 Evidence Based Practice IV, 748 Evidence Based Practice V		

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE	x	**PROVIDE THE CURRENT COURSE TITLE:** Evidence based practice research project			
CHANGE IN COURSE DESCRIPTION	x	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit)*** ***Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**	x	**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	x	**EXPLAIN:** Change in method of evaluation. Overall plan to balance all evidence based practice courses/content across curriculum to provide a grade and evaluation in EBP at the end of each term rather than at year end.			

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

This half course runs in Term 6 of the 2nd year of the MSc OT program. It builds on 748, Transition to practice: Evidence based practice V, in Term 5. It focuses on, synthesizing and disseminating research evidence in Occupational Therapy. It consists of individual research projects that were initiated earlier in the year in Term 5 and completed in Term 6.

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

During this term students complete their research project and dessiminate the results through a written product/report and through a symposium presentation. The primary change includes: the intial stage of the research project and the evaluation components are integrated into Transition to Practice: Evidence based Practice V (in Term 5).

Text: Kielhofner, Gary (2006). Research in Occupational Therapy. Methods of inquiry for enhancing practice. Philadelphia: F.A. Davis Law, M. & MacDermid, J. (Eds.). Evidence-based rehabilitation (2nd ed.). Thorofare, NJ: Slack.

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

The following are the generic Evidence Based Practice objectives. The * refer specifically to the focus of 749.

1 Understand how evidence is generated, integrated and applied. *

2. Understand and apply the principles of Evidence-based Practice and Evidence-based Clinical Reasoning.

3. Understand the core elements of the science and art of research as applied to professional practice.

4. Understand the scope of research information and be able to access and appraise appropriate resources in specific subject areas.

Additional objective:

1. To synthesize and dessiminate evidence based knowledge in a scholarly forum.

2. EXPECTED ENROLMENT:

68

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

Individual and small group projects. All students will work with a research supervisor(s) over the course of the 2nd year both during the academic blocks and during an EBP practicum .Term 6 will see completion of the project with a final evidenced-based product.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Evaluation:
Research Project Symposium 50% Students will present their research results either by poster or podium presentation during a symposium, open to the clinical community.
Final product of project. 50% Students will negotiate with their research supervisor what the final product of the research project will be. It could be a manuscript or a report, or any product that will desseminate their research findings and be a tangible product of the research.

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: Bonny Jung Email: jungb@mcmmaster.ca Extension: 27807

Department Chair or Graduate Advisor: _____ Date: _____
(Signature)

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

SGS/November 2005

School of Rehabilitation Science
Physiotherapy Program

2008-2009 Existing Graduate Calendar

1. Existing 2008-2009 Introduction of the Physiotherapy Program states:

The Faculty of Health Sciences Graduate Program and the School of Rehabilitation Science offer a Master of Science degree program in Physiotherapy. The Master of Science in Physiotherapy will prepare students with the knowledge, skills and professional behaviours to practice as an entry level clinician in a variety of health care and community settings. The M.Sc. (PT) is a course-based Master's degree. Its curriculum is based on the principles of problem-based, small group, self-directed learning. Students will learn to integrate theory, evidence and practice to become evidence-based practitioners in the present and future health care environment. Graduates with a strong educational bias may be eligible to proceed to thesis-based graduate programs should they wish to do so in the future.

Enquiries: 905 525-9140 Ext. 27801, Program Administrator
Fax: 905 524-0069
Email: collinsh@mcmaster.ca
Website: http://www.fhs.mcmaster.ca/rehab

2. Existing Faculty in the 2008-2009 PT program:

Staff / Fall 2008

PROFESSORS
Patricia Solomon, Dip.PT (Manitoba), M.H.Sc. (McMaster), Ph.D. (Waterloo)
Paul Stratford, Dip. PT (Mohawk), M.Sc. (McMaster)

ASSOCIATE PROFESSORS
Vickie Galea, B.Sc., M.Sc. (Waterloo), Ph.D. (McMaster)
Joy MacDermid, B.Sc. (St. Mary's), B.H.Sc.PT., M.Sc., Ph.D. (Western)
Michael Pierrynowski, B.Sc. M.Sc. (Waterloo), Ph.D. (Simon Fraser)
Julie Richardson, Dip.PT (New Zealand), B.Sc.PT (Toronto)., M.Sc. (New Zealand), Ph.D. (Toronto)
Laurie Wishart, Dip. P&OT (Toronto), B.Sc. PT. (Toronto), M.Sc., Ph.D. (McMaster) / Assistant Dean

ASSOCIATE CLINICAL PROFESSORS
Lynne Geddes, B.Sc.PT (Western Ontario), M.R.E. (Toronto)
Anita Gross, Dip. Man. Therapy, B.Sc. PT (Toronto), M.Sc. (McMaster)

