

**UNDERGRADUATE COUNCIL**  
**Tuesday, May 10, 2022 at 2:30 p.m.**  
**Zoom**

**AGENDA**

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**1. MINUTES OF PREVIOUS MEETING – APRIL 19, 2022**

The minutes of the meeting held on April 19, 2022 will be circulated at the October 4, 2022 meeting of Undergraduate Council.

**2. BUSINESS ARISING**

**3. CHAIR'S REMARKS**

**4. REPORT FROM THE CERTIFICATES AND DIPLOMAS COMMITTEE**  
(Approval)

2 [Report from the Certificates and Diplomas Committee](#)

3 - 25 a. [Certificates of Completion in Social Research](#)

**5. REPORT FROM THE CURRICULUM & ADMISSIONS COMMITTEE** (Approval)

26 [Report from the Curriculum & Admissions Committee](#)

27 - 140 a. [BHSc \(Integrated Rehabilitation and Humanities\) - Presentation](#)  
[BHSc \(Integrated Rehabilitation and Humanities\) - Program Proposal](#)

**6. REVISIONS TO THE UNDERGRADUATE EXPECTATIONS FOR MCMASTER VACCINATION POLICY** (Approval)

141 - 142 a. [Undergraduate Expectations for McMaster Vaccination Policy](#)

**7. OTHER BUSINESS**

**Topic: Undergraduate Council - May 10, 2022**

**Time: May 10, 2022 02:30 PM Eastern Time (US and Canada)**

**Join Zoom Meeting**

**<https://mcmaster.zoom.us/j/97624123254?pwd=MkRvbm9UdnBvbXFINE1IaWlNc3VVUT09>**

**Meeting ID: 976 2412 3254**

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**REPORT TO THE UNDERGRADUATE COUNCIL  
From the  
CERTIFICATES AND DIPLOMAS COMMITTEE**

**I. FOR APPROVAL**

**a. CERTIFICATE OF COMPLETION PROGRAMS – SPARK'S SOCIAL RESEARCH PROPOSAL**

At its meeting on May 4, 2022, the Certificate & Diplomas Committee approved, for recommendation to Undergraduate Council, the proposal for three Certificate of Completion programs in Organizational Learning and Program Evaluation, Qualitative Data Collection and Analysis, and Quantitative Data Collection and Analysis. Details of the programs are contained within the circulated report.

It is now recommended,

**that the Undergraduate Council approve, for recommendation to the University Planning Committee and Senate, the establishment of three Certificate of Completion programs in Organizational Learning and Program Evaluation, Qualitative Data Collection and Analysis, and Quantitative Data Collection and Analysis.**

**FOR APPROVAL**

**Undergraduate Council  
May 10, 2022**

**Certificates of Completion in  
Social Research  
Spark—a centre for social research innovation  
April 2022**

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## 1. PROGRAM

### PROGRAM DESCRIPTION

The proposed Social Research Certificates of Completion are primarily focused on those not currently enrolled at McMaster who are seeking opportunities to upskill within their current positions or build critical analysis, decision-making and leadership skills for their next career opportunity. The skills taught will directly support answering common and significant questions within the social sector (not for profits, social enterprises, and government organizations).

Research skills are often thought of as primarily useful to those in academic careers. We have seen a high level of demand across the social sector, particularly in not-for-profit organizations, for what are often labeled critical thinking and decision-making skills as well as specific research or analytic skills. Critical thinking and decision-making are not inherent traits but abilities that emerge as one effectively gathers, correctly analyzes and interprets, and has the confidence to act on data. Thus, critical thinking and evidence-based decision-making require a minimum competence in the analytical methods used to collect and interpret evidence. Seeing this significant skill gap - one reinforced in hundreds of conversations with community organizations, funders, businesses involved in social innovation and government agencies - propelled development of the proposed collection of Certificates of Completion.

*Spark—a centre for social research innovation* is a Faculty of Social Sciences centre dedicated to teaching, advising and directly supporting faculty, staff and students in social research methodology. Spark also has an applied research team that conducts research and evaluation for not-for-profits, government and businesses in Hamilton and across Canada. Through that work, we directly engage with clients in how to measure, understand, and then significantly increase the impact and efficiency of their programs. This work involves extensive capacity building with a few individuals within client organizations. Several of them have committed active support and even volunteered to co-pilot the proposed certificates.

We know that there is deep interest among our clients and others in the social sector and government in the methods we teach, and real opportunity for expanding social impact by sharing these skills beyond McMaster. We believe the university's deep dedication to community impact and Spark's combination of methodological expertise and practical applied research experience makes us well positioned to offer these certificates.

Here, we are proposing a series of Certificates of Completion. We plan to launch 3-4 new, short courses each year over the next several years. The courses are grouped into 3 Certificates of Completion, and learners would need to complete satisfactorily two of the short courses to be eligible for the Certificate of Completion. Initially, our primary marketing and recruitment strategy will leverage our networks and working relationships with non-profits in Southern Ontario to provide training to their existing workforce, with additional seats available to individual learners. These Certificates of Completion will prepare participants not only to be better consumers of applied research studies and reports, but also to gain familiarity and experience with the basic tools of data collection, analysis, and representation in social research and to know when their needs outstrip their in-house expertise, requiring consultation or support from an outside research partner.

### PROPOSAL PREPARATION AND CONSULTATION PROCESS

*Spark: a centre for social research innovation* engaged in an extensive consultation process, both to identify potential overlaps or opportunities for collaboration.

**List of Consultations - internal:**

Graduate Diploma in Epidemiology – Robby Nieuwlaat  
Engineering – internal certificates – Sarah Sullivan  
Engineering – external certificates – Florent Lefevre-Schlick  
Sherman Centre for Digital Humanities – Andrea Zeffiro and Jay Brodeur  
MELD/MERGE, Faculty of Humanities - Sean Corner and Anna Moro  
Office of Community Engagement – C.A. Borstad-Klassen and David Heidebrecht  
McMaster Indigenous Research Institute – Tracy Bear  
Indigenous Studies – Adrienne Xavier  
Intercession – John McLaughlin  
Faculty of Social Sciences Dean, Jeremiah Hurley  
Faculty of Social Sciences, Undergraduate – Tracey Prowse and Lynn Giordano  
Faculty of Social Sciences, Graduate and Research – James Gillett  
Faculty of Social Sciences, Director of Finance and Administration – Juliette Prouse  
Faculty of Social Sciences Community Research Platform – Leora Sas van der Linden  
Faculty of Social Sciences Advanced Research on Mental Health and Society – Marisa Young  
Faculty of Social Sciences departments - all were invited to consult with us in development:  
Sociology – Tina Fetner  
Economics – Marc- Andre Letendre  
Anthropology – Tina Moffat  
Social Work – Christina Sinding and Allyson Ion  
Master of Public Policy in Digital Society – Vass Bednar

**List of Consultations - External:**

Salvation Army of Hamilton, Lawson Ministries – Deanna Finch-Smith and Lisa Schumpf  
Banyan Community Services – Kim Ciavarella  
Grenfell Ministries – Kim Ritchie  
Hamilton Community Foundation – Sarah Glenn and Lorraine Valmadrid

**Invitations to Consult Declined:**

Faculty of Social Sciences, Health, Aging and Society  
Faculty of Social Sciences, Labour Studies  
Faculty of Social Sciences, Political Science  
Faculty of Social Sciences, Religious Studies  
MacData Institute

We have recruited instructors for the Certificates of Completion that have both expertise and applied experience in the topics they wish to teach, and come from Anthropology, Social Work, Economics, and Health Research Methods, Evidence and Impact. We anticipate continuing to recruit instructors from a wide variety of disciplines and from the social sector itself. We are in early conversations with YWCA of Hamilton, facilitated by the Community Research Platform, to potentially co-develop and teach several Certificates of Completion.

We have an established partnership with Salvation Army of Hamilton, Lawson Ministries. They have agreed to pilot test some courses in the Certificates with their staff and provide extensive feedback. As we implement the Certificates, we will actively engage community organizations in helping us evolve the offerings as new opportunities and challenges emerge across the sector.

## CONSISTENCY WITH MCMASTER'S MISSION AND ACADEMIC PLAN

### McMaster's Strategic Mandate Agreement

The proposed Certificates of Completion align well with multiple priorities of the University. Particularly, we believe it can support the following priorities within the Strategic Mandate Agreement:

#### Multidisciplinary/interdisciplinary studies -

*Spark, a centre for social research innovation* is an interdisciplinary centre, and the individuals interested in teaching in our certificates come from highly varied backgrounds and disciplines. Given the exceptional diversity of the social sector, we see this diversity of perspective as critical to our mission and a central focus in our planning for implementation.

#### Math and statistics -

Our proposed curriculum is meant to offer a well-rounded skill set critical to effective, evidence-based decision-making in the social sector. This includes Certificates of Completion in cost-benefit analysis, numeracy, data cleaning, quantitative analysis of surveys, foundational statistics, and regression. We are deeply committed to helping students confidently apply basic quantitative analysis skills that are highly needed and valued within the sector.

#### Community/Local Impact of Student Enrolment -

While impact usually focuses on the economic value of the student population to the greater Hamilton region, we feel that intensive skill development offered to local and regional workers (and potential workers) in the social sector will also have a significant impact on the community as a whole. These skills lead to better decisions, and better decisions in this sector can have profound ripple effects. In this way, upgrading skills in the social sector can impact lives beyond improved work performance and employment opportunities.

#### Experiential Learning -

We have designed the curriculum so that within each course, there are opportunities to apply the learning within one's current work or volunteer activities.

#### Skills & Competencies -

One of the hallmarks of these Certificates of Completion is that they provide access to a range of learning opportunities focused on the building and demonstrating of specific social research skills. We believe this will position them well for career advancement.

### McMaster's Institutional Priorities

Particularly, we believe the proposed Certificates of Completion can advance the following current priorities, based on McMaster's 2021-24 Institutional Priorities and Strategic Framework:

#### Inclusive Excellence -

Spark has committed as a Centre to being a place of inclusion and providing opportunities, research space, and learning resources to a wide range of individuals with different talents and needs. We have hired a communications associate with lived experience of neurodiversity to help us continuously expand and improve our inclusiveness. We will also be piloting one or more Certificate of Completion with employees of Salvation Army, including individuals with varied physical abilities, English as a second language, and limited or no college/university education. We are committed to actively embracing the challenges that emerge with diverse learner capacities and needs and finding solutions that can inform the ongoing development of these Certificates.

#### Teaching and Learning -

We are committed to adapting our teaching approaches to the needs of the students and organizations we work with. We will offer the Certificates of Completion as either all online, all in-person, or hybrid, rotating the format in response to student demand. Our approach will be informed by the pedagogical goals of the overall program, and any online delivery will include some synchronous components. In general, the Certificates of Completion will use readings, in-class exercises, practice assignments, and group projects, as appropriate.

#### Engaging Local, National, Indigenous and Global Communities -

Organizations across the social sector exist to benefit diverse communities at many different scales. We believe that this diversity in the student base will be a great opportunity for students to learn about other contexts and priorities. We also host through Spark a weekly virtual series where researchers introduce new methods or interesting applications. We have speakers from around the world, and plan to engage students in hearing from some of them who are doing work relevant to the sector or the student's individual interests and trajectory. We are also deeply committed to working with our Indigenous colleagues to appropriately support social research skill development in Indigenous-serving organizations, and awareness/effective engagement with Indigeneity in social sector efforts across contexts.

### PROGRAM LEARNING OUTCOMES

Each Certificate of Completion will have specific learning objectives. Cumulatively, the Certificates of Completion address the following learning outcomes:

- Students will learn basic principles of research design and become familiar with a wide range of common approaches for identifying community assets and needs, developing interventions, and evaluating and improving effectiveness
- Students will develop competency and experience with basic methods of data collection for social research
- Students will develop competency and experience with analysis of evidence, including basic numeracy and statistical data analysis and qualitative analysis skills for social research
- Students will be familiar with all stages of the research process, including problem definition, data collection, data analysis, ethics, and oral and written communication, in the context of a program and organization

### CONSISTENCY WITH DEGREE LEVEL EXPECTATIONS

Though Certificates of Completion are not normally aligned to specific degree level expectations according to the Policy, in the present case the courses and Certificates were designed with future development of academic microcredentials in mind. Therefore, the Certificate of Completions' learning outcomes are consistent with those for undergraduate learners. Regarding depth and breadth of knowledge, students completing the Certificates will have **general knowledge and understanding** of key concepts, methods, approaches and assumptions relevant for identifying community assets and needs, developing interventions, and evaluating and improving effectiveness. They will acquire skills necessary to gather, review, evaluate and interpret information and learn critical thinking and analytical skills. In addition, by having completed several Certificates of Completion in different types of data collection and analysis, students will also develop **knowledge of methodologies** that will help them evaluate the appropriateness of different methods of inquiry for different types of assets and needs assessments, program evaluations, or organizational change efforts. Students will also have opportunities to **apply their knowledge** and demonstrate that they can review, present, and interpret qualitative and

quantitative information to make sound judgements, evaluating different approaches for problem-based and evidence-based decision-making. As appropriate in the Certificates of Completion, students will produce both written and oral reports or assignments to develop and demonstrate their **communication skills**. The content in the Certificates of Completion is meant to be introductory and applied. Students will also be instructed in the **limitations of the methods or tools** taught in the program so that they know when they will need to seek additional expertise or training to address a particular problem. As a program designed with those working in the social sector in mind, the program content will stress **professional standards** of not only personal responsibility and collaboration but also principles of ethical applied research, integrity, and social responsibility.

## DEMAND FOR PROGRAM

### Evidence of Societal/Labour Market Need

Within the social sector, much has been written about the needs of the non-profit sector. The following evidence focuses on the non-profit sector as representative of the larger range of organizations within the social sector (including government agencies, not for profits, foundations and social enterprises). In 2017, non-profit organizations accounted for 8.5% of Canada's GDP totalling \$169.2 billion (Statistics Canada, 2019). There were 2.5 million people employed in non-profit organizations in 2019, representing 13% of all jobs in Canada (Statistics Canada, 2021a). Of all provinces, Ontario has seen the largest increase in the creation of new jobs within the non-profit sector from 2010-2019 (Statistics Canada, 2021b). The majority of employees working in non-profit organizations in 2019 are college and university graduates (Statistics Canada, 2021a). The number of Indigenous and racialized persons working in the non-profit sector has risen since 2010 (0.9% and 6.1% points respectively) (Statistics Canada, 2021a). While Statistics Canada data suggests that the number of jobs in the non-profit sector has been increasing in 2021 (Statistics Canada, 2021b), other sources point to significant layoffs in the non-profit sector during the pandemic (CharityVillage, 2021; Mathieu, 2020). With a number of individuals in the non-profit sector unemployed or with significantly reduced hours, some of these individuals may be seeking upskilling or reskilling.

The Business Council of Canada (2020) surveyed 86 large private sector employers and found that one of the largest barriers to recruitment in the sector was finding candidates with the right technical skills. Employers were also asked about the top five areas where they anticipate a skills shortage in the next three years, and the most common area mentioned was in analytics, statistics and quantitative analysis. The importance of understanding data and statistics for employees working in the non-profit sector has become increasingly recognized (Fish, 2017). Meanwhile, non-profit organizations face significant expectations to demonstrate their "effectiveness, efficiency, and accountability" (Bozzo, 2002). Similarly, the Ontario Non-profit Network (ONN) has called on the sector to invest in evaluation work to improve accountability and advocate for those working within the sector to develop the skills to strategically use data, technology, and analysis in order to facilitate change (2017a; 2017b). However, many have noted the lack of human resources and the lack of evaluation skills of staff in non-profit organizations (Bozzo, 2002; Imagine Canada, 2019; ONN, 2017a). Thus, the sector needs employees with skills like program evaluation, research methodology, and communicating research in an easy-to-understand manner.

There is an increased value placed on micro-credential courses and certificates within the province of Ontario, as evidenced by the province of Ontario's announcement that they will be investing \$59.5 million dollars between 2020-2023 to support micro-credit learning (Government of Ontario, 2021a). To accelerate the development of micro-credentials and expand program offerings, \$15 million dollars was



made available to Ontario postsecondary institutions collaboratively working with local agencies and employers to support the development of new programs/courses or to expand existing micro-credentials (Government of Ontario, 2021).

