# UNIVERSITY PLANNING COMMITTEE
## Wednesday, October 18, 2023 at 10:30 AM
## Gilmour Hall, Council Room (Room 111)

## AGENDA

Page

### *OPEN SESSION*

**1.** **Minutes of the Previous Meeting – September 13, 2023 (Open Session)**

**2.** **Chair's Comments and Update**

**3.** **Business Arising**

**4.** **McMaster Accessibility Council Annual Report 2022-23**

P. Hearn, B. Walker, P. Suleiman
*Information*

**5.** **Report from Undergraduate Council**

K. Dej
*Approval*

**6.** **Other Business**

# McMaster Accessibility Advisory Council

**January 2022 – August 2023 Accessibility Activity Report**

**MEMO**

**DATE:**       October 10, 2023

**SUBJECT:**    McMaster Accessibility Advisory Council – Annual Accessibility Activity Report

**TO:**         Dr. David Farrar, President and Vice-Chancellor

Dr. Susan Tighe, Provost and Vice President (Academic)

Saher Fazilat, Vice-President (Operations and Finance)

**FROM:**       Anne Pottier, Chair, McMaster Accessibility Advisory Council (MAAC)

Dr. Barrington Walker, Vice Provost, Equity & Inclusion

Patricia Suleiman, Director, Human Rights & Accessibility, Equity & Inclusion Office

Paula Hearn, Accessibility Program Manager, Equity &and Inclusion Office

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Please find enclosed, for your review, the thirteenth (13th) annual accessibility activity report from the McMaster Accessibility Advisory Council covering the period January 1, 2022 to August 31, 2023.

The McMaster Accessibility Advisory Council, supported by the Equity & Inclusion Office AccessMac Program, is dedicated to advancing equity and inclusion for the diversity of persons with disabilities in our university community. The Council is responsible for ensuring the University's adherence to the Accessibility for Ontarians with Disabilities Act (AODA).

While it is encouraging that McMaster was found to be compliant across most measures in the last compliance reporting cycle to the Ministry of Seniors and Accessibility, there is still much work ahead to ensure the University meets updated compliance benchmarks set for 2025.

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2022-2023 McMaster Accessibility Activity Report

Over the last few years, efforts have been made to highlight the work done to shift culture and to establish strategic plans and frameworks related to accessibility, so specific compliance activities have not been the focus. Similar to the previous year, work since the start of 2022 continued to promote compliance focus activities for certain levels of the university (senior leaders and directors), while we continued with culture shifting activities for managers, employees, students, and community members. Progress also began to develop a 2nd AODA Compliance Survey that has now been disseminated in 2023 across all major areas of the University to inform the 2023 reporting to the Ministry of Seniors and Accessibility.

The report is broken down into summarized sections of compliance-related activities that have taken place over the last year, with links and contacts for more information.

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# Part 1: McMaster Accessibility Advisory Council Updates

Since the start of 2022, the McMaster Accessibility Council (MAC) has undergone some changes including adopting a new name, now known as the McMaster Accessibility Advisory Council (MAAC).

Throughout this reporting period the MAAC has held five (5) virtual committee meetings (2022: July, October, December; 2023: April and June). The Committee has been actively overseeing a wide variety of programmatic and compliance driven initiatives which are outlined in the report below.

# Part II: AccessMac Accessibility Program Updates

## Executive Summary

The Accessibility Program (AccessMac) within the Equity & Inclusion Office (EIO) has existed for over a decade. Its mandate is to form deliberate and strategic partnerships with faculty, staff, and students to create and maintain a culture of accessibility and disability inclusion on campus, to act as subject matter experts and provide consultation to the McMaster Accessibility Advisory Council (MAAC), and to coordinate compliance obligations under the *Accessibility for Ontarians with Disabilities Act (AODA 2005, S.O. 2005, c.11)* on behalf of the University.

The need for accessibility and awareness of the AODA and disability inclusion has climbed drastically over the past few years across McMaster campuses. Similar to previous years, the AccessMac Program has experienced substantial and unsustainable growth since the beginning of 2022. This growth and added pressure on the AccessMac Program has not gone unrecognized, as it was highlighted within the External Review of the Equity & Inclusion Office (2022). Across McMaster, there continues to be an increase in demand and need for support with institutional strategic planning, project management and analysis, broad educational development and programming, disability community development and facilitated access, as well as individual or unit-level consultations.

The Accessibility Program has reported an increase of 47% annually (from 2021 to 2023 stats) in accessibility and disability inclusion-related consultations as well as disability support related consultations for McMaster community members. Between the period January 1, 2022 and August 31, 2023, the AccessMac and EIO responded to 381 consultation requests related to accessibility and disability inclusion. Additionally, since 2020 there has been 14,706 persons who have participated in AccessMac educational training and engagement events - a 36% increase compared to the previous three years (2017 to 2019).

This demand for increased accessibility consultations, support, and training has most likely been stimulated by the following:

1) The overall rise in awareness of accessibility and disability inclusion across the province and locally, including the need for AODA implementation and reporting.
2) The increased focus on community-engaged and educationally focused strategies to underpin program operations and approach.

3) The shift back to "in-person" classes and work following COVID-19 restrictions. This means more persons on campus trying to navigate accommodations and experiencing accessibility barriers, especially in physical spaces. We also know that persons with disabilities were negatively impacted by the restrictions and health conditions experienced during COVID-19[1].

4) An increase of persons with disabilities or those requiring accommodations on campus, for example, as outlined in the 2023 Review of Student Accessibility Services – Report of the Review Committee, from 2020/21 to 2021/2022 academic years, the overall demand for student accommodations raised by 25%; that's an additional 848 students registered with Student Accessibility Services.

5) Web accessibility legislation requirements that came into effect in 2021, now being implemented across websites and digital spaces at McMaster through the Web Accessibility Roadmap, for McMaster to become AODA web accessibility compliant. During this reporting period there were over 90 web or digital accessibility consultations responded to by AccessMac or colleagues working on accessibility in University Technology Services (UTS).

Also driving demand for accessibility awareness and consultations has been the forthcoming AODA Postsecondary Education Standards.  In response to these new, upcoming standards the Accessibility in Teaching and Learning STEER/R grant project was launched. A new Strategic Excellence and Equity in Recruitment and Retention (STEER/R) Program grant was awarded to the Office of Vice-Provost, Teaching and Learning (OVPTL), in partnership with the EIO, MAAC, and additional campus partners, for a two-year project. The central project goal is to develop a five-year Teaching and Learning Accessibility Roadmap underpinned by the early adoption of AODA Postsecondary Education Standard Recommendations to best serve students with disabilities and foster an accessible teaching and learning experience. The project will provide an opportunity to explore McMaster's readiness to adopt the forthcoming Postsecondary Education Standards, and to gain a better understanding of McMaster's current infrastructure supporting various components of accessibility across the campus. Also, it aims to provide space to better understand and define what academic accessibility really means and could look like for current and future intersectional McMaster community members with disabilities. To lead and coordinate this STEER/R program, Kate Brown, Manager of the Accessibility Program, has shifted into a two-year secondment under the Office of the Vice-Provost, Teaching and Learning, supervised by Dr. Kim Dej.

In 2023, with the continued leadership and support from Dr. Susan Tighe, Provost and Vice-President (Academic), additional resources in the Equity & Inclusion Office have allowed the capacity of the AccessMac Program to grow by receiving on-going guidance and support from Anne Pottier, Director, Technology Support & Operations, University Library, welcoming Dr. Barrington Walker, Vice Provost, Equity & Inclusion in May 2023, who is identifying and achieving institution-wide, equity, diversity, inclusion and accessibility priorities and goals, and creating a full-time Accessibility Project Coordinator position. This one-year role will provide critical support to ensure there is capacity to deliver and meet the growing demand of AccessMac's training, consultation, and community engagement offerings. This

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[1] Example reference to impacts of COVID-19 on persons with disabilities: https://www.internationaldisabilityalliance.org/sites/default/files/disability_rights_during_the_pandemic_report_web_pdf_1.pdf

position was filled by Nusrat Mir in May 2023. Although this new position is welcomed, there remains significant pressure on the AccessMac Program to meet all programming needs and sufficiently respond to all accessibility requests and compliance requirements at McMaster. Furthermore, as the Project Coordinator position is limited to one (1) year, it remains difficult to sustain programming and plan without secure program capacity.

To fill the vacancy of Manager of the Accessibility Program, Paula Hearn was hired in July 2023. The Accessibility Program Manager will ensure the completion of the AODA reporting compliance by December 2023, and is overseeing the finalization of updating McMaster's Accessibility Policy. Additionally, in fall 2022, the EIO restructured AccessMac to report to the Director of Human Rights & Dispute Resolution. In December 2022, the EIO welcomed Patricia Suleiman as the inaugural Director of Human Rights & Accessibility who will work closely and oversee the Accessibility Program, bridging linkages between accessibility and human rights complaints, concerns, interventions, and dispute resolutions related to disability.