ASSISTANT PROFESSORS
Liliana Coman, M.D. (Bucharest), M.Sc. (Waterloo), B.H.Sc.PT (McMaster)
Norma MacIntyre, B.Sc. PT (Toronto), M.Sc. (Western), Ph.D. (McMaster)
Monica Maly, B.Sc., M.Sc., Ph.D. (Queen's)
John McCluskie, B.Sc. (Guelph), M.Sc. PT, M.Sc. MedSci (McMaster)
Bronwen Thomas, B.Sc.PT (Western), M.Sc. PT (Western)
Christopher Winn, B.Sc. Kinesiology (Simor Fraser), M.Sc. PT (McMaster)
Linda Woodhouse, B.A. (Western), B.Sc.PT (Toronto), M.A. (Western), Ph.D. (Toronto)

CLINICAL PROFESSOR
Jean Crowe, Dip. PT (Australia), B.Sc.PT (Toronto), M.H.Sc. (McMaster) / Part-time

PROFESSOR EMERITI
Jean Wessel, B.Sc. PT (McGill), M.H.Sc. (McMaster), Ph.D. (Alberta)
Renee Williams, Dip. P&OT (Toronto), M.H.Sc. (McMaster), Ph.D.
(Waterloo)

*please see attached "2009 PT program existing info" ITEM 3 for the rest of this entry.

3. Existing 2008-2009 PT Program Requirements state:

This professional Master's program will meet professional accreditation and practice standards. Students will complete course work, clinical placements and an independent research project. All students will be required to complete the equivalent of 23 half-courses over 6 terms of study across two extended study years.

4. Existing 2008-2009 PT Program Admission requirements states:

Enrolment in the M.Sc. (PT) program is limited to 64 offers including up to 6 international offers each year. The admission process considers academic achievement, and suitability for the program. Personal qualities and experience are assessed on the basis of a personal interview. Assessors are drawn from the faculty and community. Final selection of applicants for admission is made by the respective program and the McMaster School of Graduate Studies. Students applying for the M.Sc. (OT) must have a four-year

baccalaureate degree or the equivalent (120 units/credits) with a minimum average of “B” or 75% or 3.0/4.0 or 8.0/12.0, calculated over the last 60 units of their university degree work. (Applicants may apply in the fourth year of their degree.) In addition, the M.Sc. (PT) program requires: a) a minimum of one biological or life science course with a grade of 3 or higher b) a minimum of one social science or humanities course with a grade of 3 or higher. At the time of application, applicants must have achieved a minimum grade point average of B or 75% or 3/4 or 8/12 over the final two years of full-time academic study or the equivalent. By June 30 in the year of admission, applicants must have completed a four-year undergraduate baccalaureate degree and have maintained the minimum overall grade point average of B or 75% or 3/4 or 8/12 over the last two years of full-time academic study or the equivalent.

4. Existing 2008-2009 PT Program Application Procedure requirements states:

Application Procedure

Applicants are required to apply via the COMPASS.ORPAS on-line application service located at the Ontario Rehabilitation Sciences Programs Application Service (ORPAS), Guelph, Ontario website: http://www.ouac.on.ca/orpas/.

The M.Sc. (PT) International Students Brochure and International Students application package are available from the M.Sc. (OT/PT) Admissions Office, McMaster University.

The M.Sc. (PT) invites aboriginal applicants to submit applications via the COMPASS.ORPAS on-line application service located at the ORPAS website: http://www.ouac.on.ca/orpas/.

Enquiries: 905 525-9140 Ext. 27829, Admissions Coordinator,
International Applicants
Fax: 905 524-0069
Email: otpt@mcmaster.ca
Website: http://www.fhs.mcmaster.ca/rehab

6. Existing 2008-2009 PT Program Accreditation states:

The M.Sc. (PT) Program will be accredited by the Accreditation Council of Canadian Physiotherapy Academic Programs (ACCPAP).

7. Existing 2008-2009 Regulation of Practice states:

All physiotherapists in Canada must be registered with the appropriate provincial regulatory body in order to practice in that province. Each regulatory body has a separate and distinct registration process; however, in all circumstances, a degree in physiotherapy is required. In Ontario, successful completion of the Physiotherapy Competence Examination (PCE) is also required.

School of Rehabilitation Science
Physiotherapy Program

Revisions for 2009-2010 Graduate Calendar

1. Introduction
The Faculty of Health Sciences Graduate Program and the School of Rehabilitation Science offer a Master of Science degree program in Physiotherapy. The Master of Science in Physiotherapy will prepare students with the knowledge, skills and professional behaviours to practice as an entry level physiotherapist in a variety of health care and community settings. The M.Sc. (PT) is a full-time course-based Master's degree. Its curriculum is based on the principles of problem-based, small group, self-directed learning. Students will learn to integrate theory, evidence and practice to become evidence-based practitioners in the present and future health care environment. Graduates with a strong research bias may be eligible to proceed to thesis-based graduate programs should they wish to do so in the future.