The non-profit sector often pulls employees from a variety of educational and employment backgrounds; in such a rapidly changing and evolving sector, the opportunity to engage in obtaining micro-credentials or completing certificate programs with a targeted focus on skill development helps to offer a solution to gaps in knowledge that may exist within the field (OAS, 2021). Soft skills are particularly in demand in leadership positions in the non-profit sector. The ONN (2017b) developed a framework of the type of skills that leaders need in this sector. The skills taught through the proposed certificates directly contribute to competency in each identified role.



Figure 1: Leadership types and skills needed in the non-profit sector. Ontario Nonprofit Network, 2017.

## Evidence of Student Demand

Initially, the proposed focus for marketing of these Certificates is organization to organization, offering them as professional development opportunities for an organization's employees, which explains our focus above on labour market demand. In our consultations, the need for this has been profoundly felt and expressed by organizational leadership. Many of the frontline employees we have worked with through Spark's applied research service have been very interested in learning once we began work together, but did not go into the experience knowing what they wanted from it. Potential learners are more likely to know that they would benefit from learning particular skills, like survey development, analysis of data, or program evaluation, rather than knowing that broad research capabilities would help them thrive in the sector.

Amongst the organizations we work with we have also seen an increase in peer-workers with lived experience similar to that of clients. Salvation Army, Banyan Community Services and Grenfell Ministries all have volunteer, contract or full-time employees with lived experiences similar to those of their clients. Many peer workers have limited formal training beyond high school or in the methods of social research that are the focus of our proposed program. In some instances, these volunteers and staff are

nonetheless expected to carry out data gathering or analysis in their current roles. Providing training that honors the understandings and wisdom they have gained through lived experience while expanding their toolkit is of significant interest to these organizations. Training individuals with a wide range of backgrounds and bases of knowledge has been an important part of the career of Allison Van, Spark's Executive Director, and we believe this makes us well positioned to engage in learning as a collaborative activity with a wide range of learners.

Beyond the local not for profit sector, we have been privy to significant interest expressed in the Master of Arts in Public Policy in Digital Society (Spark team members teach their Research Methods course and three skills labs in Data Analysis) by local, provincial and federal government officials about their need for quality training for their staff, targeted to the sector and focused on application. Additionally, Florent Lefevre-Schlick, who creates and runs external certificates for the Faculty of Engineering has actively supported our development in part because he believes that many of the innovative firms that he works with that are embarking on major environmental initiatives would also want to learn what we propose to teach.

### **JUSTIFIABLE DUPLICATION**

Currently there are no comparable programs offered at Ontario universities or colleges that resemble the proposed Certificates of Completion. There are two certificate programs offered at the university level (McMaster University and University of Alberta) that are designed for currently enrolled undergraduate students and require students to take existing statistics/research methods course to fulfill the course requirements for the program. However, we would argue that these courses do not provide the specific skills in applied research and evaluation required in the non-profit job market. University of Western Ontario has a Master of Arts in Research for Policy and Evaluation that is most similar to our effort, but it is a graduate degree. The features that differentiate our program are that ours is at the undergraduate level, allowing a wider array of learners to access it, and individuals do not need to commit upfront to a year-long program but can build skills over time. There are programs that focus solely on the non-profit sector, particularly on leadership and management (Ryerson University, Seneca College, Mohawk College). While Ryerson offers a course-based program that provides flexibility, it (along with Mohawk and Seneca College) does not offer the applied research element that we are proposing.

The college programs (Fanshawe, Conestoga, Humber) offer generic courses on statistics/research methodology as part of their programs. Some offer specific courses on project management and program evaluation. The design of these programs also requires commitment to the entire program on a full or part-time basis, without the possibility of completing only some course or parts of the program. The courses are also usually designed as 3-unit or similar sized instructional credits, limiting the flexibility in delivery for students who may also be working.

### **DEGREE NOMENCLATURE**

We are proposing three Certificates of Completion at this time. We plan to allow those without undergraduate degrees (but with significant sector experience) to enrol in the program - including peer workers with lived experience. We feel it is critical to be inclusive of the range of those working in the social sector. When new policy is in place for microcredentials, we plan to consider how these courses and Certificates align with the new framework.

## 2. ADMISSION & ENROLMENT

### ADMISSION REQUIREMENTS

To be eligible to complete any Certificate of Completion, it will be **recommended** that learners have an Ontario high school degree (or its equivalent) or meet the definition of a mature student.

We will **recommend** that those enrolling in our program(s) have either a 3 year Bachelors degree or 3 years of work experience in the social sector. Most of those employed in the sector will have that level of existing experience or credentialing.

Students without a high school diploma (or its equivalent) or a post-secondary degree from an institution where the primary language of instruction is not English will be expected to demonstrate language competency consistent with McMaster undergraduate admissions.

Enrollment in the Certificates of Completion are not part of the IQAP or provincial enrollment allocations.

### ENROLMENT PLANNING AND ALLOCATIONS

We will introduce 3-4 new courses gradually over the next three to four years. The proposed courses will each have 15 contact hours and are grouped into 3 thematic foci for the Certificates of Completion. Learners will need to complete 2 courses to earn one Certificate of Completion (15 x 2 = 30 contact hours):

1. Organizational learning & program evaluation (successfully complete any 2 of the following courses):

- Assessing Strengths and Needs in Communities
- Incorporating Evidence into Strategy
- Impact Evaluation
- Cost-Benefit Analysis in the Social Sector

2. Qualitative data collection & analysis (successfully complete any 2 of the following courses):

- Interviewing and Focus Groups
- Applied Ethnography
- Trauma-informed Data Collection
- Analyzing Qualitative Data
- Qualitative Data Analysis (QDA) using NVivo

3. Quantitative data collection & analysis (successfully complete any 2 of the following courses):

- Survey design and analysis
- Numeracy and descriptive statistics
- Foundational Statistics
- Regression
- One of either,
  - Data Wrangling, or
  - Data Visualization

We plan to offer 3-4 new courses each year and expect all courses to be regularly available by the end of 2025-26. We expect enrolments of between 10-30 per course.

We would like to note that giving learners this type of flexibility in choosing among a range of short courses to plan their Certificate of Completion is an established approach used by McMaster Continuing Education for the following 3 Certificates of Completion:

- [Certificate of Completion in Academic Writing](#) (complete 2 out of 4 courses)
- [Health Analytics Certificate of Completion](#) (complete 3 out of 5 courses)
- [Essentials Certificate of Completion](#) (complete 5 days of coursework from extensive list)

#### Projected total Certificates of Completion enrolment:

Academic Year	# Courses	Cohort Year 1	Cohort Year 2	Cohort Year 3	Cohort Year 4	Total Enrolment	Maturity
2022-23	3	Will assume 3 courses with 20 students each				60	
2023-24	6	New courses – will assume 60	New enrolment in previous courses – 60			120	
2024-2025	9	New courses – 60	New enrolment in 2023-24 courses – 60	New enrolment in 2022-23 courses – 60		180	
2025-2026	13	New courses – 80 – 4 new courses with 20 students per course	New enrolment in 2024-25 courses – 60	New enrolment in 2023-24 courses – 60	New enrolment in 2022-23 courses – 60	260	260

Figure 3: Projected enrolment in individual courses toward Certificates of Completion

## 3. STRUCTURE

### 1. ADMINISTRATIVE, GOVERNANCE AND COMMUNICATION

#### Administrative

The existing administrative infrastructure of *Spark: a centre for social research innovation* will support each course and Certificate of Completion. This includes a full-time Executive Director, actively engaged Academic Director, full-time administrator, 3 part-time staff and several students. Rigorous methodological training has been a priority for Spark since its founding and so the center's infrastructure has been built with the intention of being able to manage such a program. Some aspects of the Centre's administration (budgeting/finance, human resources, and some communications) are provided by the Faculty of Social Sciences Dean's Office.

With sufficient enrolment, we intend to hire for part-time additional program administration and administrative support – individuals to help with managing student needs, marketing, coordination of the Certificates, and faculty support. We expect that the Inspire Office of Institutional Learning (once established) will be able support some aspects of our program.

## **Governance**

As a Senate-approved Centre, *Spark* reports to a Governing Board, which is Chaired by the Dean of the Faculty of Social Sciences, Dr. Jeremiah Hurley, who is also Professor and former Chair in Economics. Other Board Members include Dr. James Dunn (Professor and Chair of Health, Aging & Society and Senator William McMaster Chair in Urban Health Equity), Dr. Tina Fetner (Professor and Chair of Sociology), and Dr. James Gillett (Associate Professor in Health Aging & Society and Associate Dean Research and Graduate Studies, Social Sciences). Drs. Hurley and Fetner chaired the original working group that developed the core vision for the Centre, and Dr. Dunn was a member. The Academic Director and Executive Director of *Spark* will hold direct responsibility for the development and implementation of the Certificates of Completion.

## **Communications**

*Spark* has an existing communications team of staff and students that manage our website, social media, events, video, accessibility, and development of new materials. In addition to faculty, staff and students at McMaster, we have many professionals in the community who have joined our mailing list or attended events. Additional communications support will come from the Dean's Office in the Faculty of Social Sciences.

*Spark* relies on several channels to communicate information, promote its message and provide services. We have a biweekly newsletter with 1,000-2,000 regular readers. We have an actively managed website and a presence on both Twitter and LinkedIn. Additionally, we host weekly talks, called *Spark Talks*, to share the work of researchers around the world who are innovating methods or doing highly socially relevant research. We get audiences of 10-25 attending the virtual talks, and more using our video library which now has over 75 talks available.

Additionally, we host a Social Research Innovation workshop series annually, organized around a central theme and bringing in innovative researchers to teach skills workshops related to the theme. In 2019-2020, we focused on Transparency in Research, 2020-2021 (in collaboration with the Sherman Centre) was about producing Relevant Research to impact policy and practice, and 2021-22's Identity in Research is focused on how nuances of identity can be explored in research.

*Spark* also offers Research Conversations, an opportunity for any researcher in or outside McMaster to get 4 hours of free help with any social research design or methodology challenge. Since beginning the service in February 2021, we have held over 40 conversations with faculty, students, staff, and community members.

These outreach and communications vehicles, *Spark's* direct work and reputation with community organizations through our applied research service, and our active engagement with Office of Community Engagement, the Community Research Platform and other community-engaged units, allows *Spark* to be confident that we have a strong communications base from which to launch the proposed Certificates of Completion.

## **2. STRUCTURE AND REGULATION**

Individual Certificates of Completion will be awarded to those that successfully complete two courses within the Certificate of Completion with at least a C average. We may revise or introduce new courses or Certificates of Completion over time as needs and research methods in the sector evolve. By introducing the Certificates of Completion gradually, we will also have an opportunity to learn and adapt our delivery in response to demand.

Below is a list of the courses included in the 3 Certificates of Completion, with short calendar descriptions for each.

1. Organizational learning & program evaluation—An overview of analytical perspectives on organizational change and evaluation in the social and non-profit sector.:

1. Assessing Strengths and Needs in Communities – An introduction to approaches and methods used for understanding the diversity and range of community assets and needs.
2. Incorporating Evidence into Strategy – An introduction to the decision-making process and how to effectively incorporate evidence into planning for an organization or program.
3. Impact Evaluation – An overview of core principles and approaches used to evaluate the impact of programs and policies.
4. Cost-Benefit Analysis in the Social Sector – An introduction to how to consider alternative uses of funds and calculate the relative value of different means of addressing social concerns.

2. Qualitative data collection & analysis—An introduction to the methods for effectively collecting and analyzing social data:

1. Interviewing and Focus Groups – An introduction to key strategies and methods for collecting data via interviews and focus groups.
2. Applied Ethnography – An introduction to the use of participant observation and related methods in applied settings.
3. Trauma-informed Data Collection (focus on arts based) - An introduction to arts-based and related methods that expand the range of what has been traditionally considered data.
4. Analyzing Qualitative Data – An introduction to key methods used to analyze qualitative data, such as policy documents and interview or focus group transcripts.
5. Qualitative Data Analysis (QDA) using NVivo—An introduction of how to transfer principles of qualitative data analysis using NVivo

3. Quantitative data collection & analysis—An introduction to the methods for effectively collecting and analyzing social data:

1. Survey design and analysis – An introduction to best practices for designing survey questions and overall survey structure for applied research settings.
2. Numeracy & descriptive statistics – An introduction to foundational concepts in the consumption and presentation of quantitative data, including descriptive statistics
3. Foundational Statistics – An introduction to foundational concepts in probability and statistics for applied analysis of quantitative data
4. Regression – An introduction to regression-based methods of data analysis to answer applied research questions
5. Data Wrangling—Hands-on instruction in data cleaning and presentation of descriptive statistics using common software tools
6. Data Visualization—Hands-on instruction in creating effective data illustrations using common software tools

Note: Learners can only count *either* Data Wrangling *or* Data Visualization toward the Certificate of Completion.

## 4. CURRICULUM AND TEACHING

## **1. PROGRAM CONTENT**

The Certificates of Completion will engage a variety of instructors with diverse backgrounds, disciplines, and research perspectives. Our faculty, staff, and partners have extensive applied research and/or teaching experience that we will use to continuously inform the development of these courses. The teaching staff so far identified have experience applying their research skills, making them informed mentors for students who are interested in applying research skills in the workforce. As a Centre, Spark has a broad mandate to stay actively informed about methodological developments across social research and works within the community on applied research projects. Through Spark, Certificate students will have access to our Spark Talks and Innovations in Research workshop series, where we actively engage researchers around the world to share their research about methodological innovation and/or applying innovative methods to social issues or questions.

## **2. PROGRAM INNOVATION**

Students will have ample opportunities throughout the program to apply and develop their analytical skills through problem-based and case-based learning in the courses for these Certificates of Completion. The availability of accessibility accommodations will be made clear in all recruitment materials and Certificate outlines. Teaching instructors and staff will have training and support to ensure they can accommodate a range of student needs, including physical and mental health challenges. Additionally, throughout the program we aim to engage with students with lived experience of disabilities to help us continuously expand our capacity for accessibility.

## **3. MODE(S) OF DELIVERY**

The courses will use a combination of in-person and synchronous online formats, according to student demand. In our recent experience, in-person learning is often preferred, particularly for the informal connections that students and instructors are able to make in the classroom. However, we've also learned that synchronous online formats (via Zoom) are often effective when students are geographically dispersed. Therefore, we will offer in-person training for the local, Hamilton-based market, when organizations express a preference and there is sufficient local individual demand. However, we recognize that to be sustainable and reach potential students who may not be in Hamilton, we will need to offer online synchronous courses. As the program develops, we plan to offer the more popular courses in both formats over the course of a given academic year. In addition, we expect that most courses will be offered in the evening or on weekends, including during the summer months. By offering courses in flexible formats and potentially more than once a year, working students may be more likely to complete Certificates at a time suitable for their schedule.

All Certificate course outlines will include accessibility statements, and all instructional materials will be provided in accessible formats. Instructors will support students with appropriate accommodations (e.g., CART services, transcription in virtual meetings, other software supports) as needed.

## **4. EXPERIENTIAL LEARNING**

Each course in the Certificates of Completion will include assignments for students to apply their learning to sample cases or datasets or to problems or issues in their current organization. The aim of these assignments is to encourage existing employed students to engage with the skills at work.

Through group discussion, students will have the opportunity to establish good work practices through feedback from instructors and peers.

## **5. ACCESSIBILITY & INCLUSION**

These three Certificates of Completion aim to celebrate the talents and insights that all students bring forward and to be an accessible, safe and welcoming environment. In our course development, we partnered with students from the Student Partner's Program (SPP) in the MacPherson Institute. The Student Partners Program (SPP) provides undergraduate and graduate students with opportunities to participate as partners with faculty, instructors and staff on projects that contribute to the enhancement of teaching and learning at McMaster. This partnership allowed us to be proactive by building content with diverse student populations to make it more learner focused. Additionally, we are piloting with partners, beginning with the Salvation Army, who actively work with marginalized populations in local communities and have staff with lived experience of various forms of social marginalization or minimization. During the pilot, Salvation Army employees will be students in the program, and actively engaged in providing feedback to improve the design to be relevant and useful for potential students. We are in discussions with several other organizations that may wish to help us pilot test the curriculum.