## Part III: Accessibility Policy Review and Redevelopment

### Executive Summary

McMaster's Accessibility Policy has undergone continued and extensive review and redevelopment during 2022 and 2023, resulting in an almost complete DRAFT policy. During this period the EIO, AccessMac, in collaboration with the MAAC Chair have been facilitating a wide variety of consultative activities across the University, including the following:

1. Three constituency consultations: 1) students; 2) staff; and 3) faculty
2. Relevant office consultations and feedback from: 1) McMaster University Faculty Association; 2) Human Resources Services; and 3) Human Rights and Dispute Resolution in the Equity & Inclusion Office.
3. A comprehensive survey was launched to the McMaster community to provide feedback on the draft Accessibility Policy. The survey resulted in 2467 quantitative results, and 82 qualitative responses.

Feedback from these three feedback areas were collated into thematic sections for improvement. The chart below provides high-level feedback received, and the action taken to improve and adjust the policy.

| Feedback Received | Response and Adjustments |
|---|---|
| Include information on how to operationalize the policy | ✓ Included links to resources that provide guidance and implementation support <br><br> ✓ Acknowledged this is a policy and not an operational guidance document |

| Make the Policy shorter, similar language, less jargon | ✓ Adjusted text to be clearer, including plain language where possible |
|---|---|
| | ✓ Reduced acronyms where possible |
| | ✓ When launching policy, consider a plain text version, or online "hint tools" |
| Clearer definitions | ✓ Updated and clarified definitions (e.g. disability, universal design, accessibility) |
| | ✓ New definitions added (e.g. "culture of accessibility") |
| | ✓ Aligned definitions with definitions found in other university wide policies |
| Missing component on students | ✓ Added a section on Student Accessibility Services (SAS) under the central unit responsibilities section |
| Clearer timelines, and reporting process | ✓ Considering specific timelines for AODA training requirements |
| | ✓ Included some minor updates on reporting / monitoring |
| Clarity on description of roles | ✓ Aligning role definitions with central role descriptions. |
| Further consideration of intersectionalities within the policy | ✓ Committed to hold an additional consultation with the Black, Indigenous and Racialized Staff Employee Resource Group (BIRS ERG) |
| Request to add additional details related to web accessibility, and procurement | ✓ Both the web accessibility and procurement sections were updated for clarity and more details, and external links to resources added. |

## Next Steps

Based on the most recent feedback provided, a final round of consultations and review processes will be held in the last quarter of 2023. Consultations will be held with the Employee Accessibility Network, and the Black, Indigenous and Racialized Staff Employee Resource Group. Additionally, a request will be sent to relevant offices for final review including, Student Accessibility Services, Office of Legal Services, and Employee and Labour Relations to be reviewed by Union representatives. Feedback received from these final review activities will be incorporated into the final draft of the policy in coordination with the University's Secretariat. Once the final draft is completed, the Policy will be submitted to the President's and Vice Presidents Group, followed by the University Planning Committee, Senate, and finally the

Board for approval. Once approved, the Equity & Inclusion Office in collaboration with MAAC will work on rolling-out awareness raising trainings and activities including updating the mandatory AODA training materials online.

## Part IV: 2023 AODA Compliance Environmental Scan Survey

### Executive Summary

In preparation for the province's December 31, 2023, biennial AODA compliance reporting, the McMaster Accessibility Advisory Council in coordination with the AccessMac Program launched the 2nd AODA Compliance Environmental Scan Survey in March 2023. This AODA Environmental Scan Survey sought to address the following:

1. Facilitating the completion of the biennial 2023 Provincial Compliance Report with participation from all members of the MAAC.
2. Identify areas of change and improvement since the 2021 bench-mark survey, including central processes established, distributed take up across units, and accessibility policies and practices developed.
3. Communication to ensure staff are aware of and able to support the implementation of accessibility and accommodation policies at McMaster, in adherence with *Accessibility for Ontarians with Disabilities Act, 2005* provincial legislation. This included providing resources and guidance, for example, reminders that all staff are required to take McMaster's central AODA and Human Rights Code training; informing new employees about accessibility and accommodation supports; accessible health and safety procedures; and awareness of policies and guidelines.
4. Through survey analysis, identifying areas requiring attention while informing McMaster's evolving Accessibility Policy, the accompanying multi-year accessibility strategy, and future iterations of the AODA Environmental Scan.
5. The self-reporting data activity is increasing cross-institutional confidence when preparing and submitting the 2023 biennial report.

The survey results are currently being collated and analyzed. All major departments from across the University have responded to the survey, providing status updates on implementing and compliance with current AODA regulations. Although data has not been fully analyzed at this time, some emerging themes are similar to those from the 2021 survey, including: lack of knowledge and/or confusion regarding AODA legislation compliance requirements; and in some spots respondents appear to comply, however they did not respond "Yes". Where respondents have indicated "No" to compliance, or demonstrated confusion, follow-up dialogues are being organized to bring clarity and identify pathways for coming into compliance in these areas by the end of 2023. The data will be used to complete the AODA reporting template to the Ministry of Seniors and Accessibility by December 2023.

### Next Steps

A full data analysis of the survey results is underway. The MAAC Chair and Accessibility Program Manager will follow-up with relevant unit leaders to clarify responses that appeared incomplete or

where "No" was indicated, in order to establish a workplan to come into compliance if not already.  The AODA Scorecard will be reviewed for usefulness in documenting internal levels of compliance across units indicated through this year's Environmental Scan. By December 31, 2023, the MAAC Chair and Accessibility Program Manager will complete the AODA compliance reporting template and submit McMaster's compliance report to the Ministry for Seniors and Accessibility. Beyond the reporting, the survey results will be used by MAAC and the Accessibility Program to consider future strategic planning.

# Part V – Web Accessibility

## Executive Summary

**Web accessibility compliance:** Following McMaster University's senior leadership endorsement for an institution wide AODA Web Accessibility Compliance Roadmap in 2021, the Roadmap has successfully advanced over the 2022 period with the first AODA Website Audit and Reporting Project.

In early 2023, McMaster was officially flagged by the Ministry for Seniors and Accessibility for being non-compliant with the Web Accessibility Standard Reg. 191/11 s. 14 (4) under the AODA, which was transparently reported in the 2021 compliance report.  A Web Accessibility Compliance Workplan was created by members of the MAAC, coordinated by the EIO and AVP / CTO Office and University Technology Services (UTS), to guide the work towards compliance in 2023 and 2024. Efforts to come into compliance, currently being undertaken by UTS Web Accessibility Specialist, Clark Cipryk, in partnership with the EIO and other MAAC members, include manual testing audits and remediation to the MacSites template, education across campus, sharing knowledge on current web management processes and reviewing where improvements can be made campus wide. A driving force behind these changes has been the work of McMaster's growing AODA Web Accessibility Roadmap Team, and the continued roll out of McMaster's Web Accessibility Roadmap.

**Web accessibility training:** To strengthen training related to web accessibility, the Faculty of Science and the Equity & Inclusion Office have continued their partnership and development of the Accessible Digital Content Training Pressbook through the addition of Web Content Accessibility 101, authored by EIO Accessibility Projects Coordinator, Nusrat Mir. This training has been tailored to McMaster website environments, such as MacSites, and is intended to make accessibility accessible for all forms of web content managers.

## Next Steps

McMaster will work the rest of 2023 to 2024 to come into Web Accessibility AODA compliance, which will be guided by the Web Accessibility Compliance Workplan, and the previous Roadmap.  Key deliverables have been identified to ensure clear communication and accountability. To support continued monitoring of web accessibility compliance, a campus wide web accessibility survey will be released in October 2023. The results of this survey will inform communication with the Ministry of Seniors and Accessibility which will take place in November 2023, and AODA compliance reporting in December 2023.

# Part VI – Campus Accessibility Action Plan Updates

## Executive Summary

**Campus Accessibility Action Plan (CAAP):** Phase 2 of CAAP continued to be rolled out in reporting period. Through the CAAP Phase 2 investments, the following CAAP projects were undertaken and completed between January 2022 and August 2023:

- Campus Services Building (CSB) Accessibility Upgrades Grant Application (Federally supported Enabling Accessibility Fund) - Project in tender now, with construction starting in November 2023.
- Accessibility audits were completed for the remainder of McMaster University owned buildings
- Water fountain / water refill audits and multi-year master plan for future installation. New fountains installed at Nuclear Research Building, Burke Sciences Building, Commons Building, MDCL, T34, 2 new outdoor units in Lot H and at the south end of the track behind Ivor Wynne Centre.
- Applied Dynamics Laboratory (ADL) - elevator installation
- General Science Building (GSB) - 3rd floor accessible washroom addition
- John Hodgins Engineering (JHE) - barrier free washrooms (south and north washrooms)
- Chester New Hall (CNH) - accessible washrooms B110 and B111 upgrades
- Chester New Hall (CNH) - barrier free washroom 506A modifications
- Hamilton Hall (HH) - accessible washrooms upgrades (all levels)
- Nuclear Research Building (NRB) - accessible washroom upgrades
- General Science Building (GSB) – modifications to accessible parking and new accessible sidewalk to the main entrance door
- Automated door operator in corridor to Smith Gym
- SAS (Student Accessibility Services) testing centre washroom – Automated Door Operator (ADO) installation
- Modifications to Mills Library – improvements to signage, barrier free washrooms, and stairs
- Spinal Cord Injury washroom accessibility upgrades.
- Upgrading all-genders washroom signage of all washrooms across campus to McMaster's new Barrier Free standard.
- Feasibility study for adding an elevator to make the sub-basement level of Burke Science Building (BSB) accessible.
- Psychology Lecture Hall 155 – upgrades to the barrier free viewing area
- Museum of Art – accessible washroom upgrades
- IWC - Accessibility upgrades to the path of travel, office, etc.
- LSB Phase 1 renovation - completed major upgrades to washrooms, including adding barrier free washrooms

Campus Services Building Accessibility Upgrades will continue in 2023 and into 2024, the total project is approximately $2M, with $1M from the Enabling Accessibility Fund grant. A building permit has been applied for, with a target construction start of November 2023. This project includes:

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- adding an elevator
- creating accessible entrance
- barrier free washrooms
- barrier free meeting room
- ramp to make the ground floor completely accessible
- adding additional women's washroom on the first floor

**Barrier-Free Design Standards**: To support the continued strategic development of McMaster's barrier-free design and accessibility improvements, a new project was adopted in late 2022 to establish clear barrier free standards. These standards will guide the University's future growth, ensuring current and future facilities and campus spaces are fully accessible for all. McMaster's Facility Services and Barrier Free Standard Committee have been working closely with Level Playing Field and Intelligent Futures, the consulting agencies engaged to create the Barrier Free Design Standards report. Three phases have been identified to guide the development of these standards, Phase 1 was completed in summer 2023, following stakeholder engagement workshops and user experience interviews.