Enquiries: 905 525-9140 Ext. 27829, Admissions Coordinator

Fax: 905 524-0069
Email: otpt@mcmaster.ca
Website: http://www.srs-mcmaster.ca

2. Staff / Fall 2009

PROFESSORS
Patricia Solomon, Dip.PT (Manitoba), M.H.Sc. (McMaster), Ph.D. (Waterloo)
Paul Stratford, Dip. PT (Mohawk), M.Sc. (McMaster)

CLINICAL PROFESSOR
Lynne Geddes, B.Sc.PT (Western), M.R.E. (Toronto)

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Monica Maly, B.Sc., M.Sc., Ph.D. (Queen's)
John McCluskie, B.Sc. (Guelph), M.Sc. PT, M.Sc. MedSci (McMaster)
Bronwen Thomas, B.Sc.PT (Western), M.Sc. PT (Western)
Christopher Winn, B.Sc. Kinesiology (Simor Fraser), M.Sc. PT (McMaster)
Linda Woodhouse, B.A. (Western), B.Sc.PT (Toronto), M.A. (Western), Ph.D. (Toronto)

PROFESSOR EMERITI
Jean Wessel, B.Sc. PT (McGill), M.H.Sc. (McMaster), Ph.D. (Alberta)
Renee Williams, Dip. P&OT (Toronto), M.H.Sc. (McMaster), Ph.D. (Waterloo)

*please see attached "2009 PT Program revised info" ITEM 3 for the rest of the entry.

3. Program Requirements
The Master of Science (PT) will meet professional accreditation and practice standards. Students will complete course work, clinical placements and an independent research project. All students will be required to complete the equivalent of 23 half-courses over 6 terms of full-time study across two extended study years.

4. Admission Requirements
To be eligible for admission to the MSc (PT) program, applicants must have completed a four-year baccalaureate degree or the equivalent number of courses (120 units/credits), and have achieved a minimum grade-point average of "B" or 75% or 3.0/4.0 or 8.0/12.0 in their final 60 units of credit. Post-graduate coursework is also considered in this GPA calculation.

Applicants may apply during the fourth year of their degree. In this case, the pre-admission GPA for eligibility purposes is calculated using the most recent 60 units of credit towards their degree. If an applicant in this category is

subsequently offered admission to the program, the offer is “conditional” upon successful completion of their four-year degree by June 30 in that year, and maintenance of a B average in their final 60 units of credit.

Additional requirements include:

a) a minimum of one biological or life science course at any level with a grade of at least B (75%) or higher
b) a minimum of one social science or humanities course at any level with a grade of at least B (75%) or higher.

Please see program website for more details regarding prerequisites.

5. Application Procedure

Applicants are required to apply via the COMPASS.ORPAS on-line application service located at the Ontario Rehabilitation Sciences Programs Application Service (ORPAS), Guelph, Ontario website: http://www.ouac.on.ca/orpas/.

The M.Sc. (PT) International Students Brochure and International Students application package are available from the M.Sc. (OT/PT)Admissions Office, McMaster University.

The M.Sc. (PT) invites aboriginal applicants to submit applications via the COMPASS.ORPAS on-line application service located at the ORPAS website: http://www.ouac.on.ca/orpas/

Top ranked applicants (based on GPA) will be invited for a personal interview, which entails a series of 7 “mini interviews.” Personal qualities and life experiences are assessed at these “mini” interviews. Interviewers are drawn from the faculty, the community, and current students.

Enquiries: 905 525-9140 Ext. 27829, Admissions Coordinator
Fax: 905 524-0069
Email: otpt@mcmaster.ca
Website: http://www.srs-mcmaster.ca/

6. Accreditation
The M.Sc. (PT) Program is accredited by the Accreditation Council of Canadian Physiotherapy Academic Programs (ACCPAP).

7. Regulation of Practice
All physiotherapists in Canada must be registered with the appropriate provincial regulatory body in order to practice in that province. Each regulatory body has a separate and distinct registration process; however, in all circumstances, a degree in physiotherapy is required. In Ontario, successful completion of the Physiotherapy Competence Examination (PCE) is also required.

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	School of Rehabilitation Science / Physiotherapy Program			
COURSE TITLE	Physiotherapy Clinical Practice II			
COURSE NUMBER	*634	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (x)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)				
PREREQUISITE(S)				

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	x	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** Changes to the Graduate Calendar to standardize wording and format			

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

This Unit III clinical practice course will provide the opportunity for students to apply physiotherapy assessment and management skills with clients who may present with musculoskeletal, neurological and/or cardiorespiratory conditions in a clinical setting. Clinical facilities may include community, hospital and private practice settings. This course is evaluated on a Pass/Fail basis.