Spark is mindful of the fact that people come from unequal starting places, and we work toward actively addressing different barriers to higher education. We are teaching applied research skills in ways that are highly informed by a recognition that there are deep structural inequalities that profoundly impact people's lives, experiences, and sense of safety in educational contexts. The skills we teach emphasize that understanding the role of the diversity and complexity of lived experience is central to effective research. Some examples of our focus include meaningful dis-aggregation of data, outlier analysis, and participatory action research. We understand the importance of reflecting the diversity of our community in the Certificate offerings. We are committed to fully embracing multiple, sometimes critical, perspectives to allow for increased creativity, innovation, and leadership.

*Spark's* leadership has made a major commitment to ensure that we are promoting diversity in the research enterprise and within our ranks. In our hiring process, we actively promote openings within networks of racialized, newcomer and disabled job seekers, and ensure that everyone who would actively work with a candidate has the opportunity to share their unique perspective and inform hiring. We are also consistently improving our ability to address implicit bias in the workplace by actively learning and growing to counter-act it. Our commitment to being proactive also involves asking people about their accessibility needs, creating a space and culture where dissent is not only tolerated but appreciated and people need not worry that their lived experiences will be challenged, centering diverse perspectives in the teaching process, and teaching research methods that honour the wide range of human experiences and identities.

Spark leadership and staff recognize the complexity of intersectionality and how different aspects of one's identity can play a role in shaping perspective within different contexts. In our speaker series, we actively recruit researchers from marginalized communities to share their work. Given the size of cohorts, we are not planning to build specific supports for students of colour. However, in our experience, processes for accommodation, support, safe discussion, and diversity of teachers supports students of colour (and all other students). Through anonymous feedback forms, we will have an honest mid-term survey to assess how students feel about the level of inclusivity, academic rigour, and



guidance provided in our curriculum. In our classroom conversation and dialogue we will also ensure that everyone has an opportunity to speak, and everyone is obliged to listen. Our aim is to foster a managed space where everyone has a voice and feels heard. Elsewhere (above), we have addressed how we will address removing barriers to learning for students with disabilities, who may need a range of accommodations, from alternative formats of learning materials, to technology supports, or even just more time to complete some program requirements.

We will communicate and demonstrate our commitment to diversity and inclusion through our recruitment of program staff, including instructors, as well as clear information in our recruitment and educational materials about the availability of resources and accommodations for a range of learners.

## 6. RESEARCH REQUIREMENTS (IF APPLICABLE)

Not applicable.

## 5. ASSESSMENT OF LEARNING

### METHODS FOR ASSESSING STUDENTS

As explained above, the three Certificates of Completion include 3 types of academic content and/or analysis, and courses within each of these groups will share similar assessment methods.

Certificates of Completion & list of courses	Typical assessment strategies
Organizational learning & program evaluation <ul style="list-style-type: none"> <li>Assessing Strengths and Needs in Communities</li> <li>Incorporating Evidence into Strategy</li> <li>Impact Evaluation</li> <li>Cost-Benefit Analysis in the Social Sector</li> </ul>	<ul style="list-style-type: none"> <li>Group presentations analyzing cases/problems from curriculum</li> <li>Problem sets requiring analysis of course cases</li> <li>Written reflections responding to prompts about course cases/problems</li> <li>Written reflections on work-related evidence relevant to course content</li> </ul>
Qualitative data collection & analysis <ul style="list-style-type: none"> <li>Interviewing and Focus Groups</li> <li>Applied Ethnography</li> <li>Trauma-informed Data Collection</li> <li>Analyzing Qualitative Data</li> <li>Qualitative Data Analysis (QDA) using NVivo</li> </ul>	<ul style="list-style-type: none"> <li>Short written assignments applying relevant skills (e.g., developing an interview guide, coding a sample interview transcript)</li> <li>In-class practice and role playing to apply skills (e.g., mock interviews, focus group facilitation)</li> <li>Written reflections responding to prompts about course cases/problems</li> <li>Short in-class, individual or group presentations of case/problem results</li> </ul>
Quantitative data collection & analysis <ul style="list-style-type: none"> <li>Survey design and analysis</li> <li>Numeracy &amp; descriptive statistics</li> <li>Foundational Statistics</li> <li>Regression</li> <li>Data Wrangling</li> <li>Data Visualization</li> </ul>	<ul style="list-style-type: none"> <li>Problem sets or short exams</li> <li>Written reports explaining quantitative results</li> <li>Short individual or group in-class presentations of case/problem results</li> </ul>

Figure 5: Assessment methods by course type

Because the Certificates of Completion are meant for those currently working in the social sector who want to improve their applied research and analysis skills, the assessments will focus on students demonstrating competency through a mix of assessment methods, with an emphasis on the types of writing and oral presentation skills that are central to work in the sector. These assessments are designed to evaluate both domain-specific knowledge or understanding and professional communication (writing, presenting) skills most relevant for these students and their current or future work. In addition, in most courses, assessment will include a group-based component, so that students can develop their collaboration and collective problem-solving skills as well. For example, students may be asked to discuss or work on a case study or problem together in class, but then prepare an individual reflection or analysis to assess their individual learning. Focusing on assessing students' competency in the practical application of the theoretical approaches and methodological skills that are the focus of the Certificates align with the Program Learning Objectives, which focus on familiarity with and competency in basic methods and approaches related the applied social research in social sector settings. To support student accessibility, we will use a mix of assessment types to ensure that learners with different strengths and backgrounds will be able to demonstrate their mastery of the core skills.

## CURRICULUM MAP

Program Learning Outcomes	Associated DLEs	Level	Assessments	Courses
Students will learn basic principles of research design and become familiar with a wide range of common approaches for evaluating community needs and program effectiveness	<ul style="list-style-type: none"> <li>• general knowledge and understanding of key concepts, methods, approaches and assumptions relevant for applied research</li> <li>• develop knowledge of methodologies that will help them evaluate the appropriateness of different methods of inquiry for different types of needs assessments, program evaluations, or organizational change studies</li> <li>• to apply their knowledge and demonstrate that they can review, present, and interpret qualitative and quantitative information to make sound judgements and evaluate different approaches for problem-based and evidence-based decision-making</li> <li>• understand the limitations of the methods or tools taught in the program so that they know when they will need to seek additional expertise or training to address a particular problem</li> </ul>	basic	<ul style="list-style-type: none"> <li>• Group presentations analyzing cases/problems from curriculum</li> <li>• Problem sets requiring analysis of course cases</li> <li>• Written reflections responding to prompts about course cases/problems</li> <li>• Written reflections on work-related evidence relevant to course content</li> </ul>	<ul style="list-style-type: none"> <li>• Assessing Strengths and Needs in Communities</li> <li>• Incorporating Evidence into Strategy</li> <li>• Impact Evaluation</li> <li>• Cost-Benefit Analysis in the Social Sector</li> </ul>
Students will develop competency and experience with basic methods of	6. general knowledge and understanding of key concepts, methods, approaches and assumptions relevant for applied research	basic	<ul style="list-style-type: none"> <li>• Short written assignments applying relevant skills (e.g., developing an interview guide, coding a sample interview transcript)</li> </ul>	<ul style="list-style-type: none"> <li>• Interviewing and Focus Groups</li> <li>• Applied Ethnography</li> <li>• Trauma-informed Data Collection</li> </ul>

data collection for social research	<p>7. develop knowledge of methodologies that will help them evaluate the appropriateness of different methods of inquiry for different types of needs assessments, program evaluations, or organizational change studies</p> <p>8. to apply their knowledge and demonstrate that they can review, present, and interpret qualitative and quantitative information to make sound judgements and evaluate different approaches for problem-based and evidence-based decision-making</p> <p>9. understand the limitations of the methods or tools taught in the program so that they know when they will need to seek additional expertise or training to address a particular problem</p>		<ul style="list-style-type: none"> <li>• In-class practice and role playing to apply skills (e.g., mock interviews, focus group facilitation)</li> <li>• Written reflections responding to prompts about course cases/problems</li> <li>• Short in-class, individual or group presentations of case/problem results</li> <li>• Problem sets or exams</li> <li>• Written reports explaining quantitative results</li> <li>• Short individual or group in-class presentations of case/problem results</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing Qualitative Data</li> <li>• Qualitative Data Analysis (QDA) using NVivo</li> <li>• Survey design and analysis</li> <li>• Numeracy &amp; descriptive statistics</li> <li>• Foundational Statistics</li> <li>• Regression</li> <li>• Data Wrangling</li> <li>• Data visualization</li> </ul>
Students will develop competency and experience with analysis of evidence, including basic numeracy and statistical data analysis and qualitative analysis skills for social research	<ul style="list-style-type: none"> <li>• general knowledge and understanding of key concepts, methods, approaches and assumptions relevant for applied research</li> <li>• develop knowledge of methodologies that will help them evaluate the appropriateness of different methods of inquiry for different types of needs assessments, program evaluations, or organizational change studies</li> </ul>	basic	<ul style="list-style-type: none"> <li>• Short written assignments applying relevant skills (e.g., developing an interview guide, coding a sample interview transcript)</li> <li>• In-class practice and role playing to apply skills (e.g., mock interviews, focus group facilitation)</li> <li>• Written reflections responding to prompts about course cases/problems</li> <li>• Short in-class, individual or group presentations of case/problem results</li> <li>• Problem sets or exams</li> <li>• Written reports explaining quantitative results</li> </ul>	<ul style="list-style-type: none"> <li>• Interviewing and Focus Groups</li> <li>• Applied Ethnography</li> <li>• Trauma-informed Data Collection</li> <li>• Analyzing Qualitative Data</li> <li>• Survey design and analysis</li> <li>• Numeracy</li> <li>• Data cleaning and descriptive statistics</li> </ul>

	<ul style="list-style-type: none"> <li>• to apply their knowledge and demonstrate that they can review, present, and interpret qualitative and quantitative information to make sound judgements and evaluate different approaches for problem-based and evidence-based decision-making</li> <li>• understand the limitations of the methods or tools taught in the program so that they know when they will need to seek additional expertise or training to address a particular problem</li> </ul>		<ul style="list-style-type: none"> <li>• Short individual or group in-class presentations of case/problem results</li> </ul>	<ul style="list-style-type: none"> <li>• Foundational Statistics</li> <li>• Regression</li> </ul>
Student will be familiar with all stages of the research process, including problem definition, data collection, data analysis, ethics, and oral and written communication, in a social organization	<ul style="list-style-type: none"> <li>• general knowledge and understanding of key concepts, methods, approaches and assumptions relevant for applied research</li> <li>• understand the limitations of the methods or tools taught in the program so that they know when they will need to seek additional expertise or training to address a particular problem</li> <li>• to develop and demonstrate their communication skills</li> </ul>	basic	<ul style="list-style-type: none"> <li>• Group presentations analyzing cases/problems from curriculum</li> <li>• Problem sets requiring analysis of course cases</li> <li>• Written reflections responding to prompts about course cases/problems</li> <li>• Written reflections on work-related evidence relevant to course content</li> </ul>	<ul style="list-style-type: none"> <li>• Assessing Strengths and Needs in Communities</li> <li>• Incorporating Evidence into Strategy</li> <li>• Impact Evaluation</li> <li>• Cost-Benefit Analysis in the Social Sector</li> </ul>

Figure 6: Curriculum Map

## DEMONSTRATING STUDENT ACHIEVEMENT

For this program, success will be evident if students are able to effectively apply what they have learned to help their organizations and/or future employers develop, administer, and evaluate their social programs or similar activities. Organizations that sponsor their employee participation in the courses and Certificates of Completion should see improved capacity within their organization to collect and analyze evidence to further the organization's core missions.

Overall, assessment of student achievement will be through completing courses in the Certificates of Completion with at least a C average. Within the program, assessment will focus on practical applications of theory and methods to address research questions common in the social sector. Organizations will be able to assess the value of the training through the ways the project informs the organization's future work and goals.

## 6. RESOURCES

### 1. UNDERGRADUATE PROGRAMS

#### *ADMINISTRATIVE, PHYSICAL AND FINANCIAL RESOURCES*

We believe these Certificates have the potential to significantly advance *Spark's* mission. Because of this, we are committed to investing the necessary human, physical and financial resources necessary. Financial projections lead us to anticipate that we can grow the Certificates appropriately to be cost-neutral without additional funding by the fourth year. We have applied and will continue to apply for funding to support curriculum development and piloting of individual Certificates of Completion in the first three years of operations.

#### *LIBRARY, TECHNOLOGY, AND LABORATORY RESOURCES*

It is our understanding that many centrally provided services are not broadly made available to individuals external to McMaster enrolled in individual certificates. We have approached our planning without an assumption that such services will be available.

#### *FACULTY*

In identifying potential course instructors, we focused on recruiting individuals at McMaster that have strong methodological expertise but also direct experience working on applied policy and practice questions in the community. All instructors in the program will receive support and active feedback from *Spark's* Academic Director, Dr. Michelle Dion, and Executive Director, Allison Van. Dr. Dion has over a decade of experience teaching a range of methodologies. Ms. Van has led initiatives in government and not for profits and both led herself and trained others in providing applied adult education.

Our initial budget and planning assumes we will hire instructors on a temporary basis, including instructors with research expertise who are currently working in the sector. We also anticipate that employees of *Spark*, including our SEAL lab manager and research staff who work on *Spark's* applied/contract research projects, and other research units of campus may teach relevant courses in the Certificates.

#### *ANTICIPATED CLASS SIZE*

We expect to set a minimum of 10 students for each course and cap most at 30. We expect high interest in some of our quantitative methods classes, particularly numeracy, and may be able to have larger enrolment than 30 students in these courses without compromising quality.

#### *PROGRAM IMPLEMENTATION*

We plan to begin offering the program in stages, with 3-4 new courses offered each academic year, starting in Fall 2022. By 2025-26, we plan to offer the full complement of courses for the Certificates of Completion within a single year. By introducing new courses in small batches each year, we will better manage quality and control upfront costs.

## **7. QUALITY AND OTHER INDICATORS**

### **QUALITY OF THE PROGRAM**

To evaluate the quality of the program, we will consider:

- Whether partner organizations continue their partnership and/or sponsor future cohorts/new employees to participate in the program
- End of program student satisfaction surveys
- Percentage of students working in the social sector who take more than one Certificate of Completion

### **INTELLECTUAL QUALITY OF THE STUDENT EXPERIENCE**

Because we anticipate having a small number of faculty who teach more than one course, students will have multiple opportunities to study with the same instructor, leading to more sustained interaction. The Academic Director of *Spark* has significant post-secondary teaching experience, including in extracurricular workshops on research methods for motivated interdisciplinary groups of students. The Executive Director for the program has significant experience supervising teams of student researchers/learners in applied research projects and working with community organizations to achieve their organizational objectives. We have also identified faculty members who have experience collaborating on applied research projects, including with non-profit organizations, and who have teaching experience in post-secondary institutions.