## Next Steps

McMaster's Barrier Free Design Standards development is currently in Phase 2, with the target completion date of Spring 2024. Next steps include rolling out the McMaster Barrier-Free Design Standards Survey. Additionally, in October 2023, the 60% draft will be presented to the campus community. Drop-in engagement sessions will take place to collect insights and feedback from the campus community, which will inform the final draft of the standards.

# Part VII – McMaster Accessibility Community Updates

The following section of this report will highlight key accessibility cultural and community development-related activities across the institution that have taken place between January 2022 and August 2023.

## McMaster's Employee Accessibility Network

Established in 2017, the Employee Accessibility Network (EAN) continued in this reporting period as a space for employees with disabilities at the University to connect, network, and collaborate.

Comprised of more than 120 list serve members and growing, the EAN continues to offer a lens of lived experience to institutional work carried out that may disproportionately impact employees with disabilities in the absence of consultation.

During this reporting period, six EAN meetings were held. The following topics were discussed during these meetings:

- Employment Equity Census Info Session
- Celebrating and Debriefing events from December 3rd – International Day of Persons with Disabilities
- Governance of Group - Continued Discussion with EIO / MAAC

- Consultation with Employment Equity RE: Disaggregated Data Census
- Peer Support

In this period, the Network members provided contributions to the revamping of the McMaster Accessibility Policy and remains a key constituency group to inform the Policy revision based on lived experiences at the University. To read more about the Network's consultative and peer support work, please read the Employment section from this past year's Accessibility and Disability Inclusion Update 2021-2022.

## Accessibility and Disability Inclusion Update 2021-2022

The 2021 - 2022 Annual Accessibility and Disability Inclusion Update is now in its 5th year of publication, collecting and highlighting accessibility and disability-inclusion related projects, activities, networks, research, and scholarship generation carried out by McMaster students, staff, and faculty in any given year.

This year's publication was released to mark celebration and raise awareness for McMaster's National Accessibility Week 2023. Containing more than 55 submissions from across faculties, administrative units and student communities, the update report shines a light on the dynamic efforts of McMaster community members in driving accessibility and disability-centred scholarship, service, and advocacy-related work across the University. The publication continues to be shared in an accessible format, please access the following table of contents to learn more about collective work being carried out across the institution in different areas:

1. Accessibility and Disability Inclusion in Research, Instruction, and Course-Level Enhancements
2. Accessibility and Disability Inclusion in Instructional Support and Technology-Enabled Learning
3. Accessibility Policies, Plans, and Committees
4. Community Building and Engagement at McMaster
5. Community Building and Engagement beyond McMaster
6. Digital and Web Accessibility Initiatives
7. Employment Accessibility
8. Spaces and Environments
9. Student Initiatives and Advocacy
10. Student Support and Service Delivery Upgrades

## National Accessibility Week

Two National Accessibility Weeks were celebrated between January 2022 and August 2023:
- May 30 to June 3, 2022: McMaster's National Accessibility Week 2022
- May 28 to June 3, 2023: McMaster's National Accessibility Week 2023

During the most recent celebrations in 2023, eight events were held and promoted, spanning topics of employers on accessibility in the workplace; network of support for clients who self-identify with disabilities, community resource partners, employers, and accessible business owners; teaching and learning to embed disability justice; discussion on accessibility policy, featuring top institutions, public

administration leaders, and civil society advocates; web and digital accessibility, accessible facilitation; and much more.

Additionally, the Accessibility and Disability Inclusion Update 2021-2022 was released in Pressbook format.

## December 3rd: International Day of Persons with Disabilities Programming 2022

The AccessMac Program (EIO) in collaboration with university partners to deliver nine events over the course of 2 weeks to commemorate and celebrate December 3rd: International Day or Persons with Disabilities 2022, including:

1. **Week One (1) of Events (November 29th to December 2nd):**
   - Hosted two workshops on digital accessibility and social media accessibility;
   - Held an Employee Accessibility Network meeting celebrating and debriefing events, and
   - A panel discussion on assistive technologies (AT) & their impacts on those who use them, businesses, the university, & broader society.
2. **Week Two (2) of Events (December 5th to December 9th):**
   - Hosted five workshops on digital accessibility, including using accessibility principles from McMaster's FLEX Forward Accessible Education resource with the MacPherson Institute to create accessible teaching and learning content, activities and Avenue course shells.

These events were well attended with 75 persons attending the workshops, and 22 persons attending the EAN meeting. These events were a moment for the McMaster community to reflect on the experiences of persons with disabilities, and to consider ways forward to create a more inclusive and accessible McMaster.

## Part VIII - Moving Forward

The coming year will focus heavily on both compliance and strategic planning based on the various data collection and consultation that took place in this reporting period. Anticipated highlights include finalizing and seeking approval for the McMaster Accessibility Policy, which will be followed by a widespread promotion and awareness campaign.

Additionally, McMaster will submit the 2023 AODA compliance report in December 2023. Strategizing ways to ensure compliance and implementation of the AODA across the University will be central to the coming year's accessibility initiatives. A key thematic topic will be web and digital accessibility to ensure the University comes into full AODA web accessibility compliance by the end of 2024. Additionally, consideration will also be put on how McMaster can go above and beyond the basic AODA standards to realize fully accessible and disability inclusive campuses, research and academic spaces.

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2022-2023 McMaster Accessibility Activity Report

Furthermore, the future of accessibility at McMaster will continue to be shaped based on the forthcoming AODA Post-Secondary Education Standard legislation. This will include preparing across campus, while ensuring there is adequate resources and cross-campus coordination to meet the demands of these new standards.

We thank those that have worked tirelessly over the years to support disability inclusion. We continue to be committed to leading the University's accessibility initiatives in 2023 and 2024, and are encouraged by the forward moving progress McMaster is making in creating a more inclusive and accessible University.

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**McMaster University** | **UNIVERSITY SECRETARIAT**

**REPORT TO THE UNIVERSITY PLANNING COMMITTEE**
from the
**UNDERGRADUATE COUNCIL**

**FOR APPROVAL**

1. **New Certificate of Attendance Program Proposals from the Department of Psychiatry & Behavioural Neurosciences**

   At its meeting on September 26, 2023, the Undergraduate Council approved, for recommendation to University Planning Committee and the Senate, the following nineteen Certificate of Attendance programs from the Department of Psychiatry & Behavioural Neurosciences. Further details are contained within the circulated materials.

   These programs were approved by the University Student Fees Committee on September 19, 2023.

   a. **CBT for Obsessive Compulsive Disorder**
   b. **Integrating Measurement-Based Care into CBT**
   c. **Mindfulness and CBT (MCBT)**
   d. **CBT for Childhood OCD**
   e. **CBT for Insomnia**
   f. **Supporting the Transgender and Gender Diverse (TGD) Community Through CBT**
   g. **CBT for Perinatal Mood and Anxiety Disorders (PMADS)**
   h. **CBT for Chronic Pain**
   i. **CBT Considerations with Indigenous Clients**
   j. **Harm Reduction and CBT for Concurrent Disorders**
   k. **Behavioural Approaches in CBT: Exposure and Behavioural Activation**
   l. **Working with Core Beliefs Across Mood and Anxiety Disorders**
   m. **CBT for Depression**
   n. **Enhancing Parent Engagement in CBT for Childhood Anxiety**
   o. **Acceptance and Commitment Therapy (ACT)**
   p. **PsychoCommerce: The Business of Mental Healthcare**
   q. **Application of cognitive behavioural therapy to support people facing serious medical illness**
   r. **CBT for Psychosis**
   s. **CBT for Generalized Anxiety Disorder**

   It is now recommended,

   **that the University Planning Committee approve, for recommendation to the Senate, the nineteen Certificate of Attendance programs, as circulated.**

**BRIGHTER WORLD**

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**McMaster University** | **UNIVERSITY SECRETARIAT**

2. **Revision to Existing Diploma Program**

At the same meeting, the Undergraduate Council approved, for recommendation to the University Planning Committee and the Senate, revisions to the Business Administration (Generalist) Diploma. Further details are contained within the circulated materials.