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

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: Name: Lynne Geddes Email: geddesl@mcmaster.ca Extension: 27818 Date: Feb 13 2009

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

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT/PROGRAM	School of Rehabilitation Science / Physiotherapy Program			
COURSE TITLE	Research and Evidence-based Practice			
COURSE NUMBER	713	**COURSE CREDIT**		
		FULL COURSE (x)	**HALF COURSE ( )**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)				
PREREQUISITE(S)				

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	x	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** Change to Graduate Calendar to standardize formatting and use current clinical phraseology - no other changes.			

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

This 2nd year course will enable students to critically analyse the literature and engage in a research project to evaluate measures and interventions relevant to physical therapy. Students will be provided with information on study design, data acquisition and data analysis. They will acquire skills in searching the literature, analysing and interpreting data, presenting results and making clinical decisions that incorporate best evidence, patient values and clinical expertise. This course is offered over three terms of study.

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

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: Name: Lynne Geddes Email: geddesl@mcmaster.ca Extension: 27818 Date: Feb 13 2009

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

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

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

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
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DEPARTMENT/PROGRAM	School of Rehabilitation Science / Physiotherapy Program			
COURSE TITLE	Physiotherapy Clinical Practice III			
COURSE NUMBER	*714	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)				
PREREQUISITE(S)				

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	x	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER		**EXPLAIN:** Changes to the Graduate Calendar to: standardize wording and format, use current clinical phraseology and people first language, and clarify wording - no other changes.			

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

This Unit IV clinical practice course will provide the opportunity for students to apply physiotherapy assessment and management skills with clients who may present with musculoskeletal, neurological and/or cardiorespiratory conditions in a clinical setting. Clinical facilities may include community, hospital and private practice settings. Prior to completing the full time two year program, students will gain experience in musculoskeletal, neurological and cardiorespiratory practice settings. This course is evaluated on a Pass/Fail basis.

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

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: Name: Lynne Geddes Email: geddesl@mcmaster.ca Extension: 27818 Date: Feb 13 2009

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DEPARTMENT/PROGRAM	School of Rehabilitation Science / Physiotherapy Program			
COURSE TITLE	Physiotherapy Clinical Practice IV			
COURSE NUMBER	*724	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (x)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)				
PREREQUISITE(S)				

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	x	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER		**EXPLAIN:** Changes to the Graduate Calendar to: standardize wording and format, use current clinical phraseology and people first language, and clarify wording			

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

This Unit V clinical practice course will provide the opportunity for students to apply physiotherapy assessment and management skills with clients who may present with musculoskeletal, neurological and/or cardiorespiratory conditions in a clinical setting. Clinical facilities may include community, hospital and private practice settings. Prior to completing the full time two year program, students will gain experience in musculoskeletal, neurological and cardiorespiratory practice settings. This course is evaluated on a Pass/Fail basis.

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

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: Name: Lynne Geddes Email: geddesl@mcmaster.ca Extension: 27818 Date: Feb 13 2009

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SCHOOL OF GRADUATE STUDIES

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

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DEPARTMENT/PROGRAM	School of Rehabilitation Science / Physiotherapy Program			
COURSE TITLE	Physiotherapy Clinical Practice V			
COURSE NUMBER	*734	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (x)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)				
PREREQUISITE(S)				

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	x	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** Changes to the Graduate Calendar to: standardize wording and format, use current clinical phraseology and people first language, and clarify wording			

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

This Unit VI clinical practice course will provide the opportunity for students to apply physiotherapy assessment and management skills with clients who may present with musculoskeletal, neurological and/or cardiorespiratory conditions related to complex health problems in a variety of health care environments. Prior to completing the full time two year program, students will gain experience in musculoskeletal, neurological and cardiorespiratory practice settings. This course is evaluated on a Pass/Fail basis.

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

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
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DEPARTMENT/PROGRAM	School of Rehabilitation Science / Physiotherapy Program			
COURSE TITLE	Physiotherapy Clinical Practice I			
COURSE NUMBER	*624	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)				
PREREQUISITE(S)				

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

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

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

CHANGE IN COURSE TITLE	x	**PROVIDE THE CURRENT COURSE TITLE:** Fundamentals of Musculoskeletal Practice /Physiotherapy Clinical Practice I			
CHANGE IN COURSE DESCRIPTION	x	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** Changes to the Graduate Calendar to standardize wording and format			

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

This Unit II clinical practice course will provide the opportunity for students to interview, assess and design treatment programs for clients with musculoskeletal conditions in a clinical setting. Clinical facilities may include community, hospital and private practice settings. This course is evaluated on a Pass/Fail basis.

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

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