## APPENDIX 1 – Citations

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## APPENDIX 2 – Alignment with McMaster’s Certificate Policy

The following comments address points 45-56 of McMaster’s Certificates-Diplomas policy:

### CERTIFICATES OF COMPLETION

45. *Though these Certificates of Completion will involve student assessment of academic content, they will be marketed as individual learning experiences.*
46. *These Certificates of Completion will include a minimum of **30 contact hours** and **evaluation** of the learner’s learning. Given the need for student reflection and completion of assignments, our courses will normally span more than one week of student contact.*
47. *We have included detailed plans for assessment in this proposal and will record letter grades on the McMaster scale for all learners who complete a course. A minimum of a C will be required to count toward a Certificate of Completion.*
48. *These Certificates are intended as a professional development opportunity primarily for those currently working in the social sector, and we have established recommended and minimum enrolment requirements consistent with the level of proficiency with basic skills necessary to effectively complete the courses.*

### ADMISSION REQUIREMENTS

49. *Though there are normally no specific admission requirements for Certificates of Completion, for the reasons outlined above, and given the content of the Certificates, we are recommended that those who enroll have the equivalent of a high school diploma or meet McMaster’s criteria for adult learners with 3 years working experience in the sector.*

### CREDIT TOWARD ANOTHER CREDENTIAL

50. *Our courses are designed for the Certificates of Completion proposed above. We anticipate aligning our offerings with future revisions in the policy, including a new framework for microcredentials at McMaster.*
51. *We do not plan to offer any Certificates of Attendance related to these courses.*

### APPROVAL CRITERIA

52. *Because we will be charging fees (see 53. below), we understand that we must submit this proposal for the three Certificates of Completion to the Certificates and Diplomas Committee and then for consideration by the Undergraduate Council. We will submit updates if and when we plan to change or add to courses, as required by this point in the policy.*
53. *Please see the attached memo for the Fees Committee related to this point in the policy.*
54. *We believe these Certificates of Completion align both with the mission of Spark as well as McMaster’s commitment to community-engaged research and collaboration with community organizations, as explained throughout this proposal.*

### GUIDELINES AND LIMITATIONS

55. *Clarity and the protection of the McMaster certificate brand will be carefully considered, and no courses will be advertised without using the full term “Certificate of Completion,” as expected by the policy.*
56. *Our marketing materials and course descriptions will include the non-credit status of the course, that there will be learner evaluation, how the learner shall be graded (i.e., a letter grade), and that a “Certificate of Completion” will be awarded for successful completion of 2 courses within the Certificate with at least a C average.*

REPORT TO UNDERGRADUATE COUNCIL  
*from the*  
CURRICULUM AND ADMISSIONS COMMITTEE

FOR APPROVAL

I **BHSc (Integrated Rehabilitation and Humanities) Program Proposal**

At its meeting on April 27, 2022, the Curriculum and Admissions Committee approved, for recommendation to the Undergraduate Council, the *Bachelor of Health Sciences (Integrated Rehabilitation and Humanities)* for inclusion in the 2023-2024 Undergraduate Calendar. Details of the proposal are contained within the circulated documents.

It is now recommended,

that the Undergraduate Council approve, for recommendation to the University Planning Committee and Senate, the establishment of the *Honours BHSc in Integrated Rehabilitation and Humanities* for inclusion in the 2023-2024 Undergraduate Calendar, as recommended by the Faculties of Health Sciences and Humanities, and set out in the attached.

Undergraduate Council  
May 10, 2022



# BHSc. (Integrated Rehabilitation and Humanities)

April 20, 2022

# The Past

- OT,PT, SLP RS and health management at graduate level only
- In 2019, developed + launched the first undergrad course as part of the BHSc program: Fundamentals of rehabilitation science
- In 2021, we developed the Rehabilitation Sciences Certificate (Transcript notation)
  - Tremendous interest; first cohort - 2022
- A strategic partnership with Humanities to increase awareness of the value of the humanities in the rehabilitation sciences (↑ focus medicine & humanities+++)
- Secured seed funding from the Provost's Strategic Alignment Fund (Jan. 2021)

# Curriculum Map: Year 2-4 snapshot

## Year 2

- 2 courses in partnership with BHS (Physiology and Anatomy)
- 1 Fundamentals of Rehab Course (Rehab course already developed )in BHS
- 2 Humanities courses
  - Medical Terminology
  - Bioethics
- 2 electives
  - 1 from Humanities
  - 1 any Faculty
- 3 new courses by Rehabilitation

## Year 3

- 2 course equivalent of Experiential-focused Practicum
- 5 elective courses
  - 4 in humanities
  - 1 any faculty
- 3 rehab courses
  - Rehab Inquiry II
  - Understanding Disability
  - Selected Topics (RS)

## Year 4 (10 courses, 30 units)

- 2 or 4 Undergraduate research project
- 4 or 6 Electives
  - 4 Humanities courses
  - 1 any faculty
- 2 Rehab courses



# Admission Requirements

- Completion of any Level 1 program & a Grade Point Average of at least 6.0
- Submission of supplemental application to the School of Rehabilitation Science\*
- Survey of students completed: BHSc, Humanities, Life Sciences, Rehab students.
- Also expect student interest from Social Science (PNB, Health Aging and Society, Society, Culture and Religion) based on applicants into SLP and OT.

\*Black facilitated admissions process under development

# Enrolment Planning

Academic Year	Year 1	Year 2	Year 3	Year 4	Total Enrolment
2023	Level 1				
2024	Level 1	50			50
2025	Level 1	75	42		117
2026	Level 1	100	63	35	198
2027	Level 1	100	85	53	238
Maturity	Level 1	100	85	72	257

We estimated a 15% attrition yearly. This rate was based on discussions with other interdisciplinary programs at McMaster. This rate includes students that choose to change programs and focus elsewhere, drop out of university for personal reasons and those who academically underperform.



## NEW PROGRAM PROPOSAL

### **BHSc (Integrated Rehabilitation and Humanities)**

**[March 23, 2022]**

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# COMPLETING THE NEW PROGRAM PROPOSAL DOCUMENT

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This New Program Proposal template is structured to correspond with the evaluation criteria outlined in McMaster's Policies, Procedures and Guidelines:

<https://www.mcmaster.ca/policy/AdminAcad/AcadAdmin/AcademicProgramReview.pdf>.

For additional information, contacts or guidebooks, departments can visit the IQAP website <https://mi.mcmaster.ca/iqap/> or email [iqap@mcmaster.ca](mailto:iqap@mcmaster.ca).

***Please ensure that your department refers to the New Program Proposal Guidebook for clarification and further information on the types of evidence required and, where applicable, what resources are available to assist in retrieval or interpretation of the information required for this proposal.***

## CHECKLIST FOR NEW PROGRAM PROPOSALS

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The following section indicates all the items that are required as part of a **complete** new program proposal package which includes all the necessary documents. Part I, II and III should be submitted as separate files to [iqap@mcmaster.ca](mailto:iqap@mcmaster.ca).

### PART I: COMPLETE NEW PROGRAM PROPOSAL DOCUMENT

- ☐ Complete New Program Proposal Template
- ☐ Faculty CVs (can be submitted on CD or USB)
- ☐ Memorandum(s) of Understanding (Letters of Support) (if applicable)

### PART II: RESOURCE IMPLICATIONS AND FINANCIAL VIABILITY TEMPLATE

- ☐ Completed
- ☐ Approved

### PART III: FEES MEMO

- ☐ Completed
- ☐ Approved

*Chair's Declaration of New Program Proposal Completeness:*

I, [Dina Brooks](#), have reviewed the New Program Proposal for BHSc (Integrated Rehabilitation and Humanities) and agree that it is complete and satisfies all of the requirements McMaster University's Policy on Academic Program Development and Review.

Signature:

*Dean's Declaration of New Program Proposal Completeness:*

I, [Pamela Swett](#), have reviewed the New Program Proposal for BHSc (Integrated Rehabilitation and Humanities) and agree that it is complete and satisfies all of the requirements McMaster University's Policy on Academic Program Development and Review.

Signature:

I, [Susan Denburg](#), have reviewed the New Program Proposal for BHSc (Integrated Rehabilitation and Humanities) and agree that it is complete and satisfies all the requirements McMaster University's Policy on Academic Program Development and Review.

Signature:

# **1 PROGRAM**

## **1.1 PROGRAM DESCRIPTION**

Recent evidence highlights the benefits of including arts-based subjects in the training of medical students, who can thereby improve their communication, reflexivity, and observation skills. Professionals who understand the complex nature of health and wellbeing will be able to better address the needs of their clients and communities.

We believe that by focusing on the interfaces between rehabilitation, health, and the humanities, we can build a unique undergraduate program that will impact individual learners and a society where such skills are critically needed. This will involve integrating the restoration, maintenance, and improvement of health through rehabilitation with a deep engagement with questions about what it means to be human at its most fundamental level, as reflected in the creative arts, literature, music, history, peace and cultural studies, linguistics, the classics, communication studies, philosophy, ethics, theatre, film, and more.

The proposed program brings humanities education offered by the Faculty of Humanities and combines it with the clinical knowledge of rehabilitation. This will create a unique undergraduate program that is focused on training empathetic professionals and engaged citizens.

In this program, just over half of the content will be offered by the Faculty of Health Sciences; just over one-third by the Faculty of Humanities; and the remaining one-sixth from other university courses to fulfill the learning outcomes of the program. With this structure, students in the BHSc (Integrated Rehabilitation and Humanities) will encounter strong experiential learning components, options for clinical research and opportunities to participate in community engagement.

### **1.1.1 Program Objectives**

BHSc (Integrated Rehabilitation and Humanities) aims to integrate principles and courses from the Faculties of Humanities and Health Sciences (School of Rehabilitation Science) to accomplish the following objectives:

1. Teach students what it means to be human at its most fundamental level, as reflected in the different aspects of humanities, including history, philosophy, literature, and the creative arts.
2. Introduce students to the multiple interfaces between the humanities, health, and rehabilitation that can help them engage and transform their communities.
3. Prepare students to understand the complex nature of health and well-being and have the knowledge and skills to address such complexity by combining humanities and rehabilitation perspectives.



4. Prepare students for future excellence by having them engage with critical thinking and collaborative problem-solving.

To accomplish the above objectives, the program will emphasize interprofessional interactions, knowledge-informed decision making, community engagement, practical experiences, and exposure to research.

## **1.2 PROPOSAL PREPARATION AND CONSULTATION PROCESS**

The School of Rehabilitation Science (SRS) offers educational programs in occupational therapy, physiotherapy, speech-language pathology, rehabilitation science and health management at the graduate level. In 2019, the SRS developed the first ever undergraduate course in rehabilitation science (HTHSCI 3RS3) as part of the BHSc program at McMaster. This 3-unit course focuses on the fundamental concepts and theories specific to the role of rehabilitation professionals in the local, national, and global contexts. Students explore the clinical practices and unique roles of physical therapy, occupational therapy, and speech language pathology. Given the tremendous interest in the course (filling the 100 spots within hours of opening course registration), the SRS developed the Rehabilitation Sciences Certificate. This certificate provides a comprehensive academic credential specifically for undergraduate students where they will have opportunity to develop the foundational knowledge and skills needed for careers as healthcare professionals, which can enhance their employability in the field of rehabilitation (e.g., disability coordinator, case manager, claims analyst, mental health worker, return to work coordinator), as well as provide a foundation for applying to graduate studies in the health and rehabilitation sciences. The certificate was approved in the fall of 2020.

The program being proposed here builds on this undergrad course and certificate, in which BHSc and Kinesiology were partners. Leadership at the SRS felt that a partnership with Humanities could increase awareness of the value of the humanities in the rehabilitation sciences. After the SRS and the Faculty of Humanities successfully approached the Provost's Strategic Alignment Fund and secured seed funding, a committee was formed consisting of key faculty from the Faculty of Health Sciences (FHS) and Humanities: the Integrated Rehabilitation and Humanities Committee (IRHC). The IRHC's first task was to identify the ideal qualities and attributes that a graduate of our program should possess, attributes that played an important role in guiding the program's curriculum development.

In addition, the RHHC engaged faculty and staff at the SRS to give advice about the proposed program, to solicit further community input, and to assess local capacity for experiential and research learning. Information gleaned from the meetings were used to further inform our program proposal. Appendix 1 summarizes these consultations.

Preparation has also involved forging new relationships between programs in the Faculty of Humanities and the SRS in the Faculty of Health Sciences. Given that the new Program will require resources from several programs and departments, we consulted with leadership of the BHSc at McMaster (Dr. Stacy Ritz) who agreed to partner on some of the courses that will be offered either as mandatory or as electives.

We also consulted with Dr. Kim Dej (Associate Vice-Provost) to explore the type of degree that would be most appropriate (*i.e.*, Bachelor of Science).

The Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching was consulted extensively throughout the development of this proposal. Advice was received on how to articulate program learning outcomes, how to relate the outcomes to degree level expectations, and how to determine how the program fills a gap in the higher ed sector and the labour market.

### **1.3 CONSISTENCY WITH MCMASTER'S MISSION AND ACADEMIC PLAN**

#### **1.3.1 Consistency with the Strategic Mandate Agreement**

This [Strategic Mandate Agreement](#) between the Ministry of Colleges and Universities and McMaster University is a key component of the Ontario government's accountability framework for the postsecondary education system. The Strategic Mandate Agreement (SMA) serves several purposes including highlighting the provincial government objectives and priority areas for the postsecondary education system and describing the elements of Ontario's performance-based funding mechanism. In the SMA3 also establishes the basis of enrolment-related funding over the five-year SMA3 period (2020-2025). For each institution, the SMA3 establishes allowable performance targets for 10 metrics upon which institutional performance will be assessed.

The proposed undergraduate program is closely aligned with the University's academic plan and priorities and current Strategic Mandate Agreement (SMA); specifically:

1. Experiential learning (Skills and Job Outcomes): This program integrates experiential learning experiences across the program, which will provide hands-on and applied training opportunities.
2. Institutional strength/focus (interdisciplinary): This Humanities and Rehabilitation undergraduate program is a highly innovative interdisciplinary program that is the only one of its kind across Canada and the United States.

#### **1.3.2 Consistency with McMaster Goals and Priorities**

The proposed undergraduate program aligns well with the following University's strategic goals:

1. Developing a distinctive, personalized, engaging, and sustainable student experience. To meet societal and labour market needs and student demand, the BHSc (Integrated Rehabilitation and Humanities) will provide innovative, interdisciplinary and multi-disciplinary education that will engage students and provide opportunities both in terms of graduate studies and career preparedness. Its innovative delivery methods will enhance the learning experience by incorporating experiential learning, learning portfolios, online learning (where appropriate), research exposure and other opportunities.

2. Enhancing the connections between McMaster and the communities we serve, locally, provincially, nationally, and around the globe. Given the unique nature of this program, BHSc (Integrated Rehabilitation and Humanities) will join other McMaster flagship interdisciplinary programs and be uniquely positioned globally and nationally. The strategic priority on internationalization is met through recruitment of international students to the program. In developing the proposal, we have engaged local stakeholders who have helped shape the content and format of the program (refer to 1.6.2). These stakeholders have also committed to continue involvement as students enroll, through the experiential learning component.

In May 2021, the President David Farrar launched [the new strategic plan](#) based on campus-wide feedback. The proposed undergraduate program aligns well with priority *Teaching and Learning*. The interdisciplinary nature of this program, the experiential learning, and research component will provide an excellent educational experience for students.

#### 1.4 PROGRAM LEARNING OUTCOMES

Prior to graduating from the **BHSc (Integrated Rehabilitation and Humanities)**, each student will have the ability to:

- 1 **Describe** the relationship between rehabilitation, health, and the humanities in the development and design of health and social contexts that optimize human functioning.  
[RELATIONSHIP-BASED CULTURE]
- 2 **Employ** the creative arts to examine human experiences of health, healing, and recovery using rehabilitation frameworks. [CREATIVITY AND THE HUMAN EXPERIENCE]
- 3 **Understand** the foundations of human functioning (e.g., anatomy & physiology) and analyze (and critique) existing health, wellness, rehabilitation, and clinical frameworks. [FOUNDATIONS OF CLINICAL REASONING]
- 4 **Develop and demonstrate** the skills of empathy, humility, curiosity, and compassion that are necessary for professional and therapeutic interactions and enhance inclusive excellence (equity, diversity, inclusion, belonging, decolonization, anti-oppression). [COMMUNICATION AND INCLUSIVE EXCELLENCE]
- 5 **Understand and apply** professional standards, theory, evidence, and ethics to address current and future health and rehabilitation challenges. [ETHICAL REASONING AND PROFESSIONAL CONDUCT]
- 6 **Appraise** and apply evidence that advance everyday health and functioning.  
[EVIDENCE-BASED PRACTICE]

- 7 Apply** their knowledge and skills in the humanities and rehabilitation science through experiential learning opportunities locally and globally. [LOCAL AND GLOBAL PERSPECTIVES OF COMMUNITY ENGAGEMENT AND IMPACTS]

### 1.5 CONSISTENCY WITH DEGREE LEVEL EXPECTATIONS (DLE)

UNDERGRADUATE PLOS	DLEs*
Relationship-based culture	1,2,3,4,5,6
Creativity and the Human Experience	1,2,3,5
Foundations of Clinical Reasoning	3,4,5,6
Communication and Inclusive Excellence	1,2,4,5
Ethical Reasoning and Professional Conduct	4,5,6
Evidence-based Practice	1,2,3,5
Local and Global Perspectives of Community Engagement and Impacts	1,2,3,4,5,6

\*1: Depth and Breadth of Knowledge; 2: Knowledge of Methodologies; 3: Application of Knowledge; 4: Communication Skills; 5: Awareness of Limits of Knowledge; 6: Autonomy and Professional Capacity

**Depth and Breadth of Knowledge.** The breadth of knowledge will be addressed in the humanities courses that cover a variety of foundational disciplines, such as history of medicine and healthcare, linguistics, philosophy, and ethics as well as peace and cultural studies. In the courses related to rehabilitation science, key areas of knowledge will be covered where students will explore in-depth the historical underpinnings of approaches to rehabilitation and healthcare. This exploration will be discussed in the context of past and current conceptualizations of health, functioning and disability, as well as how these are reflected in local (provincial, national) and global approaches to health and recovery.