   a. **BUS 490 Financial Modelling and Analysis: Course Cancellation/Removal**

It is now recommended,

**that the University Planning Committee approve, for recommendation to the Senate, the revisions to the Business Administration (Generalist) diploma program, as circulated.**

3. **Closure of Diploma Program**

At the same meeting, the Undergraduate Council also approved, for recommendation to the University Planning Committee and the Senate, the closure of the Business Administration Diploma with the Finance Concentration. Further details are contained within the circulated materials.

   a. **Closure of Business Administration Diploma with Finance Concentration**

It is now recommended,

**that the University Planning Committee approve, for recommendation to the Senate, the closure of the Business Administration Diploma with the Finance Concentration, as circulated.**

**University Planning Committee: FOR APPROVAL**
**October 18, 2023**

**BRIGHTER** WORLD

Faculty of Health Sciences
Michael G. DeGroote School of Medicine
**Department of Psychiatry and Behavioural Neurosciences**
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**Certificate of Attendance Program Proposal**

| Department and Program Information | |
|---|---|
| Program Name: | CBT for Obsessive Compulsive Disorder |
| Credential: | Certificate of Attendance |
| Name of Representative | Karen Rowa, Jenna Boyd |
| Effective Date: | October 2023 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |

| Academic Merit | |
|---|---|
| Program Overview | This workshop will teach participants the core CBT skills to effectively treat OCD. Skills include psychoeducation, exposure and response prevention, cognitive strategies (e.g., Thought-Action-Fusion experiments, cumulative probability, morality continuum), and relapse prevention. |
| Learning Objectives | 1. To learn and apply the CBT model of OCD.<br>2. To learn how to develop effective exposure and response prevention targets.<br>3. To learn when and how to apply certain cognitive techniques.<br>4. To discuss challenging presentations of OCD and how to effectively use CBT strategies in these cases. |
| Meeting Learning Objectives | The program will achieve the stated program objectives through a one day 7 hour workshop. |
| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend all 7 hours. |
| Program Delivery Format | Sessions will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |

| Listing of Topics to be covered | | |
|---|---|---|
| **Topic(s)** | **Practical Issues/Applied Practice** | **Suggested Readings** |

| | | |
|---|---|---|
| • CBT model of OCD<br>• Exposure and response prevention<br>• Cognitive strategies<br>• Relapse prevention strategies | Use clinical vignettes to illustrate the clinical applications | Franklin, M. E., & Foa, E. B. (2021). Obsessive–compulsive disorder. In D. H. Barlow (Ed.), *6th ed.; clinical handbook of psychological disorders: A step-by-step treatment manual (6th ed.)* (6th ed. ed., pp. 133-183, 822 Pages). New York, NY: The Guilford Press. |

**Suggested Accompanying Texts**
See above

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**Certificate of Attendance Program Proposal**

| Department and Program Information | |
|---|---|
| Program Name: | Integrating Measurement-Based Care into CBT |
| Credential: | Certificate of Attendance |
| Name of Representative | Elizabeth Pawluk & Danielle Rice |
| Effective Date: | November 2023 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |
| **Academic Merit** | |
| Program Overview | This workshop will teach participants about data-informed decision making when providing CBT. Skills taught will be informed by the best practice guidelines for measurement-based care and CBT for common mental health disorders. Discussing measurement-based care with patients, selecting measures to use, discussing treatment progress, and integrating data-informed decision making into treatment will be areas of focus. |
| Learning Objectives | 1. To learn what data-informed decision making is and what it includes in the context of CBT.<br>2. To learn about collaboratively collecting data from patients.<br>3. To discuss how to engage in shared decision making during CBT. |

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| | 4. To discuss common perceived barriers and how to address these.<br>5. To discuss challenging presentations of GAD and how to effectively use CBT strategies in these cases.<br>6. To learn hands on skills for implementing and advocating for measurement based care in your practice. |
| Meeting Learning Objectives | The program will achieve the stated program objectives through a one-day (7 hour) workshop. |
| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend the entire session. |
| Program Delivery Format | Sessions will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |

| Listing of Topics to be covered | | |
|---|---|---|
| **Topic(s)** | **Practical Issues/Applied Practice** | **Suggested Readings** |
| • Data-informed decision making in CBT<br>• Integrating measurement-based care for the treatment of common mental health disorders | Use clinical vignettes, videos, and role plays to illustrate the clinical applications | Giedzinska, A., & Wilson, A. R. (2022). The Clinician's Handbook on Measurement-based Care: The How, the What, and the why Bother. American Psychiatric Pub.<br><br>Clark, D. M., Canvin, L., Green, J., Layard, R., Pilling, S., & Janecka, M. (2018). Transparency about the outcomes of mental health services (IAPT approach): an analysis of public data. The Lancet, 391(10121), 679-686. |

**Suggested Accompanying Texts**
See above

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**Certificate of Attendance Program Proposal**

| Department and Program Information | |
|---|---|
| Program Name: | Mindfulness and CBT (MCBT) |
| Credential: | Certificate of Attendance |
| Name of Representative | Brenda Key, PhD |
| Effective Date: | November 2023 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |
| **Academic Merit** | |
| Program Overview | This workshop will provide a comprehensive overview of MCBT, including core concepts of (a) present-focused awareness, (b) an accepting or open attitude, (c) a nonjudging approach, (d) compassion for self and others, and (e) the energy of mindfulness and learn how to use cognitive methods and mindfulness meditation to interrupt the automatic processes that often trigger mood changes or somatic symptoms. |
| Learning Objectives | 1. To learn about the benefits of mindfulness<br>2. To learn the key principles of mindfulness<br>3. To learn and practice a variety of mindfulness practices and how they can be applied in clinical work;<br>4. To learn how thoughts and core beliefs dictate stress reactivity, and how mindfulness facilitates self-management of that reactivity;<br>5. To learn how to apply mindfulness practices in both clinical practice and personal activities. |
| Meeting Learning Objectives | The program will achieve the stated program objectives through a one day 7 hour workshop. |
| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend the full day |
| Program Delivery Format | Sessions will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |
| **Listing of Topics to be covered** | |

| Topic(s) | Practical Issues/Applied Practice | Suggested Readings |
|---|---|---|
| 1. Benefits of mindfulness and the ways in which it can be utilised<br>2. Core principles of mindfulness<br>3. Specific mindfulness techniques | Use clinical vignettes to illustrate the clinical applications | Mindfulness-based cognitive therapy. (n.d.). Retrieved from http://bemindful.co.uk/understanding-mindfulness/mindfulness-based-cognitive-therapy<br><br>Metcalf, C.A., & Dimidjian, S. |

| 4. Applying these in clinical practice<br>5. Applying these in other situations | | (2014). Extensions and mechanisms of mindfulness-based cognitive therapy: A review of the evidence. *Australian Psychologist*, 49(5), 271-279. DOI: 10.1111/ap.12074<br><br>Sipe, W.E., & Eisendrath, S.J. (2012). Mindfulness-based cognitive therapy: Theory and practice [Abstract]. *Canadian Journal of Psychiatry*, 57(2), 63-69. Retrieved from http://www.ncbi.nlm.nih.gov/pubmed/22340145 |
|---|---|---|
| **Suggested Accompanying Texts**<br>See above | | |

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**Certificate of Attendance Program Proposal**

| Department and Program Information | |
|---|---|
| Program Name: | CBT for Childhood OCD |
| Credential: | Certificate of Attendance |
| Name of Representative | Carrie Bullard, RN PhD PMHC(c) |
| Effective Date: | November 2023 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |
| **Academic Merit** | |
| Program Overview | The workshop on Cognitive Behavioral Therapy (CBT) for Childhood Obsessive-Compulsive Disorder (OCD) aims to equip participants with the necessary knowledge and skills to treat children and adolescents struggling with OCD effectively. By the end of the workshop, participants will have gained an understanding of CBT for childhood OCD and the practical skills |

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| | necessary to implement evidence-based interventions effectively. |
| Learning Objectives | 1. Identify and differentiate between typical childhood behaviours and signs of OCD to promote timely interventions. 2. Develop skills in designing and implementing age-appropriate exposure/response prevention challenges tailored to children's specific obsessions and compulsions. 3. Learn to guide children in identifying and challenging distorted thoughts, fostering a skillful approach to modifying unhelpful cognitive beliefs contributing to OCD symptoms. 4. Develop effective strategies for involving parents and caregivers in the treatment process, providing psychoeducation, and equipping them to support and reinforce therapeutic strategies at home. |
| Meeting Learning Objectives | The program will achieve the stated program objectives through a one-day, 7-hour workshop. |
| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend the full-day |
| Program Delivery Format | Sessions will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |

**Listing of Topics to be covered**

| Topic(s) | Practical Issues/Applied Practice | Suggested Readings |
|---|---|---|
| 1. Psychoeducation of childhood OCD 2. Understanding the core CBT concepts for childhood OCD treatment 3. Treatment planning considerations (i.e., children's developmental stages, cognitive abilities, and family dynamics) 4. Exposure and Response Prevention (ERP) 5. Cognitive Restructuring Techniques 6. Engagement and motivation of Young Clients 7. Involving families effectively | The workshop will use a combination of didactic presentations, case studies, role-playing, group discussions, and hands-on exercises to foster participants' confidence in applying CBT for childhood OCD. | Freeman, J., Benito, K., Herren, J., Kemp, J., Sung, J., Georgiadis, C., Arora, A., Walther, M., & Garcia, A. (2018). Evidence base update of psychosocial treatments for pediatric obsessive-compulsive disorder: evaluating, improving, and transporting what works. *Journal of Clinical Child & Adolescent Psychology*, *47*(5), 669–698. Barrett, P. M., Farrell, L., Pina, A. A., Peris, T. S., & Piacentini, J. (2008). Evidence-based psychosocial treatments for child and adolescent obsessive–compulsive disorder. *Journal of* |

| 8. | Addressing treatment challenges | | *Clinical Child & Adolescent Psychology*, *37*(1), 131–155. |
|---|---|---|---|

**Suggested Accompanying Texts**
Franklin, M. E., Freeman, J. B., & March, J. S. (2018). *Treating OCD in children and adolescents: A cognitive-behavioral approach*. Guilford Publications.