**Knowledge of Methodologies.** Students will gain knowledge in common practices in evidence-based rehabilitation that will be generated through both humanities and rehabilitation coursework. Students will learn various quantitative and qualitative methodologies alongside the foundational principles of ethics and ethical decision-making. Once they have a grounding in quantitative (e.g., survey, meta-analyses, systematic reviews) as well as qualitative methodologies (e.g., interviews, content analysis, case studies), they will then be introduced to various clinical scenarios through inquiry-style courses in the rehabilitation sciences. Students will also consider how these methodologies inform clinical decision making in a health and rehabilitation context. Assessment of these methodologies taught in the introductory courses (year 2) will take the form of multiple-choice exams to ensure students have the prerequisite knowledge of these methodologies. In upper year courses (years 3 & 4), students will use scenarios, based on actual clinical situations, where they will be assessed individually as well as in small groups on their ability to apply and share their reasoning through both oral presentations and written work.

**Application of Knowledge.** Students will apply their humanities and rehabilitation science knowledge through a variety of classroom and community-engaged learning experiences. For example, in Year 3, students will engage in community-based fieldwork placement within a health, social and/or rehabilitation-related setting. This learning opportunity has been strategically placed at this point in the curriculum so that

students engage in this experiential learning during courses offered in the third and fourth years of study. Students will also be able to share their respective experiences with one another through their small group learning approaches. In their final year, they will complete a research project that will involve a self-analysis at the outset so they can do an in-depth analysis of their strengths as well as gaps in their learning that can go into a portfolio, and they can then plan some of the learning in this project to address these gaps.

**Communication Skills.** The development of strong oral and written communication skills is critical and foundational to any professional career, and particularly those in health and social sectors. Communication skills will include listening, argumentation, written expression, clarity, concision, openness, respect, empathy, and engagement. Given the relatively small intake of students to this program, students will have an opportunity to practice these skills in classes as well as complete written assignments where they will receive personalized feedback to advance their communication skills. Classes will have invited speakers from the community who will share their lived experiences. As well, students are expected to be able to apply their communication skills through their fieldwork placement in the third year of the program.

**Awareness of Limits of Knowledge.** While the focus of this undergraduate program is to grow knowledge in the humanities as well as rehabilitation science, it is also critical that students understand the inherent limitations of various approaches and are critical consumers of such knowledge. For example, in the Rehabilitation Science Inquiry Courses (SRS 2R13 / SRS 3R13 / SRS 4R13), students will be introduced to a variety of perspectives of health and rehabilitation with the aim of discussing and debating different viewpoints of health, disability and functioning to develop their critical thinking skills. In the Measurement Fundamentals in Rehabilitation Science course (SRS 3MF3), students will learn about measurement theory as it applies to rehabilitation science, including the process of tool selection and how to appraise different measures in terms of their clinical feasibility, usability, and other key properties. Pragmatic considerations when it comes to the fidelity of interventions is another important limitation that will be addressed through course work that will include active and experiential learning opportunities. It is important that students recognize that health, functioning, and disability differ across individuals and across cultures. Hence students will also reflect on equity, diversity, and inclusion (EDI) when it comes to existing health and rehabilitation approaches and evidence. In this way, they will be better positioned to promote EDI going forward in their respective personal and professional pathways.

**Autonomy and Professional Capacity.** This program includes a strong focus on experiential learning opportunities where students will apply their knowledge in real-world contexts. For example, in their third year, students will undertake a fieldwork placement where the aim is to further develop their critical thinking and decision-making skills in a professional setting, where they will be working alongside others in different capacities. They will then bring this learning back to the classroom where it can be applied in their fourth-year courses, including their capstone project. Hence, graduates from our program will be able to pursue graduate degrees in the health and rehabilitation sciences, including occupational therapy, speech-language pathology, physical therapy, or Master of Science in rehabilitation science. This program will also

implement a learning portfolio where students can track evidence of their learning and experiences, which will help with documenting key learning experiences that are necessary for pursuing careers in the social or health sectors, and many others where there is growing labour market demand for such graduates.

## 1.6. DEMAND FOR PROGRAM

### 1.6.1 EVIDENCE OF SOCIETAL/LABOUR MARKET NEED

Development of an BHSc (Integrated Rehabilitation and Humanities) is justified by market demand, student interest, availability of programs in Canada and employer support. We explored potential occupations that graduates from the BHSc could enter upon graduation and reviewed the job trends. The chart below demonstrates these using NOC code retrieved from

<https://www.services.labour.gov.on.ca/labourmarket/search.xhtml?lang=en>.

NOC	OCCUPATION	ANNUAL INCOME	GROWTH RATE	TOTAL OPENINGS
3234	Other technical occupations in therapy and assessment	40,655	11.1 - 12%	1001 - 2000
4165	Health Policy researchers, consultants, and program officers	72,767	11.1 - 12%	4001 - 5000
4012	Post-secondary teaching and research assistants	28,166	9.1 – 10%	3001 – 4000
0311	Managers in Health Care	93,868	8.1 – 9%	3001 – 4000
3414	Other assisting occupations in support health services	41,379	9.1 – 10%	3001 - 4000

The overall employment outlook for graduates can be categorized as stable with demonstrated patterns of growth. The chart below demonstrates these potential occupations following further education using NOC code retrieved from

<https://www.services.labour.gov.on.ca/labourmarket/search.xhtml?lang=en>.

NOC	OCCUPATION	ANNUAL INCOME	GROWTH RATE	TOTAL OPENINGS
3142	Physiotherapists	73,170	11.1 – 12%	2001 – 3000
3143	Occupational Therapists	74,579	10.1 – 11%	501 – 600
3112	General practitioners and family physicians	102,176	17.1 – 18%	7001 – 8000
3236	Massage Therapists	30,047	11.1 – 12%	2001 – 3000
3122	Chiropractor	57,055	8.1 – 9%	601 – 700
3141	Audiologists and speech-language pathologists	79,471	9.1 – 10%	901 – 1000
3124	Allied primary health practitioners	96,046	9.1 – 10%	501 – 600
3125	Other professional occupations in health diagnosing and treating	52,760	12.1 – 13%	801 - 900

### 1.6.2 COMMUNITY STAKEHOLDER INTERVIEWS AND CONSULTATIONS:

From May to July 2021, a total of nine (9) interviews were completed with various community stakeholders who reflect a wide range of employment sectors in public, private, and nonprofit contexts. The table below outlines the organizations that participated in this consultation. The primary aim of these interviews was to explore each organization's perspective regarding the employment prospects for graduates with this program. More specifically, the following topics were discussed: 1) the demand or need of potential employers for graduates of this program (*i.e.*, current, and emerging jobs for graduates); 2) any suggested areas of learning that should be targeted during the program (*i.e.*, knowledge, skills, abilities); and finally, 3) their potential to offer experiential learning opportunities in partnership with the BHSc program. An overview of findings from across the interviews is presented here. A narrative summary from each individual interview is also provided in Appendix 2.

Community Stakeholder (Position of those interviewed)	Sector
CBI Health (Director of Operations)	Private
Music Therapists of Ontario (President and Small Business Owner)	Private and Nonprofit
IMHope (CEO, Health Innovation)	Nonprofit
United Way Hamilton-Halton (Director, Organizational Performance)	Nonprofit
Thrive Group* (CEO and Long-term Care (LTC) Administrator)	Private and Nonprofit
YMCA – Hamilton/Brantford/Burlington (Senior Regional Manager)	Nonprofit
March of Dimes (VP and Chief Administrative Officer, HR)	Nonprofit
City of Hamilton (Project Manager)	Public
YWCA – Hamilton (CEO)	Nonprofit

\*two (2) people in leadership positions from the same organization were interviewed.

Every community stakeholder who participated in the interviews expressed enthusiasm for our program's focus. Many recognized that graduates from this program would have the ability to strengthen current and emerging areas of emphasis in the health and social sector. For example, optimizing the client (or patient) experience is an area of strategic focus where efficacious approaches are needed to advance equity, diversity and inclusion across underrepresented and underserved groups. The combination of rehabilitation, health, and humanities was viewed as a unique strength of the intended program. Graduates are expected to have the ability to not only search, locate, and apply evidence-based practices, but also the creativity to communicate in different and effective ways with those from different professional and personal backgrounds. In fact, one of the stakeholders used the word 'translator' to describe how a graduate from the program could help bridge the needs of a client with community organizations from different backgrounds to ensure they are supported. This stakeholder described graduates of this prospective program as having a 'competitive' advantage over other applicants within their organization given their unique skillset.



When asked about potential careers and corresponding annual incomes, there was much discussion as to what might be offered to graduates of this program. A range of positions were identified, such as case managers, as well as administrative and frontline staff for different programs, including leisure and recreation programming, across different populations (e.g., older adults, youth), as well as contexts (e.g., community centres, long-term care). For example, those in the nonprofit sector indicated that they could see graduates in a variety of positions, such as communication and marketing, as well as philanthropy, where the ability to share 'stories with impact' is key. Many were excited to see where students might fit best in their organization, and that is where they saw value in offering placements to those in the program. For example, the YMCA indicated that they have many different opportunities for their staff ranging from after-school and childcare to housing and immigrant support services. Of those stakeholders who were able to provide an estimate of annual income, starting salaries ranged from \$40,000 to \$60,000 or more, if the applicant had additional expertise, such as volunteering in philanthropic causes, or had sought additional training designations (e.g., project management professional, human resources professional). The stakeholders all described this program as a strong foundation to pursuing such designations.

Most notably, each stakeholder was eager to partner with the program to develop 'exposure' placements for students in their third year. Many indicated they would be happy to also provide guest lectures or contribute in other ways to teaching and learning through other coursework. The stakeholders saw such placements as a 'win-win' where students have an opportunity to apply their emerging skills, knowledge, and abilities, and the respective organization benefits by having leading-edge, evidence-based practices shared by the student. Not surprisingly, placements were viewed as a viable means of recruiting students for full-time employment positions upon their graduation.

Given that this would be a new program, stakeholders emphasized the importance of ensuring the program includes courses where students learn how to effectively communicate and advocate for how their knowledge, skills, and abilities are congruent with different advertised positions. In fact, two stakeholders offered to set up meetings with their managerial team, once the program is approved, to increase awareness about the program and the strengths of graduates. They saw enormous value of this program and what graduates with this training will bring to organizations that bridge the health and social sectors.

### **1.6.3 EVIDENCE OF STUDENT DEMAND**

We surveyed a total over 1000 students from the Bachelor of Health Sciences, Humanities, Life Sciences, and Rehabilitation Science at McMaster University and secured a 20% response rate.

Students were asked: "If such a program BHSc (Integrated Rehabilitation and Humanities) were available, would you have considered it as an option?" Details can be found in Appendix 3.



Answer	Percentage
Yes	36%
Maybe	25%
Not for me, but I think it would be valuable for other students.	34%
No. I do not think it would be a valuable degree.	4%

There were numerous suggestions on how to make this undergraduate program attractive to students. Many of the suggestions, such as experiential learning and research opportunities, have been incorporated in the development of the program.

#### 1.6.4 JUSTIFIABLE DUPLICATION

Although other undergraduate programs in rehabilitation exist in Ontario or Canada, there are no specific humanities and rehab undergrad programs. There are, however, several humanities and medicine programs, minors and certificates offered in Canada (Appendix 4). Three aspects of the proposed BHSc (Integrated Rehabilitation and Humanities) combine to make it a unique and innovative program: 1) our focus on rehabilitation rather than medicine; 2) our focus on interdisciplinary practice; and, 3) the fact that interdisciplinarity is embraced within core courses as well as experiential learning and research. We expect that this program will be a feeder for graduate programs in rehabilitation and other professions. We also expect, however, that our graduates, who have been trained at the intersections of health, rehabilitation, and human values, will become valued contributors to these fields, and may indeed form the beginnings of a new professional category.

At McMaster University, there will be some overlap between BHSc (Integrated Rehabilitation and Humanities) and the Bachelor of Health Sciences (Honours) Program (BHSc), but it will be small. The BHSc (which is a single Faculty program) offers students an understanding of health from behavioural, biological, and population-based perspectives, through the integration of foundational and health sciences. Students in the BHSc (Integrated Rehabilitation and Humanities) will be required to take the anatomy and physiology course that BHSc offers. In addition, there are some courses in BHSc that BHSc (Integrated Rehabilitation and Humanities) could take, which are detailed in Appendix 5 and 6. The BHSc (Integrated Rehabilitation and Humanities) is distinctly different than the BHSc in that cross-Faculty coursework, experiential learning, problem-based learning, and inquiry approaches are focused on key issues in rehabilitation science and research.

#### 1.7 DEGREE NOMENCLATURE

The proposed program name is Bachelor of Health Science (Integrated Rehabilitation and Humanities). This nomenclature is consistent with the primary focus and the content of this degree. It is a bachelor's honours degree that is designed to meet Degree Level Expectation at the Bachelor's Honours level.

## 2 ADMISSION & ENROLMENT

### 2.1 ADMISSION REQUIREMENTS

We propose a level II entry for the program Integrated Rehabilitation and Humanities in order for it to be accessible to students from as many backgrounds as possible. The experience of existing programs across the University confirms a growing realization that programs benefit from students and faculty who come from a diversity of backgrounds—social, cultural, and educational—not least because students learn as much from one another as from their faculty. Considering this, aims to avoid creating unnecessary barriers to admission by over-emphasizing specific qualifications, and insofar as some competencies are necessary, students without them can begin the program and “catch up” in level II.

Admission Requirements: BHSc (Integrated Rehabilitation and Humanities)

Completion of any Level 1 program and a Grade Point Average of at least 6.0 (six point zero) and the submission of a supplemental application to the School of Rehabilitation Science. Selection will be based on academic achievement in year 1, alongside video-recorded and written statement(s) responses to questions where students will outline their motivation and interest in pursuing the proposed program.

### 2.2 ENROLMENT PLANNING AND ALLOCATIONS

Academic Year	Cohort Year 1	Cohort Year 2	Cohort Year 3	Cohort Year 4	Total Enrolment
2023	Level 1				
2024	Level 1	50			50
2025	Level 1	75	42		117
2026	Level 1	100	63	35	198
2027	Level 1	100	85	53	238
Maturity	Level 1	100	85	72	257

We estimated a 15% attrition yearly. This rate was based on discussions with other interdisciplinary programs at McMaster. This rate includes students that choose to change programs and focus elsewhere, drop out of university for personal reasons and those who academically underperform.

### 2.3 ALTERNATIVE REQUIREMENTS

The admission requirements proposed in 2.1 are intentionally broad and motivated by our conviction that the program will be strengthened by the diversity of its students. We therefore propose to grant the Director of the program, or their designate, broad discretion to substitute other units to serve as the entrance requirements.

### 3 STRUCTURE

#### 3.1 ADMINISTRATIVE, GOVERNANCE AND COMMUNICATION

Since the BHSc (Integrated Rehabilitation and Humanities) is an interdisciplinary program, the Memorandum of Agreement (MOA) between the Faculty of Humanities and the Faculty of Health Sciences (SRS) articulates administrative and governance structure of the program. A brief overview of each committee and corresponding subcommittee (inc. working groups, where appropriate) is provided below alongside a schematic (Figure 1) that reflects the reporting structure.

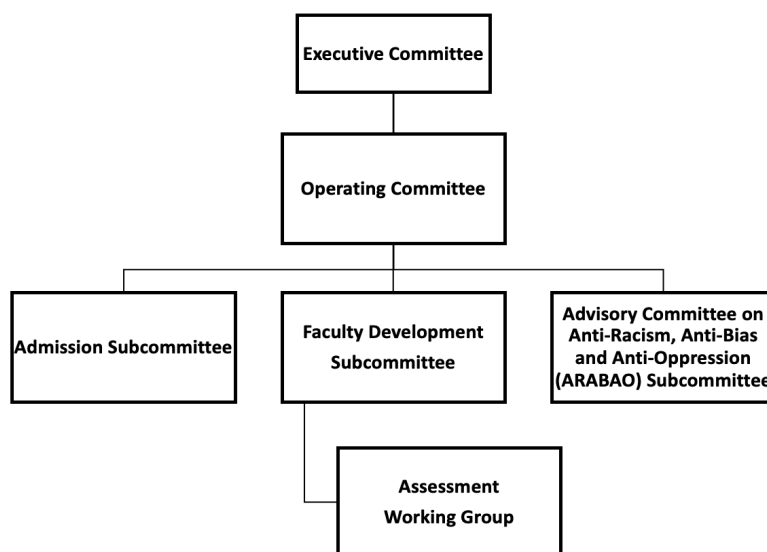


Figure 1. Proposed Governance Organizational Structure for the BHSc (Integrated Rehabilitation and Humanities)

##### 3.1.1 EXECUTIVE COMMITTEE OF THE BHSc (INTEGRATED REHABILITATION AND HUMANITIES)

An Executive Committee provides oversight for matters related to program finances and program resourcing. The Executive Committee will meet once per year, at a minimum, to review financial results and to review and approve any required changes.

Membership of the Executive Committee is as follows:

- Executive Vice-Dean & Associate Vice-President Academic
- Dean, Faculty of Humanities
- Associate Dean (Academic), Faculty of Humanities
- Vice Dean, School of Rehabilitation Science
- Director, Integrated Rehabilitation and Humanities
- Director of Administration, SRS
- Director, Finance and Administration, Faculty of Humanities.

### **3.1.2 OPERATING COMMITTEE OF THE BHSc (INTEGRATED REHABILITATION AND HUMANITIES)**

The program is overseen by a Director and is supported by a Program Coordinator. A standing Operating Committee has responsibility for curriculum development. The Operating Committee will also **elect a subcommittee for admissions (see 3.1.2.1).**

The composition of the Operating Committee is as follows:

- Chair: Director of the BHSc (Integrated Rehabilitation and Humanities)
- Faculty: Five faculty members, three from the SRS and two from the Faculty of Humanities, to be appointed by their respective Dean/Vice Dean for staggered three-year terms
- Students: Two undergraduate students, registered in the program, to be appointed by the Director for a two-year term
- Program Coordinator (non-voting)

The Program Director will be selected by a committee co-chaired by the Dean/Vice Dean (or their delegates) from the Faculties of Humanities and the SRS. The normal term appointment for the Program Director shall be five years, with the possibility of renewal once. The Program Director will be accountable to the program's Executive Committee and will report jointly to the Dean of Humanities and Vice Dean of SRS. Remuneration for the Program Director (e.g., stipend, course releases,) will be provided by the Program. Terms of Reference for this position are outlined in Appendix 8.

**The following subcommittees fall under the Operating Committee:**

#### **3.1.2.1 ADMISSIONS SUBCOMMITTEE**

The Operating Committee will also include a subcommittee focused on admissions. This subcommittee will consist of the program's Director and one faculty member from each faculty. This team will oversee the admissions process, including review of applicants. They will also work closely with the Advisory committee on anti-racism, anti-bias, and anti-oppression (see 3.1.2.3) on initiatives, such as the facilitated black admissions process, to ensure equity and inclusion of potential applicants.

#### **3.1.2.2 FACULTY DEVELOPMENT SUBCOMMITTEE**

The Faculty Development subcommittee also sits under the Operations Committee. This committee will be comprised of faculty members from all levels, including sessional faculty, alongside the program coordinator, who will work together to review existing courses (see Appendix 6) and new courses (see Appendix 7) in the program. If the proposed program is fortunate to be approved, this committee will get to work right away on course development that will assist the operating committee with curriculum development. This subcommittee will be comprised of equal numbers of Rehabilitation Science and Humanities faculty who will, in turn, consult their respective faculty more broadly, as needed. Once the program is launched, this committee will meet at least

once every academic term. The 'Faculty Development subcommittee's' *Terms of Reference* will aim to:

- 1) Ensure a 'culture of collaboration' where resources and expertise among faculty members (permanent, tenured, and sessional) in Humanities and Health Sciences are shared.
- 2) Provide a forum for faculty of all levels (permanent, tenured, and sessional) to share course-by-course foci and pedagogies, including assessment methods

**3.1.2.2.a ASSESSMENT WORKING GROUP** – This working group will focus specifically on ensuring the evaluation processes in the program are integrative and reflective of the humanities as well as rehabilitation science. By reviewing the assessments for quality, validity, and paradigmatic alignment within and across courses, this committee has an important and unique role. They will also ensure faculty, including sessional instructors, are oriented to the methodologies, approaches and perspective of the program. This committee will, when needed and appropriate, make recommendations for course development or adjustment specific to assessment methods. Such recommendations will be reported to the Operating committee, who is responsible for curriculum. This working group will be comprised of up to 4 members will include faculty from both the humanities and rehabilitation science.

#### **3.1.2.3 ADVISORY COMMITTEE ON ANTI-RACISM, ANTI-BIAS AND ANTI-OPPRESSION (ARABAO) SUBCOMMITTEE**

Both the School of Rehabilitation Science and the Faculty of Humanities are strongly committed to the principles of equity, diversity, inclusion (EDI), accessibility, and Indigenous Reconciliation (IR). For the proposed BHSc (Integrated Rehabilitation and Humanities), we will set-up an ARABAO subcommittee, which will be co-chaired by a faculty and a student member from the program, and include staff, students, faculty, as well as community stakeholders, such as those who host student internships where the focus is on shared practices, communication strategies, language, inclusive and accessible teaching and learning principles across all courses, and educational initiatives through the lens of anti-racism, anti-bias and anti-oppression. The committee will also ensure that the curriculum reflects culturally diverse/relevant approaches and reflects anti-racism, anti-bias, and anti-oppression content. The committee will provide ongoing guidance, advice, and/or recommendations to the Operating committee concerning equity and diversity initiatives and advise on such initiatives to ensure they are inclusive and accessible. This committee will set annual goals. This committee will report to the Operating Committee who will ensure any recommendations from this committee are implemented accordingly.

### **3.2 STRUCTURE AND REGULATION**

The governance of the program is structured to achieve program learning outcomes. The program will have a dedicated director whose main responsibility is to guarantee that the curriculum and any proposed changes to curriculum will contribute to the

program learning outcomes. As outlined above, the Operating Committee and respective subcommittees will meet at designated intervals to ensure the program is effectively delivered and to consider curriculum changes that might enhance program learning outcomes. The composition of the operating committee assures that the interdisciplinary nature of the program remains intact. The Executive Committee will meet at least once a year and will have financial oversight of the program.

## 4 CURRICULUM AND TEACHING

### 4.1 PROGRAM CONTENT

The curriculum for the BHSc (Integrated Rehabilitation and Humanities) program will produce graduates who understand the complex nature of health and well-being and have the knowledge and skills to address such complexity using a combined rehabilitation and humanities lens. To meet this goal, the curriculum includes experiential learning components, research opportunity, courses, as well as self-directed learning. The program places high priority on community engagement and interdisciplinary learning. The delivery of the curriculum will be informed by principles of equity and diversity.

Given the large number of potential courses, the program will outline pathways for those planning different careers. For example, for those who wish to pursue further education for a health professional degree, the pathway would consider the different prerequisites for entry to practice degrees. For those interested in research or managerial positions, a specific pathway would be suggested. For those interested in working in the health and social sector immediately upon graduation, specific recommendations will be made. For those more interested in the Humanities, there are a number of options for them to pursue in graduate studies. Experiential learning will be tailored to students' individual goals. Future development of the program could include specific combined Honours with other programs.

### 4.2 PROGRAM INNOVATION

The BHSc (Integrated Rehabilitation and Humanities) is innovative in its subject matter: complex nature of health and well-being through a rehabilitation and humanities lens. It partners a focus on restoring, maintaining, and improving health through rehabilitation with what it means to be human at its most fundamental level, as reflected in the creative arts, literature, music, history, philosophy, and more.

Other innovations that will be incorporated are as follows. We will use **universal design** in our educational approach, aiming to be as open and accessible as possible and using diverse modes of delivery. All students will complete a component of their learning in the community within a **community and academic partnered environment**. Finally, the courses will be delivered through close cooperation of faculty from humanities and SRS using **interdisciplinary teaching strategies**.

### 4.3 MODE(S) OF DELIVERY

To enhance student experience, and to ensure that program learning outcomes are accomplished, the program will employ different modes of delivery that include:

1. *Cross-faculty coursework*: coursework will be designed to provide cutting edge interdisciplinary and transdisciplinary programming and to ensure such programs can be delivered effectively and sustainability.
2. *Experiential learning*: experiential is the process of learning through experience and through reflection on the experience.
3. *Problem-based learning and inquiry approaches*: there is a core group of three required inquiry courses where students are initially introduced to a variety of rehabilitation perspectives with the aim of discussing and debating different viewpoints of health, disability and functioning to acquire a range of intellectual skills. These courses will facilitate the development of lifelong and self-directed learning in the context of one or two rehabilitation issues.
4. *Blended learning*: coursework will be provided using a combination of online and in person learning.
5. *Research experience*: All students will have the opportunity to partake in research with faculty in the SRS that ranges from review of literature, study design, data collection and analysis, and preparing the results for publication and presentation.
6. *Field trips, site visits and community engagement*: Throughout the curriculum, whether in coursework, experiential learning or research, students will engage with the community and will take part of site and field visits.

### 4.4 EXPERIENTIAL LEARNING

The program will invest in and create the required resources to facilitate experiential learning in the third year. An Associate Director of Experiential Learning will ensure that all students have at least a 3-unit and up to a 6-unit experiential learning opportunity consisting of either of the following:

1. *Placements*:  
Placements may occur in many different settings, experiencing the role of humanities in rehabilitation. Students might work in hospitals, nursing homes, rehabilitation centres, community centres, private clinics, organizations, or mental health departments.
2. *Community Projects*:  
Students would be partnered with a community group and work on a project that focuses on an aspect of rehabilitation, humanities, citizenship, or hard to reach population so that students encounter novel and unpredictable situations that support new learning. The goals will be to ensure that (1) learners are engaged intellectually, emotionally, socially, and/or physically, which produces an experience that is authentic; (2) relationships are developed and nurtured; (3) connections are formed between the student and the community.

The SRS presently has Memorandums of Understanding (MOUs) with over 150 sites to

provide placements for rehab students. Placements for the students in BHSc (Integrated Rehabilitation and Humanities) will be incorporated in these MOUs.

#### **4.5 ACCESSIBILITY & INCLUSION**

Standards set by the Accessibility for Ontarians with Disabilities (AODA) will be adopted in the development of new course materials and resources. Individual students with specific accommodation requests will be supported in disclosing their needs through formal channels.

The areas of accessibilities considered are teaching accessibility, creating accessible websites and media, and accommodations.

##### *Teaching Accessibility*

Teaching accessibility means that teaching will be conducted in a manner that is accessible to everyone. This will entail courses that are designed and delivered with a diversity of learning styles in mind by identifying and removing barriers to teaching and learning. We will also ensure that online delivery has features that will enhance accessibility. Course and lecture materials will be made available to student via podcasting and accessible documentation. All in all, we will make sure that will utilize the resources available under <http://accessibility.mcmaster.ca/teaching-accessibly> in designing and delivering new courses.

##### *Creating Accessible Websites and Media*

While using multimedia and digital resources enhances learning experience, it might create accessibility problems for some students. For example, podcasts will not be accessible for students hard of hearing. In this instance, an alternate format such as text transcription of the recording will be made available upon request. In general, we will utilize the resources available under <http://accessibility.mcmaster.ca/creating-accessible-content> if we have accessibility issues with multimedia content and digital resources.

##### *Accommodations*

We acknowledge that some accommodation might be required for students with accessibility issues. Students with physical disabilities or mental health disorders will be counselled by the office of the Student Accessibility Services, which makes recommendations for accommodations that will be implemented by the program. In addition, the Faith and Spirituality Day Calendar will be consulted to accommodate students who want to observe religious and other faith-based obligations.

#### **4.6 RESEARCH REQUIREMENTS (IF APPLICABLE)**

All students will have at least a 3-unit and up to a 6-unit research focused course. The research project would be a capstone thesis that consists of undertaking a narrative, systematic or scoping review, collecting, and analyzing data, and preparing and presenting the findings at a conference. Projects could be performed by a single student or a group of students. Projects will be conducted in collaboration with a faculty member(s). The magnitude of the projects will depend on whether students opt for a 3-



unit or a 6-unit offering. Presently, SRS faculty supervise over 100 undergraduate and summer students yearly from other programs and universities. The focus of SRS faculty will switch to supervising the BHSc (Integrated Rehabilitation and Humanities) students.

## **5 ASSESSMENT OF LEARNING**

### **5.1 METHODS FOR ASSESSING STUDENTS**

Our methods of student assessment are congruent with the PLOs and DLEs outlined in *Sections 1.4 and 1.5*. Given our multi-modal approach to curriculum delivery, including small- and large-group inquiry seminars using problem-based learning principles combined with on- and off-campus experiential opportunities, our methods of assessment encourage knowledge and skill development across a range of areas. The selected assessment methods include multiple choice exams, independent essays, as well as individual and team-based oral presentations and written reports. An online learning portfolio will also be used to track academic performance where evidence of accomplishment will showcase their learning in multiple and creative ways. For example, in the second-year course, HLTHSCI 2RS3, students are divided into small groups where they will develop an online storyboard for a 3-minute video that aims to educate others about the role of rehabilitation. In the 4<sup>th</sup> year course, Entrepreneurship in Rehabilitation Science (SRS 4ER3), students will work in small groups with a stakeholder to develop a social media campaign, including short videos. The storyboard and social media campaign can be featured in their learning portfolio as artifacts that exemplify unique learning experiences in the program. The portfolio and artifacts can be shared with potential employers to demonstrate breadth and depth of skill and knowledge development during the program. The program Director and coordinator will track and assess the portfolios.

Upon admission to the program, methods of evaluation will focus on ensuring students have the requisite knowledge, skills, and abilities for more applied learning in upper year courses, including the third-year practicum. For example, courses in measurement fundamentals in RS (SRS 2MF3) and evidence-based practice in rehabilitation science (SRS 2ER3) use multiple choice and short answer questions. These assessment methods require students to identify and recall concepts, which will be examined in the context of case-based scenarios. Essays, including research papers, will be used to assess student learning in the third and fourth years of the program in courses, such as Exploring Disability in a Health and Rehabilitation Context (SRS 3ED3), where they demonstrate their ability to independently reflect on existing approaches and apply their learning. Students will be required to locate, explore, and share evidence from the literature, including emerging areas of innovation in rehabilitation science, as it relates to both applied and theoretical issues so they can learn to develop and defend different points of view.

Collaborative problem-solving and teamwork will be assessed through both written and oral presentation of materials. Professionalism and ethical conduct, as reflected in these materials, will be evaluated across all aspects of the program. This evaluation will be conducted by peers, instructors, and community partners, where efficiency and effectiveness of communication as well as organization and time management will be

assessed to ensure advancement of knowledge, skills, and abilities specific to rehabilitation, health, and the humanities.

## **5.2 CURRICULUM MAP**

The curriculum map links Program Learning Outcomes in the BHSc (Integrated Rehabilitation and Humanities) with courses alongside the approaches that will be used to evaluate student learning. For each learning outcome, the curriculum map shows the extent to which the outcome in question is being addressed as well as how it is being assessed. Although learning outcomes are covered to varying extent in many of the BHSc (Integrated Rehabilitation and Humanities) courses, the curriculum map shows three levels of coverage: introductory, intermediate, and advanced. Please see Appendix 5 for the curriculum map and Appendices 6 and 7 for descriptions of the existing and new courses.

## **5.3 DEMONSTRATING STUDENT ACHIEVEMENT**

As can be seen in our curriculum map, the core features of students' success in our program include the effective synthesis of theory and practice, the ability to collaborate and effectively communicate in both academic and community contexts, the successful application of their learning in these same contexts, and the ability to engage in all this with autonomy and self-direction. In these ways, our students will prepare themselves for lifelong engagement with their communities and society as a whole.