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**Certificate of Attendance Program Proposal**

| Department and Program Information | |
|---|---|
| Program Name: | CBT for Insomnia |
| Credential: | Certificate of Attendance |
| Name of Representative | Dr. Tyler Tulloch |
| Effective Date: | December 2023 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |
| **Academic Merit** | |
| Program Overview | This workshop will teach participants the core CBT skills to effectively treat insomnia. Skills include psychoeducation, case conceptualization, sleep restriction, stimulus control, counterarousal skills (e.g., relaxation, worry scheduling), and cognitive strategies (e.g., identifying and challenging unhelpful beliefs about sleep). |
| Learning Objectives | 1. To learn about modifiable factors that impact sleep and perpetuate insomnia<br>2. To learn assessment and case conceptualization strategies for treating insomnia<br>3. To learn behavioural strategies for treating insomnia, such as sleep restriction, stimulus control, and counterarousal skills<br>4. To learn how to apply cognitive restructuring techniques<br>5. To discuss common barriers to patient adherence and how to overcome them |
| Meeting Learning Objectives | The program will achieve the stated program objectives through a one day 7 hour workshop. |

| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend all 7 hours. |
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| Program Delivery Format | Sessions will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |
| **Listing of Topics to be covered** | | |

| Topic(s) | Practical Issues/ Applied Practice | Suggested Readings |
|---|---|---|
| • Sleep architecture (stages of sleep)<br>• Two-process model of sleep (sleep drive and circadian rhythm)<br>• Case conceptualization and treatment planning<br>• Behavioural and cognitive strategies<br>• Overcoming barriers to adherence | Use clinical vignettes to illustrate the clinical applications | Manber, R., & Carney, C. E. (2015). *Treatment plans and interventions for insomnia.* The Guilford Press. |

**Suggested Accompanying Texts**
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**Certificate of Attendance Program Proposal**

| **Department and Program Information** | |
|---|---|
| Program Name: | Supporting the Transgender and Gender Diverse (TGD) Community Through CBT. |
| Credential: | Certificate of Attendance |
| Name of Representative | Taylor Hatchard |
| Effective Date: | January 2024 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |
| **Academic Merit** | |
| Program Overview | This workshop will teach participants the core CBT skills to effectively treat the impact of minority stress in TGD individuals. An overview of the gender-based minority stress and associated |

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| | treatment outcomes will be presented. Skills taught will include psychoeducation, cognitive restructuring, behavioural interventions (e.g., addressing overgeneralized avoidance, increasing affirming behaviours) to increase healing and resilience within. TGD individuals. |
| Learning Objectives | 1. To learn the current treatment outcomes for TGD individuals and current issues face by the community.<br>2. To learn and apply the CBT model of gender-related minority stress.<br>3. To learn when and how to apply cognitive and behavioural techniques for addressing gender-related minority stress.<br>4. To discuss challenging presentations of minority stress and how to effectively use CBT strategies in these cases. |
| Meeting Learning Objectives | The program will achieve the stated program objectives through a one day 7 hour workshop. |
| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend entire session. |
| Program Delivery Format | The session will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |

**Listing of Topics to be covered**

| Topic(s) | Practical Issues/Applied Practice | Suggested Readings |
|---|---|---|
| • Psychoeducation on gender-related minority stress and current issues within the TGD community<br>• Cognitive and Behavioural strategies to address gender-related minority stress<br>• Case examples | Use clinical vignettes to illustrate the clinical applications | Mélise J. Ouellette, Christina Mutschler, Sophia L. Roth, Randi E. McCabe, Talia Tissera, Herry Patel, Jenna E. Boyd, Andrew A. Nicholson, Jennifer Hewitt, Jillian Lopes, Lisa Jeffs, Maiko A. Schneider, Margaret C. McKinnon & Taylor Hatchard (2023) The Transcending Protocol: A Cognitive-Behavioral Approach for Addressing the Psychosocial Impact of Minority Stress in Transgender and Gender Diverse Individuals, Journal of LGBTQ Issues in Counseling, 17:1, 57-76, DOI: 10.1080/26924951.2022.2096168 |

**Suggested Accompanying Texts**
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**Certificate of Attendance Program Proposal**

| Department and Program Information | |
|---|---|
| Program Name: | CBT for Perinatal Mood and Anxiety Disorders (PMADS) |
| Credential: | Certificate of Attendance |
| Name of Representative | Stephanie Kolaski, RP, PMH-C |
| Effective Date: | January 2024 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |
| **Academic Merit** | |
| Program Overview | This workshop will equip participants with CBT skills to effectively treat perinatal mood and anxiety disorders. An overview of PMADS, risk factors, and associated treatment outcomes will be presented, as well as considerations for special populations. Skills taught will focus on CBT skills such as cognitive restructuring, behavioural activation, and exposure and response prevention. |
| Learning Objectives | 1. Obtain an understanding of perinatal mood and anxiety disorders.<br>2. Learn and apply the CBT to PMADS.<br>3. Learn when and how to apply behavioural techniques such as behavioural activation and exposure and response prevention.<br>4. Discuss challenges to screening and providing early intervention for PMADS.<br>5. Understand challenges faced for special populations with PMADs. |
| Meeting Learning Objectives | The program will achieve the stated program objectives through a one day 7 hour workshop. |
| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend the full day |
| Program Delivery Format | Sessions will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at |

| | the end of the day for future planning. |
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**Listing of Topics to be covered**

| Topic(s) | Practical Issues/Applied Practice | Suggested Readings |
|---|---|---|
| <ul><li>PMADS: types, occurrence, risk factors</li><li>CBT treatment approach</li><li>Behavioural treatment approaches</li><li>Barriers and challenges to treatment of PMADs</li><li>Considerations for special populations</li></ul> | Use clinical vignettes to illustrate the clinical applications | The Pregnancy and Postpartum Anxiety Workbook: Practical Skills to Help You Overcome Anxiety, Worry, Panic Attacks, Obsessions, and Compulsions by by Kevin Gyoerkoe PsyD, Pamela Wiegartz PhD, Laura Miller MD<br><br>This isn't What I Expected: Overcoming Postpartum Depression by Karen Fleiman and Valerie Davis Raskin |

**Suggested Accompanying Texts**
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**Certificate of Attendance Program Proposal**

| Department and Program Information | |
|---|---|
| Program Name: | CBT for Chronic Pain |
| Credential: | Certificate of Attendance |
| Name of Representative | Matilda Nowakowski |
| Effective Date: | February 2024 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |
| **Academic Merit** | |
| Program Overview | This workshop will teach participants core CBT skills for working with clients with chronic pain. Skills include case formulation, psychoeducation about the role of psychological factors in pain, behavioural strategies (e.g., time-based pacing, goal setting, relaxation strategies, problem solving), pain-related fear and exposure to feared movements and situations, cognitive strategies (e.g., identifying and countering negative automatic thoughts, intermediate beliefs, and core beliefs), and managing pain flares |

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| | and relapse prevention. |
| Learning Objectives | 1. To learn and apply the CBT model to chronic pain.<br>2. To learn how to describe the role of psychological factors in chronic pain management.<br>3. To learn how to apply behavioural strategies, including time-based pacing and exposure to feared movements and situations.<br>4. To learn how to apply cognitive strategies, including addressing pain catastrophizing. |
| Meeting Learning Objectives | The program will achieve the stated program objectives through a one day 7 hour workshop. |
| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend all 7 sessions. |
| Program Delivery Format | Sessions will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |

**Listing of Topics to be covered**

| Topic(s) | Practical Issues/Applied Practice | Suggested Readings |
|---|---|---|
| • Psychoeducation about the role of psychological factors in pain<br>• Case formulation and the CBT model for chronic pain<br>• Behavioural strategies for chronic pain<br>• Cognitive strategies for chronic pain | Use clinical vignettes to illustrate the clinical applications | Thorn, B.E. (2020). Ronald Melzack Award Lecture: Putting the brain to work in cognitive behavioral therapy for chronic pain. *Pain, 161*(Suppl 1), S27-S35.<br><br>Turk, D.S. & Monarch, E.S. (2018). Biopsychosocial perspective on chronic pain. In D.C. Turk & R.J. Gatchel (Eds.), *Psychological approaches to pain management: A practitioner's handbook* (3rd ed., pp. 3-24). New York, NY: The Guilford Press.<br><br>Turk, D.S. (2018). A cognitive-behavioural perspective on the treatment of individuals experiencing chronic pain. In D.C. Turk & R.J. Gatchel (Eds.), *Psychological approaches to pain management: A practitioner's handbook* (3rd ed., |

| | | pp. 3-24). New York, NY: The Guilford Press. |
|---|---|---|
| **Suggested Accompanying Texts**<br>See above | | |