Especially important in this regard will be the Learning Portfolio that each student will be required to keep throughout the program. That is, each student will have access to an electronic portfolio in which they can collect and curate self-selected work that demonstrates acquired competencies and realized learning outcomes. These might include text documents, presentation slides, hyperlinks to webpages, graphs and data spreadsheets, photos, audio, videos, et cetera.

# **6 RESOURCES**

## **6.1 UNDERGRADUATE PROGRAMS**

### **6.1.1 ADMINISTRATIVE, PHYSICAL AND FINANCIAL RESOURCES**

The administrative resources for the program consist of a program director (existing faculty), a half-time administrative assistant and a full-time program coordinator. The physical resources required for the program consist of existing classroom and laboratory space. There are no special requirements for labs or other physical spaces. The program will be funded through provincial grant funding, tuition, and fees for domestic and international students.

The program budget assumes full costing where the cost of instruction is based on the average cost of faculty in both Health Sciences and Humanities. Sessional instructors will be required for some of the teaching load and are included in the faculty below as well as the budget template, and approximately one teaching assistant per course in

Rehabilitation Science will be required.

At present, there is no centralized student advising at the FHS. Humanities has offered to provide these services until such time that FHS has a centralized system.

### **6.1.2 LIBRARY, TECHNOLOGY, AND LABORATORY RESOURCES**

The program budget uses the budget template of undergraduate programs which properly compensates the library and UTS for the use of their resources. The current collections and resources are sufficient for the requirements of the program, see Appendix 9.

### **6.1.3 FACULTY**

The following faculty will be involved in teaching the rehabilitation courses that will be developed. Note that sessional instructors will likely cover about 25-40% of the teaching.

<b>Name</b>	<b>Academic Rank/ Appointment</b>	<b>Courses Load And Administrative Load Per Academic Year</b>
Brenda Vrkljan	Professor (Research)	15 Credit Hours 20% Administrative
Dina Brooks	Professor (Research)	15 Credit Hours
Peter Rosenbaum	Professor (Teaching)	15 Credit Hours
Olaf Kraus De Camargo	Associate Professor (Scientist CanChild)	15 Credit Hours
Rebecca Gewurtz	Associate Professor (Research)	15 Credit Hours
Vanina Dal Bello-Haas (On Leave- Role To Be Confirmed On Return)	Professor (Research)	24 Credit Hours
TBD	Director of Experiential Learning	15 Credit Hours
TBD	Sessional Faculty	As Needed

[See Appendix 10: Faculty CVs]

#### 6.1.4 ANTICIPATED CLASS SIZE

In September 2024, the first BHSC (Integrated Rehabilitation and Humanities) class of 50 will be admitted. This becomes the basis of a progressive increase in enrolment to 100 in 2026. The students will be enrolled in classes as a cohort for rehab courses. We estimated a 15% attrition yearly. The total program size will level out at 257 in 2028/29.

#### 6.1.5 PROGRAM IMPLEMENTATION

Below is an outline of the timelines:

Date	Activities
January 2021	Application to the 2021 Strategic Alignment Fund, component of the University Fund
March 2021	Notice of acceptance received
April-August 2021	Development of the IQAP
Fall 2021	Submission of IQAP for approval
Spring 2022	Submit curricular changes, adding courses to University Calendar for 2023/24
Spring 2022	Filling the position of Director of the Program
Spring 2022-Fall 2022	Outreach campaign to student counsellors in Ontario high schools
Fall 2022- Spring 2023	Recruitment campaign for intake into program in 2023/24
September 2024	Intake of the first group of students into the program

## 7 QUALITY AND OTHER INDICATORS

### 7.1 ACADEMIC QUALITY OF THE PROGRAM

We will engage in an ongoing program evaluation that includes both formative and summative data. The following indicators will be evaluated on an ongoing basis. These will provide feedback on the academic quality of the program and contribute to the outcome evaluations.

*Formative or annual feedback that informs the day-to-day delivery of the program:*

- Student evaluations of faculty and courses
- Feedback from the Executive and Operating Committees
- Feedback from clinical preceptors and faculty for experiential and research settings

*Summative feedback*

- Graduate surveys
- Employer surveys
- Application numbers and completion rates
- Rates of employment
- External reviews

## **7.2 INTELLECTUAL QUALITY OF THE STUDENT EXPERIENCE**

The hallmark of the program is an inquiry approach where students are initially introduced to a variety of rehabilitation perspectives with the aim of discussing and debating different viewpoints of health, disability and functioning to acquire a range of intellectual skills. These courses will facilitate the development of life-long and self-directed learning in the context of one or two rehabilitation issues.

Students will also be involved in group learning activities, experiential learning in other venues, and participating in research projects. Interprofessional education activities that promote cooperative learning among students will be provided through activities within SRS, Faculty of Health Sciences and Faculty of Humanities. Interdisciplinary learning encourages students to integrate content and skills across disciplinary fields and promotes a high-quality intellectual experience.

## TRACKING THE APPROVALS PROCESS FOR NEW UNDERGRADUATE PROGRAMS

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**PLEASE NOTE:** This table must be appended to the New Program Proposal Document and updated as each step in the approvals process is completed.

STEP IN THE NEW PROGRAM APPROVALS PROCESS	NAME OF COMMITTEE/ INDIVIDUAL PROVIDING CONSULTATION	DATE OF DOCUMENT APPROVAL
Resource Implications & Financial Viability Template (Budget)	Sean Van Koughnett, Associate Vice-President, Finance & Planning (Academic)	
University Students Fees Committee Approval of Budget		
Departmental & Faculty Approvals		

Please note that approvals from the following internal committees is also required before the New Program Proposal can be sent to Quality Council & MTCU: *Curriculum & Admissions Committee, Undergraduate Council, University Planning Committee and Senate.*

# APPENDIX 1

## Appendix 1

### Hons B.Sc. (Rehabilitation, Health and Humanities)

Brainstorming sessions about  
courses May/June 2021





**Learning Objectives:** Prior to graduating from the *Honours B.Sc. Rehabilitation, Health and Humanities*, each student will have the ability to:

- **Describe** the relationship between the humanities, health, and rehabilitation.
- **Employ** the creative arts to examine human experiences of health, healing, recovery, using rehabilitation frameworks.
- **Analyze** (& critique) existing health, wellness, and rehabilitation frameworks.
- **Develop and demonstrate** the skills of emotional intelligence (empathy, humility, curiosity, compassion) that are necessary for professional and therapeutic interactions that enhance inclusive excellence (equity, diversity, inclusion, belonging, decolonization, anti-oppression)
- **Understand and apply** professional standards, theory, evidence, and ethics to address current and future health and rehabilitation challenges.
- **Appraise** and apply evidence that advance everyday health and functioning.
- **Apply** their knowledge and skills in the humanities and rehabilitation science through experiential learning opportunities locally and globally.

## Some updates! Hot off the press!

- **New Name for the degree:** Hons B.Sc. (Rehabilitation, Health, & Humanities)
- **Level 2 program entry:** after year 1 in Humanities, Social Science, Life Science or Science
- **Content:** Approximately 52.5 % of content is offered by the Faculty of Health Sciences, 35 % is provided by the Faculty of Humanities, the remaining 12.5% is from other university courses that are selected by the student.

**Feedback on any of these changes?**

Courses!

## Year 1 (10 courses, 30 units)

**No rehab courses. They are not in Hons B.Sc. (Rehabilitation, Health and Humanities)**

- Some prerequisites (to be determined in discussion with Humanities)
  - Humanities prerequisites
  - Science prerequisite
  - Social Science prerequisites

## Year 2 (10 courses, 30 units)

- 2 courses in partnership with BHS (Physiology and Anatomy)
- 1 Fundamentals of rehab Course (Rehab course already developed )in BHS
- 3 electives form humanities and/or other faculties
- 4 new courses by Rehabilitation; ideas?????
  - Rehab Inquiry 1
  - Theories, frameworks, & models of Rehab
  - Understanding Disability
  - Health Communication

## Year 3 (10 courses, 30 units)

- 2 or 4 courses Experiential-focused Practicum (student can do 3 or 6 units)
- 2 or 4 electives from humanities or other faculties
- 4 Rehab and Humanities courses
  - 2 existing courses
  - 2 new courses: ideas????????????
    - Rehab Advanced Inquiry
    - Specialty populations (Pediatrics/geriatrics)
    - Human Rights and Disability

## Year 4 (10 courses, 30 units)

- 2 or 4 Undergraduate research (student can do 3 or 6 units)
- 2 or 4 electives from humanities or other faculties
- 4 Rehab and Humanities courses
  - 2 existing courses
  - 2 new courses; ideas??????
    - Entrepreneurship & commercialization in rehab (?)
    - Advanced Concepts in rehabilitation
    - Community Engagement in rehab
    - Rehab focus digital design
    - CAPSTONE PROJECT vs. THESIS?

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# APPENDIX 2



**Narrative Summary: Interviews with Community Stakeholders**

J. Omar Aboelela  
Director of Operations, Southwest Ontario  
CBI Health  
[j.o.aboelela@gmail.com](mailto:j.o.aboelela@gmail.com)

As a prospective employer in the evolving private sector of healthcare, Omar indicated the proposed degree addressed a major gap in undergraduate education when it comes to the “human aspects” of working in across health and social sectors. These skills, he described, were “communication and teamwork” where there is a focus on the “patient experience.” In his leadership position, Omar is sitting at many tables, including the development of Ontario Health Teams. He identified that the health system is shifting its focus to more patient-centred care. When he is hiring, he is looking for the following skills: coachability, hard work, interest in learning and growing (growth mindset) but also realistic in their expectations of the organization and that further development of foundational skills can sometimes be needed before moving into leadership positions. Omar identified that graduates of this prospective program could be employed in many different roles within his organization including, clinical coordinators in their private clinics as well as clinical administration who could progress up the leadership chain, with further training in project management, to quality specialist roles or even clinical managers. Salaries would start at \$45,000-\$65,000 per year, depending on qualifications and background experience. The ability to communicate both internally with colleagues and externally, on behalf of the organization, using ‘stories’ that resonate with others is an increasingly important skill that is needed. In this way, he described how graduates from this program, with their abilities grounded in the arts and sciences, could be viewed as ‘translators’ or ‘bridges’ to different parts of the healthcare system. Omar also described how the health system will be moving to a wellness and health promotion model and saw the training at the undergraduate level with a focus on such models would be a competitive advantage for graduates from this program. Omar indicated CBI Health would be very open to offering experiential opportunities for students.

Julia Kowalski, MSc, Certified Music Therapist  
President, Music Therapists of Ontario  
Small Business Owner (will begin PhD, UofT, Fall 2021)

Based on her background as a music therapist and current leadership role with the Music Therapists of Ontario, Julia described how she saw prospective graduates from this program as “well-rounded.” While the program has the potential to provide the foundational knowledge and skills to a number of professions in the health sector, including music therapy, she indicated the importance of students understanding limitations in their respective scope and abilities. For example, when using a particular intervention, it can be important to “take a step back” with a client and refine the approach in question, rather than just simply trying a different technique. With further education, a music therapist’s income can range from \$40,000 to \$110,000, if they operate a successful practice. Some therapists are hired in hospitals and other settings, where there are benefits, but salary range may not be as high. Julia also identified how additional training is often combined with other approaches, such as psychotherapy, so graduates have more breadth in terms of skills. Julia indicated that she was open to offering experiential opportunities and was currently offering these internships in the virtual environment with

## APPENDIX 2

success – from observation of interactions with clients to more hands-on coordination of sessions. She mentioned potential employment opportunities for graduates from the program in many different sectors, including group homes, although the salary and benefits packages may need to improve to attract graduates from degrees, such as the one under development.

Chelsea Mackinnon

BHSc Graduate (McMaster), MSc (Music - UofT); MSc (Health Innovation – Queen's)

CEO, IMHope - <https://imhope.ca/>

As a graduate of the Bachelor of Health Science program at McMaster, as well as a current instructor in the BHSc degree, Chelsea saw the proposed program as a 'unique' training ground for potential career in the health-related fields and a building block to pursuing additional education. However, Chelsea also had many questions, as to the scope of what was being proposed with the 'arts.' She highlighted that there are so many areas that can be encompassed in the humanities from music to sculpture as well as writing and film alongside gender studies, human rights and other fields. Hence, she identified the 'breadth and depth' of knowledge that is offered need to be carefully considered and, in turn, reflected in the operationalization of the proposed degree. However, the "marrying" of health and rehabilitation with the humanities is certainly needed, as STEM- related fields do not always emphasize the creativity of arts-focused programs. Chelsea also emphasized the importance of ensuring the program included skills where students could learn to self-advocate for positions, where their skillset would be both needed and valued. She identified that many paid positions do not exist per se, so it is critical that students understand the unique skillset they offer and how that fits with current postings. She could see such courses being offered that focus on development and integration of such skills (i.e., self-advocacy) in upper year courses within the proposed program. Chelsea was willing to offer placement opportunities for students in this program and was open to discussing other 'connection' opportunities as well, given her background and teaching experience in the Bachelor of Health Science program.

Steve Sherrer, CEO, Thrive Group, Hamilton ON.

Bahar Karimi, RN, MN, MHSc, Administrator, Idlewyld Manor Hamilton ON – LTC, Thrive Group

First, it is important to contextualize the organizations that comprise Thrive group to set the context for the perspectives and insights in relation to the proposed undergraduate degree. Thrive Group is both a private and non-profit charitable organization that serves as an umbrella organization for other mostly non-profit organizations with a healthcare focus. These organizations including support services for over 3000 individuals daily across long-term care (LTC), supportive housing and assisted living sites as well as in-home supports in the greater Golden Horseshoe and beyond in Mississauga, Oakville, Burlington, Waterdown, Dundas, Hamilton, and elsewhere. They also provide back office supports on a fee-for-service paces in finance, resources, facilities management, and strategic leadership that is customized to organization needs. During the discussion, the CEO and LTC administrator saw this program as offering an critical blended approach to learning by bringing together the arts and sciences of health and rehabilitation. They foresee graduates from such a program as being "well-rounded." With the Ontario Health Teams developing and the need for unique positions growing in the health and social sector, particularly LTC where care approaches are evolving. For example, Bahar (LTC administrator) commented that she could see graduates joining as 'recreation assistants' but with experience in the organization could grow into management roles if they desired. Steve (CEO) agreed that additional training would position these graduates

## APPENDIX 2

to assist with quality assurance processes (QAP), which are also important in such organizations. The starting salary would be in the \$20-\$24 per hour range for recreation assistants. They also emphasized that a partnership in terms of placements is always welcome and really enjoy having students from different programs, such as the one being proposed. Students are viewed as an asset in terms of bringing a unique skillset and knowledge base that can enhance current care approaches.

Angela Dawe  
Director, Organizational Performance  
United Way – Halton & Hamilton, <http://uwhh.ca>

As Director of Organizational Performance for the United Way Halton & Hamilton (UWHH), Angela described the prospective degree as an exciting opportunity for students, faculty, as well as the health and social sector. Given the United Way's role as a knowledge broker to many service agencies that provide supports on the frontline, it would benefit students in the program to learn about organizations from a 'systems' level. The systems to which she referred are complex where many considerations are factored into strategic decisions regarding 'funding', particularly with the precarity caused by COVID-19 pandemic. For example, Angela described how her organization is focusing on issues specific to equity, diversity, and inclusion as well as the recent shift of the health sector to Ontario Health Teams. How does these policy decisions impact not only organizations but the people who are served? The UWHH is using design thinking and co-design methodologies when working with community partners to ensure approaches undertaken are reciprocal, mutually beneficial and accountable. As such, Angela described how students with empathetic and other requisite skills of emotional intelligence alongside patience, critical thinking and demonstrate resilience and continue to problem-solve in face of adversity, and who value growth and learning are essential skills. She emphasized the UWHH is open to placements for students from this and other McMaster programs. With the aging population, Angela identified that students with backgrounds in health and rehabilitation where the arts and sciences come together will be valued with strong academic backgrounds in communication and culture as well as experiential learning opportunities where they can learn about navigating complexities and conflict resolutions in real-world work environments like the UWHH.