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### Certificate of Attendance Program Proposal

| Department and Program Information | |
|---|---|
| Program Name: | CBT Considerations with Indigenous Clients |
| Credential: | Certificate of Attendance |
| Name of Representative | Caitlin Davey |
| Effective Date: | February, 2024 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |
| **Academic Merit** | |
| Program Overview | This workshop will teach participants about considerations as well as possible adaptations to CBT when working with Indigenous clients with examples shared from both the literature as well as anecdotal work. |
| Learning Objectives | 1. To learn more about the culture of Indigenous Peoples in Canada and how it can play a role in CBT<br>2. To learn how to ask about Indigenous identity and avoid taking a pan-Indigenous approach<br>3. To learn about different psychotherapeutic pathways (including CBT adaptations) to consider when working with Indigenous Peoples<br>4. To learn about allyship |

| Meeting Learning Objectives | The program will achieve the stated program objectives through a one day 7 hour workshop. |
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| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend all 7 hours. |
| Program Delivery Format | Sessions will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |

**Listing of Topics to be covered**

| Topic(s) | Practical Issues/Applied Practice | Suggested Readings |
|---|---|---|
| <ul><li>Who are Indigenous Peoples in Canada</li><li>Mental health and wellness from Indigenous perspectives</li><li>Psychotherapeutic pathways for Indigenous clients</li><li>Examples of CBT adaptations for Indigenous clients</li></ul> | Use clinical vignettes to illustrate the clinical applications<br><br>Use break out groups for discussion questions | Kowatch K., Schmidt F., Mushquash C., Review of Culturally-Adapted Cognitive Behavioral Therapy Interventions for North American Indigenous Children and Youth Journal of Concurrent Disorders Vol. 1 No. 3, 2019 (5-22) 5 |

**Suggested Accompanying Texts**
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**Certificate of Attendance Program Proposal**

| Department and Program Information | |
|---|---|
| Program Name: | Harm Reduction and CBT for Concurrent Disorders |
| Credential: | Certificate of Attendance |
| Name of Representative | Victoria Stead, Ph.D., C.Psych. |
| Effective Date: | March 2024 |

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|---|---|
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |

| **Academic Merit** | |
|---|---|
| Program Overview | This workshop will teach participants harm reduction strategies and CBT skills that can be implemented when working with individuals who present with co-occurring substance use and mental health concerns. An overview of substance use and co-occurring mental health disorders, risk factors, and associated treatment outcomes will be presented, as well as important clinical considerations when working with this population. Skills taught will focus on harm reduction strategies for different substance, and CBT skills (e.g., the CBT model, cognitive restructuring, coping with triggers and cravings, and relapse prevention). |
| Learning Objectives | 1. Obtain an understanding of harm reduction strategies and CBT skills to implement when working with people who present with co-occurring mental health and substance use symptoms. 2. Learn how to assess for co-occurring substance use and implement appropriate substance-related harm reduction strategies. 3. Learn when and how to apply CBT skills to co-occurring substance use and mental health concerns. 4. Learn barriers and challenges to treatment for people with co-occurring substance use. 5. Review important clinical considerations when working with those presenting with co-occurring substance use. |
| Meeting Learning Objectives | The program will achieve the stated program objectives through a one day 7 hour workshop. |
| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend the full day |
| Program Delivery Format | Sessions will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |

| **Listing of Topics to be covered** | | |
|---|---|---|
| **Topic(s)** | **Practical Issues/Applied Practice** | **Suggested Readings** |
| • Co-occurring mental health and substance use presentations, occurrence, risk factors | Use clinical vignettes to illustrate the clinical applications | Liese, B. S., & Beck, A. T. (2022). *Cognitive-behavioral Therapy of Addictive Disorders*. Guilford Publications. |

| | | |
|---|---|---|
| <ul><li>Initial assessment and implementation of harm reduction strategies</li><li>CBT treatment approach</li><li>Barriers and challenges to treatment</li><li>Clinical considerations when working with those with co-occurring substance use symptoms</li></ul> | | **\*\* harm reduction handouts that will be provided** |

**Suggested Accompanying Texts**
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**Certificate of Attendance Program Proposal**

| Department and Program Information | |
|---|---|
| Program Name: | Behavioural Approaches in CBT: Exposure and Behavioural Activation |
| Credential: | Certificate of Attendance |
| Name of Representative | Colleen Merrifield, Ph.D., C.Psych and Jennifer Hewitt, Ph.D., C.Psych. |
| Effective Date: | March 2024 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |
| **Academic Merit** | |
| Program Overview | This workshop will focus on the behavioural skills in CBT across mood and anxiety disorders. Topics will include advanced and in-depth coverage of exposure-based strategies for anxiety disorders and behavioural activation for depressive disorders. Participants will also learn skills to refine and trouble-shoot these behavioural approaches. Prior learning/experience with the basics of CBT would be beneficial for those enrolling in this program. |

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| Learning Objectives | 1. To come away with a more in-depth understanding of exposure-based interventions across anxiety disorders and behavioural activation for depression. |
| | 2. To learn how to design advanced, difficult, and/or less common exposure and activation exercises. |
| | 3. To learn skills for assisting clients (and therapists) who struggle with exposure and/or activation work. |
| | 4. To learn skills for helping clients design meaningful and valuable behavioural activation activities. |
| | 5. To gain practical experience implementing strategies through role plays, live demonstrations, and/or video presentations. |
| Meeting Learning Objectives | The program will achieve the stated program objectives through a one day 7 hour workshop. |
| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend all 7 hours. |
| Program Delivery Format | Sessions will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |

**Listing of Topics to be covered**

| Topic(s) | Practical Issues/Applied Practice | Suggested Readings |
|---|---|---|
| • Understanding the rationale for exposure and activation<br>• Criteria for effective exposure and activation<br>• Designing "advanced" exposures, and interoceptive and imaginal exposures<br>• Reducing therapist anxiety about asking clients to engage in difficult exposure exercises<br>• Identifying subtle behaviours that reduce the effectiveness of exposure<br>• Judicial use of safety behaviours in exposure<br>• Helping clients identify and understand their values and | Use clinical vignettes, role playing, live demonstrations, and/or videos to illustrate the clinical applications | Beck, J. (2021). *Cognitive behaviour therapy: Basics and beyond* (2nd ed.). Guilford Press. Chapters 7, 8, 19 |

| | | |
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| meaningful activation exercises<br>• Setting goals and trouble-shooting goals<br>• Practical problem-solving<br>• Implementing an action plan<br>• Trouble-shooting when exposure and activation "go wrong". | | |

**Suggested Accompanying Texts**
See above

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**McMaster University | Psychiatry & Behavioural Neurosciences**

Faculty of Health Sciences
Michael G. DeGroote School of Medicine
**Department of Psychiatry and Behavioural Neurosciences**
c/o St. Joseph's Healthcare Hamilton - West 5th Campus
100 West 5th Street, Room B358
Hamilton, ON  L8N 3K7
**Fax: 905-575-6085**

**Certificate of Attendance Program Proposal**

| Department and Program Information | |
|---|---|
| Program Name: | Working with Core Beliefs Across Mood and Anxiety Disorders |
| Credential: | Certificate of Attendance |
| Name of Representative | Colleen Merrifield, Ph.D., C.Psych; Katie McCabe, MSW, RSW |
| Effective Date: | April 2024 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |
| **Academic Merit** | |
| Program Overview | This workshop will teach participants how to work with core beliefs in CBT. Focus will be mainly on applications with depressive disorders but some time will be spent outlining how and which strategies are relevant to anxiety disorders. Topics include identifying negative core beliefs and problematic coping behaviours that result from them, changing core beliefs and |

| | unhelpful coping strategies through evidence gathering, modifying assumptions, behavioural experiments, continua, and data logs. Other topics including gratitude and acts of kindness will be covered. |
|---|---|
| Learning Objectives | 1. Learn what core beliefs are, how they are different from negative automatic thoughts and conditional assumptions, and how they maintain symptoms.<br>2. Learn to identify core beliefs and linked coping behaviours<br>3. Learn CBT skills and strategies to change core beliefs<br>    a. Gathering evidence<br>    b. Modifying assumptions<br>    c. Behavioural experiments<br>    d. Continua<br>    e. Data logs<br>4. Learn to strengthen new core beliefs through<br>    a. Gratitude<br>    b. Acts of Kindness |
| Meeting Learning Objectives | The program will achieve the stated program objectives through a one day 7 hour workshop. |
| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend all 7 hours. |
| Program Delivery Format | Sessions will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |

**Listing of Topics to be covered**

| Topic(s) | Practical Issues/Applied Practice | Suggested Readings |
|---|---|---|
| • Identifying negative core beliefs and problematic coping behaviours<br>• Changing core beliefs and unhelpful coping through evidence, modifying assumptions, behavioural experiments, continua, and data logs.<br>• Gratitude and acts of kindness | Use clinical vignettes, role playing, live demonstrations, and/or videos to illustrate the clinical applications | Beck, J. (2021). *Cognitive behaviour therapy: Basics and beyond* (2nd ed.). Guilford Press. Chapters 17 & 18.<br><br>Greenberger, D., & Padesky, C. A. (2016). *Mind over mood: Change how you feel by changing the way you think* (2nd ed.). Guilford Press. Chapters 11 & 12. |

**Suggested Accompanying Texts**
See above

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## Certificate of Attendance Program Proposal

| Department and Program Information | |
|---|---|
| Program Name: | CBT for Depression |
| Credential: | Certificate of Attendance |
| Name of Representative | Taylor Hatchard & Danielle Rice |
| Effective Date: | April 2024 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |
| **Academic Merit** | |
| Program Overview | This workshop will teach participants the core CBT skills to effectively treat depression. An overview of depressive disorders and associated treatment outcomes will be presented. Skills taught will include cognitive theory and strategies (e.g., cognitive triad, addressing rumination), behavioural activation, and relapse prevention. |
| Learning Objectives | 1. To learn the current treatment outcomes for depressive disorders.<br>2. To learn and apply the CBT model of depression.<br>3. To learn when and how to apply cognitive and behavioural techniques (e.g., behavioural activation, addressing rumination and procrastination) for depression.<br>4. To discuss challenging presentations of depression and how to effectively use CBT strategies in these cases. |
| Meeting Learning Objectives | The program will achieve the stated program objectives through a one day 7 hour workshop. |
| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend entire session. |
| Program Delivery Format | The session will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |
| **Listing of Topics to be covered** | | |
| Topic(s) | Practical Issues/Applied Practice | Suggested Readings |

| | | |
|---|---|---|
| • CBT model of depression<br>• Cognitive triad<br>• Cognitive and behavioural strategies for depression<br>• Relapse prevention strategies | Use clinical vignettes to illustrate the clinical applications | The Clinician's Guide to Using Mind Over Mood, Second Edition (2020). Christine Padesky and Dennis Greenberger.<br><br>Cognitive Behaviour Therapy: Basics and Beyond, Third Edition (2020). Judith Beck. |

**Suggested Accompanying Texts**
See above

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**Certificate of Attendance Program Proposal**

| Department and Program Information | |
|---|---|
| Program Name: | Enhancing Parent Engagement in CBT for Childhood Anxiety |
| Credential: | Certificate of Attendance |
| Name of Representative | Carrie Bullard, RN PhD PMHC© |
| Effective Date: | April 2024 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |
| **Academic Merit** | |
| Program Overview | This workshop aims to equip participants with a toolkit to effectively involve parents in Cognitive Behavioral Therapy (CBT) for anxiety in children and overcome challenges parents may encounter during their child's CBT treatment. The workshop will explore the crucial role of parents in the CBT process and how to apply CBT skills outside of therapy sessions to better integrate coping mechanisms into daily life. This workshop is designed to empower participants with the knowledge and skills necessary to problem-solve strategies to engage parents in the therapeutic |

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| | process and enhance positive outcomes for parents with a child struggling with anxiety. |
| Learning Objectives | 1. Understand the significance of parental engagement in the CBT process for managing childhood anxiety and how it contributes to sustainable positive outcomes for both the parent and child. |
| | 2. Develop skills to facilitate open communication and collaboration among parents, therapists, and children, fostering a united effort toward overcoming anxiety. |
| | 3. Acquire techniques to empower parents in guiding their children through applying CBT skills in real-life situations, promoting continuous practice beyond therapy. |
| | 4. Identify common obstacles parents face during CBT and master strategies to address these challenges, ensuring a smoother therapeutic journey for both parents and children. |
| Meeting Learning Objectives | The program will achieve the stated program objectives through a one-day, 7-hour workshop. |
| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend the full-day |
| Program Delivery Format | Sessions will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |

| **Listing of Topics to be covered** | | |
|---|---|---|
| **Topic(s)** | **Practical Issues/Applied Practice** | **Suggested Readings** |
| Morning Session:<br>• Introduction to childhood anxiety and CBT and parental involvement during CBT.<br>• Effective communication and collaboration during the therapeutic process among parents<br>• Skill building for parents related to reducing accommodation and managing distress.<br>Afternoon Session: | Interactive exercises, including role plays and case studies, will be used to practice effective communication of strategies and problem-solving.<br>Clinical vignettes will be used to apply workshop concepts.<br>Open discussion times for participants to ask questions and share insights. | Becker, K. D., Boustani, M., Gellatly, R., & Chorpita, B. F. (2018). Forty years of engagement research in children's mental health services: Multidimensional measurement and practice elements. *Journal of Clinical Child & Adolescent Psychology*, *47*(1), 1–23.<br><br>Byrne, S., Cobham, V., Richardson, M., & Imuta, K. (2023). Do Parents Enhance Cognitive Behavior Therapy for Youth Anxiety? An Overview of Systematic Reviews Over Time. *Clinical Child and Family* |

| | | |
|---|---|---|
| • Creating a supportive therapeutic environment between sessions to enhance parents' involvement during home practice.<br>• Identifying and addressing challenges of parental engagement during CBT (both during the session and outside of the session)<br>• Addressing the impacts of cultural sensitivity and diversity when engaging parents. | Facilitated group discussions by the presenter to address specific concerns. | *Psychology Review*, 1-16.<br><br>Etkin, R. G., Lebowitz, E. R., & Silverman, W. K. (2023). Working with parents in the treatment of child and adolescent anxiety. In *Handbook of Child and Adolescent Psychology Treatment Modules* (pp. 341-358). Academic Press. |

**Suggested Accompanying Texts**
Lebowitz, E. R. (2020). *Breaking free of child anxiety and OCD: A scientifically proven program for parents*. Oxford University Press.

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## Certificate of Attendance Program Proposal

| Department and Program Information | |
|---|---|
| Program Name: | Acceptance and Commitment Therapy (ACT) |
| Credential: | Certificate of Attendance |
| Name of Representative | Elisha Schafer, MSc, RP |
| Effective Date: | May 2024 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |
| **Academic Merit** | |
| Program Overview | This workshop will focus on providing a fulsome overview of the core principles and build clinical skills from ACT. An overview of the treatment model will be provided with an emphasis on the transdiagnostic application for care. The participants will learn the 'Hexaflex' model and how to practically apply each of the 6 core principles (acceptance, present moment awareness, self-as- |

| | context, values, committed action, and defusion) |
|---|---|
| Learning Objectives | 1. To review the growing literature supporting ACT for the treatment of a variety of mental health disorders. <br> 2. To learn and apply the ACT model and core therapeutic processes. <br> 3. To compare ACT treatment mediators with CBT <br> 4. To learn skills and application from the core principles of ACT |
| Meeting Learning Objectives | The program will achieve the stated program objectives through a one-day, 7-hour workshop. |
| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend the full-day |
| Program Delivery Format | Sessions will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |

**Listing of Topics to be covered**

| Topic(s) | Practical Issues/Applied Practice | Suggested Readings |
|---|---|---|
| • ACT Model <br> • Theoretical principles of ACT <br> • ACT Core therapeutic processes <br> • ACT Case Formulation <br> • Integrating measurements that support ACT treatment <br> • Practical ACT skills and application | Use clinical vignettes to illustrate the operational applications of business practices. <br><br> Use break out groups for discussion questions | Harris, R. (2019). *ACT made simple: An easy-to-read primer on acceptance and commitment therapy*. New Harbinger Publications. <br><br><br> Luoma, J. B., Hayes, S. C., & Walser, R. D. (2007). *Learning ACT: An acceptance & commitment therapy skills-training manual for therapists*. New Harbinger Publications. |

**Suggested Accompanying Texts**
See above

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**Certificate of Attendance Program Proposal**

| Department and Program Information | |
|---|---|
| Program Name: | PsychoCommerce: The Business of Mental Healthcare |
| Credential: | Certificate of Attendance |
| Name of Representative | Elisha Schafer, MSc, RP |
| Effective Date: | May 2024 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |
| **Academic Merit** | |
| Program Overview | This workshop will focus on important topics of business for mental healthcare professionals. Topics will intersect core principles of business with the specialized demands of mental health care with an emphasis on the private sector. Participants will be equipped to seamlessly blend business acumen with psychotherapeutic expertise, optimizing their professional impact in the business of mental healthcare |
| Learning Objectives | 1. Acquire essential skills in entrepreneurship, financial literacy, and regulatory navigation tailored for the mental health sector. 2. Learn effective branding and marketing strategy techniques specific to the business of mental health. 3. Gain comprehensive insights into the practicalities of running and scaling a mental health practice (from staffing to technology optimization) 4. Design and evaluate business models that prioritize patient outcomes, ethical considerations, and long-term sustainability |
| Meeting Learning Objectives | The program will achieve the stated program objectives through a one day 7 hour workshop. |
| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend the full day. |
| Program Delivery Format | Sessions will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |

| Listing of Topics to be covered | | |
|---|---|---|
| **Topic(s)** | **Practical Issues/Applied Practice** | **Suggested Readings** |
| • Understanding Entrepreneurship and how to launch a practice.<br>• Learn how to develop a 'brand' and effectively (and ethically) market.<br>• Day to day operations and strategies to run a mental health business.<br>• Ethical and clinical considerations | Use clinical vignettes to illustrate the operational applications of business practices.<br>Use break out groups for discussion questions | Leaving it at the Office, Second Edition (2018). John C. Norcross & Gary R. VandenBos<br><br>Pope, K. S., & Vasquez, M. J. T. (2016). *Ethics in psychotherapy and counseling: A practical guide* (5th ed.). John Wiley & Sons Inc |
| **Suggested Accompanying Texts**<br>See above | | |

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**Certificate of Attendance Program Proposal**

| Department and Program Information | |
|---|---|
| Program Name: | Application of cognitive behavioural therapy to support people facing serious medical illness |
| Credential: | Certificate of Attendance |
| Name of Representative | Karen Zhang |
| Effective Date: | May 2024 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |
| **Academic Merit** | |
| Program Overview | This workshop will teach integrative CBT skills to address anxiety symptoms associated with the diagnosis and treatment of a serious illness, such as cancer. An overview of common illness |

| | adjustment concerns and considerations for case conceptualization will be presented. Skills taught will include psychoeducation, cognitive restructuring, behavioural exposures, energy conservation, emotional management and interpersonal effectiveness to improve coping with and management of serious illnesses. |
|---|---|
| Learning Objectives | 1. To understand common psychosocial concerns associated with the diagnosis of a serious medical illness.<br>2. To learn assessment and case formation approaches for addressing illness adjustment concerns.<br>3. To apply integrative CBT skills for addressing anxiety and emotional distress associated with a diagnosis of a serious medical illness |
| Meeting Learning Objectives | The program will achieve the stated program objectives through a one day, 5 hour workshop. |
| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend all 7 sessions. |
| Program Delivery Format | Sessions will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |

**Listing of Topics to be covered**

| Topic(s) | Practical Issues/Applied Practice | Suggested Readings |
|---|---|---|
| • Overview common illness adjustment concerns and challenges with addressing anxiety symptoms<br>• Assessment approaches for identifying psychosocial concerns associated with a serious illness<br>• Application of integrative CBT strategies to address anxiety and emotional distress associated | Use clinical vignettes to illustrate the clinical applications | 1. Lin, C., Tian, H., Chen, L., Yang, Q., Wu, J., Ji, Z., Zheng, D., Li, Z., & Xie, Y. (2022). The efficacy of cognitive behavioral therapy for cancer: A scientometric analysis. *Frontiers in psychiatry*, *13*, 1030630. https://doi.org/10.3389/fpsyt.2022.1030630<br>2. <br>Daniels S. (2015). Cognitive Behavior Therapy for Patients With Cancer. *Journal of the advanced practitioner in oncology*, *6*(1), 54–56. |

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|---|---|---|
| with a serious medical illness. | | |

**Suggested Accompanying Texts**
See above



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**Certificate of Attendance Program Proposal**

| Department and Program Information | |
|---|---|
| Program Name: | CBT for Psychosis |
| Credential: | Certificate of Attendance |
| Name of Representative | Larry Baer, PhD, CPsych |
| Effective Date: | June 2024 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |
| **Academic Merit** | |
| Program Overview | This workshop will introduce participants to using CBT to treat individuals with psychosis. Content will include an overview of how to use case conceptualizations to formulate treatment plans for clients with complex comorbidities,  using evidence-based measures for initial assessment and monitoring of treatment progress, adapting CBT for the treatment of psychotic symptoms such as hallucinations, paranoia and referential ideation, using CBT and related techniques to cope with mental illness stigma and an overview of recent advances in treatment, such as the interventionist-causal approach to treating paranoia. |
| Learning Objectives | 1. To learn the basics of how to apply CBT to treat the symptoms of psychosis.<br>2. To understand the importance of case conceptualization in treating clients with complex comorbidities.<br>3. To learn about evidence-based measures used in CBTp.<br>4. To understand the role that mental illness stigma plays in the lives of people with psychosis and to learn about therapeutic techniques to mitigate its effects. |

| | 5. To learn about the interventionist-causal approach to treating psychotic symptoms. <br><br> *As suggested by the Competency Standards of the North American CBT for Psychosis Network, learners are encouraged to seek out further didactic training as well as supervision or consultation for treating clients with psychosis.* |
|---|---|
| Meeting Learning Objectives | The program will achieve the stated program objectives through two 3.5 hour workshops. |
| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend both sessions. |
| Program Delivery Format | Sessions will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |

**Listing of Topics to be covered**

| Topic(s) | Practical Issues/Applied Practice | Suggested Readings |
|---|---|---|
| <ul><li>Complex case conceptualization for clients with psychosis</li><li>Measures for assessment and treatment progress.</li><li>Cognitive and behavioural strategies for psychotic symptoms</li><li>The role of mental illness stigma</li><li>The interventionist-causal approach to treating psychotic symptoms</li></ul> | Use clinical vignettes to illustrate the clinical applications | Hagen, R., Turkington, D., Berge, T. & Grawe, R. (Ed.) (2011). *CBT for Psychosis: A symptom-based approach*. Routledge. <br><br> Freeman, D., Freeman, J. & Garety, P. (2016). *Overcoming Paranoid and Suspicious Thoughts.* Robinson. |

**Suggested Accompanying Texts**
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**Certificate of Attendance Program Proposal**

| Department and Program Information | |
|---|---|
| Program Name: | CBT for Generalized Anxiety Disorder |
| Credential: | Certificate of Attendance |
| Name of Representative | Elizabeth Pawluk & Danielle Rice |
| Effective Date: | June 2024 |
| Date of Submission | September 1, 2023 |
| Program Fee per Participant | $249.00 |
| **Academic Merit** | |
| Program Overview | This workshop will teach participants the core CBT skills for the treatment of Generalized Anxiety Disorder (GAD). Skills taught will be informed by the CBT-based Intolerance of Uncertainty model of GAD and will include collaborative setting of treatment goals, psychoeducation, cognitive restructuring, behavioural experiments, written exposure, and relapse prevention. |
| Learning Objectives | 1. To learn and apply the Intolerance of Uncertainty model of GAD.<br>2. To learn validated self-report measures for GAD.<br>3. To discuss collaboratively setting treatment goals.<br>4. To learn when and how to apply cognitive and behavioural techniques.<br>5. To discuss challenging presentations of GAD and how to effectively use CBT strategies in these cases. |
| Meeting Learning Objectives | The program will achieve the stated program objectives through a one-day (7 hour) workshop. |
| Program Completion Requirements | To receive a Certificate of Attendance, participants must attend the entire session. |
| Program Delivery Format | Sessions will be delivered online using synchronous learning activities. |
| Student Evaluations | n/a |
| Program Evaluation | Attendees will be given an opportunity to evaluate the program at the end of the day for future planning. |
| **Listing of Topics to be covered** | |

| Topic(s) | Practical Issues/Applied Practice | Suggested Readings |
|---|---|---|
| | | |

| | | |
|---|---|---|
| • CBT-based Intolerance of Uncertainty model of GAD<br>• Cognitive and behavioural strategies for GAD<br>• Relapse prevention strategies | Use clinical vignettes to illustrate the clinical applications | Robichaud, M., Koerner, N., & Dugas, M. J. (2019). *Cognitive behavioral treatment for generalized anxiety disorder: From science to practice.* Routledge. |
| **Suggested Accompanying Texts**<br>See above | | |

**CONTINUING EDUCATION** | **McMaster University**

**Certificates, Diplomas and Microcredentials Committee - Course Cancellation**

| Department & Program Information (complete all fields): | |
|---|---|
| Department: | McMaster Continuing Education |
| Program Name: | Business Administration (BUS) |
| Name of Representative: | Katey Van Schyndel |
| Nature of Submission: | Course Cancellation/Removal |
| Effective Date: | 25-May-1 |
| Submission Date: | 23-Sep-12 |

**Course Details (complete all fields):**

**Course Title & Unit Value**: BUS 490 Financial Modelling and Analysis (3 units)

**Course Description:**

The Financial Modeling course is different from many other courses as you have already studied the theory behind the material in the pre-requisite courses and your objective in this course is to learn how to use Excel to represent those theoretical financial concepts. You will find the text is more of a workbook to assist you in organizing the material and producing spreadsheets that allow "what if" scenarios to assist in decision-making.

**Rationale for Cancellation:**

This course is cancelled from the Business Admin (Generalist) diploma due to the cancellation of the Business Administration - Finance Concentration (see program cancellation letter).

1

| To: | Certificates, Diplomas and Microcredentials Committee |
| From: | Dr. Lorraine Carter, Director, Continuing Education |
| Re: | Closure of Business Administration Diploma with Finance Concentration |
| Date: | September 12, 2023 |

Effective January 1, 2024, Continuing Education plans to close the Business Administration Diploma with Finance Concentration.

The concentration was launched in 2011. The decision to close this option is based on enrolment trends which show a steady decline over the last few years.

The program closure announcement is planned for January 2024, with Spring 2024 being the last term for new students to begin the program. Students enrolled in the Business Administration Diploma with Finance Concentration will have until the end of the Spring 2025 term to complete any outstanding courses that are part of the Finance Concentration.

MCE is committed to helping all students complete the present program should they wish to do so.

Sincerely,

Lorraine Carter

Director, McMaster Continuing Education


CC.  Dan Piedra, Katey Van Schyndel