Lisa Maychek  
Project Manager, Age Friendly City  
Healthy and Safe Communities  
Children's Services and Neighbourhood Development Division, City of Hamilton  
905-546-2424 ext. 1721

Lisa has over 15 years of experience in various divisions in the city of Hamilton. Given her perspective, Lisa was able to suggest different areas where students in the proposed undergraduate program would benefit from experiential learning opportunities as well as sectors of prospective employment. These areas included recreation, Ontarioworks, city housing, public health, including the youth strategy, children's services and neighbourhood division and even digital marketing and social media. For example, with Ontarioworks, Lisa identified that this service can be complex, as not only are you supporting people who are seeking employment, but often these individuals have complex needs, such as mental health, that also need to be addressed. She could see how graduates with strong 'soft' skills, including compassionate communication and working in teams, would do well in a number of city

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positions. Lisa suggested that presenting the program to city managers would be beneficial, so they were aware of the degree. City officials have worked with students from Health, Aging, and Society, for example, but would benefit from increasing their knowledge of other programs and forming strategic partnerships in terms of placements and, potentially, employment opportunities at a city level in Hamilton, and beyond. Lisa was enthusiastic about the program and its prospective graduates.

Genevieve Hladysh B.Kin,\* MAL (Health), CHE  
Senior Regional Manager, Health Fitness and Aquatics  
The YMCA of Hamilton/Burlington/Brantford  
Phone: 905-929-7273  
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\*Graduate Kinesiology Program, McMaster University

As a past graduate of the McMaster Kinesiology program and with ongoing training in health leadership, including recently completing a Master's degree in Leadership, Genevieve was very enthusiastic about the prospective undergraduate degree. Similar to the other community partners, she described how a graduate from this program have the potential to serve as a bridge to promoting health and wellness in the community. She raised the LiveWell program, as an example, which was began in Hamilton as a partnership between McMaster Faculty of Health Science, Hamilton Health Sciences and the YMCAHBB, and has just expanded to 20 sites nationally. She viewed this type of program as a natural fit for potential graduates as the importance of bridging health and social care systems is key. Community partners like the YMCA have a key role to play. She expected that graduates from this degree would have the ability to translate best practices pragmatically into the community settings as well as evaluate such practices. Genevieve also commented that having advanced digital skills in communication and the ability to tell stories in creative and unique ways could lead to all kinds of opportunities in the YMCA, including philanthropy and EDI implementation. In addition to health and fitness, she outlined the broad scope and reach of the YMCA, which has been different and moving (and evolving) parts, including, but not limited to, housing, newcomer and immigrant services, and childcare. She could see graduates of the program being able to work in a number of these areas and, with additional training, to have opportunities for advancement within the YMCA employment structure. The YMCAHBB takes students for placements from both colleges and universities. They would be very open to having students for such placements. The prospect of pairing students across disciplines as well as institutions was discussed and potential benefits of doing so for their learning. A key point that Genevieve raised was that for students at this stage in this learning exposure to different learning opportunities is important, so they learn and have an opportunity to explore potential areas of interest regarding their professional growth.

Christopher Harrison\*  
March of Dimes Canada (National Office)  
Vice-President, Chief Administrative Officer, Director of Human Resources  
[charrison@marchofdimes.ca](mailto:charrison@marchofdimes.ca)

\*Undergraduate degree in labour studies, McMaster University

In his role as Vice-President and Chief Administrative Office of March of Dimes Canada, Chris shared that the March of Dimes has been evolving and expanding both its reach and

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strengths as an organization that supports individuals with different needs in the community. For example, they have applied and expect a contract to come through with Veteran Affairs Canada where they will help with employment prospects for veteran's and transition into the workforce. Chris described how many of their volunteers transition into paid roles. He described the benefits of 'exposure' placements for both the student and organization. Chris identified that there are a variety of roles that a student with a degree such as the one described would be a good fit with the organization if they demonstrated the "enthusiasm" and other key 'soft' skills that align with the March of Dimes culture, which has focus on inclusivity across its many divisions and sectors. He could see a student with this background and training in an administrative support type role, but with opportunities for both lateral opportunities for professional growth. As a designated Human Resources (HR) professional, Chris described that he also pursued additional training at a college level for advancing his knowledge and skills. Such training may be required for some positions with the March of Dimes. From fundraising to supportive employment, to program administration and other jobs. As the head of HR, he particularly sees the value of knowledge, skills and abilities in equity, diversity, and inclusion (EDI). With strong communication skills and EDI lens, students from this program would be important asset to any organization to facilitate such a culture with both employees and clients of March of Dimes. Chris saw value in students taking on volunteering opportunities within the March of Dimes and other charitable organizations where they work behind the scenes to support event planning. Through such experiences, they can meet many different people and through such networking one never knows where such opportunities can lead. He was very open to further discussion about the potential for placements and other opportunities for the March of Dimes to partner with this degree and in other ways with McMaster University.

Denise Christopherson  
CEO, YWCA Hamilton  
[dchristopherson@ywcahamilton.org](mailto:dchristopherson@ywcahamilton.org)

As CEO of the YWCA Hamilton for the past 11 years, Denise described how the nonprofit sector has evolved. She emphasized the importance of developing the knowledge, skills, and abilities specific to the advancement of inclusive excellence, particularly when it comes to supporting gender diversity. In this way, she highlighted the skillset that will be developed among students taking the proposed degree as critical. For example, Denise shared recent programming that has been funded by the federal government with respect to housing initiatives for women and families in Hamilton. Within such initiatives, YWCA staff will also track effectiveness of such programs. A Manager of Housing will be one of many jobs for which graduates with this degree would be a good fit (Salary range: \$70,000-75,000 depending on background of individual). While Denise emphasized having previous experience in the non-profit sector is a consideration when hiring individuals in their organization, they are more interested with ensuring their values are congruent with the mission and vision of their organization. Denise indicated they will always support staff with professional development, which means previous experience is considered an asset rather than a requirement. She emphasized the importance of critical thinking, strong communication skills (verbal and written), awareness of world around them (i.e., current events) and empathy as critical to her success in her sector. Denise was highly enthusiastic about the proposed degree given its focus on creativity and problem-solving, alongside inclusive excellence. The YWCA currently offers placements for students and is looking forward to developing stronger partnerships with the proposed degree and McMaster.

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### STUDENT SURVEY

Number of records in this query: 236  
Total records in survey: 236  
Percentage of total: 100%

#### Summary for Q1

What program are you registered in?

Answer	Count	Percentage
Bachelor of Science	24	10.17%
Humanities	15	6.36%
Life Science	22	9.32%
Occupational Therapy	42	17.80%
Physiotherapy	35	14.83%
Rehabilitation Science Graduate Program	25	10.59%
Speech-Language Pathology	16	6.78%
Other	56	23.73%
No answer	1	0.42%
Not displayed	0	0.00%

#### Summary for Q2

What year will be registered in September 2022?

Answer	Count	Percentage
1	6	2.54%
2	91	38.56%
3	74	31.36%
4	40	16.95%
No answer	25	10.59%
Not displayed	0	0.00%

#### Summary for Q3

If such a program were available, would you have considered it as an option?

Answer	Count	Percentage
Yes	84	35.59%
Maybe	60	25.42%
Not for me, but I think it would be valuable for other students	81	34.32%
No, I don't think it would be a valuable degree	9	3.81%
No	2	0.85%
Not displayed	0	0.00%

#### Summary for Q4

Indicate the reason

Answer	Count	Percentage
Not interested in humanities	3	1.27%
Not interested in rehabilitation	1	0.42%

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The degree is too broad	6	2.54%
The degree is too narrow	2	0.85%
Other	2	0.85%
Not displayed	227	96.19%

#### **Do you have suggestions on how to make such an undergraduate degree attractive to students?**

- Demonstrate the possibilities such a degree can create.
- This may be the goal already, but it could be marketed as a more arts-friendly avenue for professions such as PT, med, etc. Especially now that schools are transitioning to a more interview focused admissions process, the components of this degree would help with that as well. Not to mention it already has all the necessary pre-requisites that students don't always get in other science undergrad programs. Great idea!
- Emphasize and provide hands on skills, offer a wide range of electives so students can lead their own interests and pursue courses that are interesting to them. Also, in my last year at my undergrad school we had an option of doing a research practicum. Which was a course where we got to be apart of a lab/ research team with graduate students. You could do that with OT program for example. Have 2 undergrad research assistants, paired with 2 grad students and a supervisor. Then for the in-person/ lecture part we got to explore graduate program, practice applying for graduate programs by creating a letter of intent, a CV, and work on professional development such as learning about and creating a LinkedIn and research gate. This where I learned about OT and was a GREAT learning experience as it also helped me understand my research interests AND provided me with a great reference for applying to grad school! If you have any questions about anything I've said I'd be more than happy to chat! You can reach me by my email at [ganhadem@mcmaster.ca](mailto:ganhadem@mcmaster.ca)
- Maybe have a co-op/internship program option
- Involve research options (i.e. thesis/placement courses)
- Offer specialized streams perhaps to upper years (3rd & 4th yrs) (similarly to the graduate program i.e., aging, PTSD, mobility, cardiovascular)
- I would alternatively frame it as interdisciplinary rehabilitation to provide course options that are also inclusive of the social sciences. With an increasing emphasis on the social determinants of health, it is critical that learners pursuing future degrees in rehabilitation are sensitive and aware of the social realities of those who we are working with.
- Emphasizing the changing landscape of healthcare and the importance of stepping away from strict biomedical traditions and toward a more complex, whole understanding of people! I think it has to be "sold" as practical and innovative within the context of a future HCP career for people to be interested
- The curriculum being more relevant to the market/industry needs.
- Hands on experience
- have courses that have real life experiences; ex. If you're looking at rehab in the context of the elderly, you could go to PULSE & have some work there
- promote as a program combining the humanities and health sciences and describe how students with varied interests can combine them under this one degree!
- I believe it would be nice to retain the problem-based learning style and flexible elective space. It would also be attractive if there are various research-based or project courses that are unique to the program.



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- co-op opportunities to either work with or shadow experts in the field to give them real-life experience and build connections
- Undergraduate hands-on experience working in different disciplines of rehabilitation
- Have co-ops and experiential learning, focus more on project work than on testing.
- including humanities makes it too broad. I would replace that aspect to instead focus on social work. This would allow it to feel like there is more real-world application
- including some types of formal accreditation and emphasizing job prospects
- Calling it a degree in Rehabilitation, Health, and Humanities (if that is what it is going to be called) is a bit confusing—I'm sure a description will make what students are going to learn from the degree more clear, but I believe the undergraduate degree will be more attractive to students if it is more obvious what they are going to get from it when they hear the name of the degree.
- Innovative pedagogical methods and small classes. Similar in nature to the integrated science, health sciences, and arts and sciences programs. Additionally, lots of guest speakers and interactions with the world outside of the 4 years of undergrad, so incoming students feel like they can get support from successful individuals in industry throughout their degree.
- Emphasizing the connections between science and the humanities and the importance of such links, focusing on issues relevant today
- Narrow it down to a genuinely practical focus.
- Highlighting disability studies and disability justice and how this lens can be used to analyze critical work from the arts, for example how people with disabilities are portrayed in the media. Potentially offer an opportunity for a research-focused stream and partnership with students in the rehabilitation science master's programs, or opportunities for placements/shadowing with OTs, PTs, SLPs.
- Co-op
- Include a project course
- I think it would be helpful to know what graduate programs/jobs this program can possibly lead to. I also think it is important to be clear about which graduate programs will have all their pre-requisites met by taking this undergraduate program (that is how I picked my undergrad program, I knew it would allow me to meet all the requirements for SLP!)
- disclose what the mandatory courses are?
- where can you apply after graduating
- Focus on what makes the program unique i.e. its combination of topics or approach to learning! It would be useful to outline what skills students would be able to develop and how they could apply to possible careers throughout the degree. Having a sample of what classes offered and videos from humanities/rehabilitation science students on their thoughts of their degrees/learning outcomes separately for an idea of what would entail.
- Even though I am not interested in this program myself, in general I value in person learning opportunities (placements, co-op) and this seems like a program that would be well suited to hands-on learning or combined work/study experience.
- To explain the interconnections and possible career options after obtaining the degree
- I feel that given the applied nature of rehab that courses with fieldwork opportunities would enhance learning.
- Since I had always been interested in Speech-Language Pathology, I picked an undergraduate degree that would prepare me for that graduate program. I took Cognitive Science of Languages as an undergraduate degree (at McMaster) but if this program existed and it was

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branded as a good undergraduate degree for Speech-Language Pathology, I would have considered it.

- I don't have a good understanding of where the degree might lead to as a career after completion. And if the degree were to lead to a rehabilitation science graduate program I'm not sure we wouldn't lose out on some of the diversity of candidate backgrounds that we get at admission - when I was a clinical OT student there were many kinesiology undergraduates but also engineering, business, social work, and others that added a diverse background knowledge to bring to the field.
- I think I just am questioning what continued education or job opportunities might be available with this undergraduate degree. I could see if being useful in marketing and leadership positions for healthcare fields post-grad, but I believe this is an important aspect to outline when creating new programs as bachelor's degrees are often not enough these days for work
- I like the idea, but I feel like I am confused about what gaps they might fill in our healthcare system
- I think the most key aspect is making sure that you market what skills this degree will help you to develop as well as what potential job opportunities are available post-degree. Lots of students worry about what types of jobs they can obtain after getting their degree so making sure that they are aware of their choices is very important.
- What students need most is skills that can get them good jobs after graduation. Adding a milestone project like the one that biomedical eng has would be valuable for after graduation. Working on real world projects throughout the program and creating a Portfolio that can be used to demonstrate the students' abilities. All these things can be incorporated as a coop.
- As a gateway to rehab masters programs; learn about a holistic model of health
- I think that an undergraduate degree is attractive when students are informed what career paths this degree could give rise to. Additionally, a program is attractive when there is an emphasis on how this degree is currently relevant in the world, as well as how it will continue to be relevant in an evolving world.
- Maybe including course requirements that prepare students (or would interest students) who are pursuing a career in the rehab sciences (PT, OT, SLP). For example, courses that set this program apart and also help students decide whether they should pursue this program versus the kinesiology/psychology/cognitive science of language programs at Mac that many students do before going into a rehab sciences professional program.
- Experiential learning. Allow for decent elective space to let students explore their interests. The kinesiology department already has some fantastic professors who may fit your program well!
- I would have been attracted to this degree if it included courses that introduce hard skills in rehabilitation (as PTs/OTs/SLPs) with an integrated lens on how to treat patients with equity, dignity, and respect. For example, including labs that teach how to do a preliminary patient assessment with emphasis on the ICF, patient-centred approaches, and interdisciplinary approaches.
- Advertise it! I think the issue with degrees is getting the word out.
- I am more interested in the science aspect and people skills required to work in rehab, not so much about music and creative arts (although I do understand it is a method of therapy).
- Redesign the educational system to be focused on pursuing academic excellence and not a career. Set the example and make the program very accessible and cohesive financially (i.e., allow opportunity to work and make money during the experience so they can integrate their classroom experiences). Make it so the students can visualize and understand their impact

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beyond the scope of just a career. Allow them to understand how they will shape and change the field they practice in. Design the course so they can develop a sense of agency in the world, not just a career in the world.

- Provide a list of various course lists that can be used to meet one specific program criteria rather than just providing a list of course that are ALL mandatory. This will provide students with a variety of options to mold the program to their interests.
- Explain what rehabilitation is to prospective students, because I feel like one of the main barriers you'll run into is people not knowing or understanding what it is coming out of high school.
- Make the information easily accessible and ensure that they know this program is available and new
- Co-op placements
- certification courses
- thesis based courses that can help them connect with PhD candidates, professors and professionals in the field
- building their portfolio to help them find employment opportunities after graduation (Program Assistants in Rehab... etc.)
- Having course options that involve shadowing or getting some experience or exposure to rehabilitation fields would be a major draw I think.
- I think emphasizing the relevance of the program and the various options a student can have post-grad - sometimes for more abstract undergraduate degrees, it can be daunting to pick something that is more specific than "Bachelor of Science" or "bachelor of arts" when you don't know what you want to do in the future.
- I think the best type of degree is one where it combines a bunch of different programs
- Allow them to know what you can do with an undergraduate degree. Show them how far ahead and advanced they would be compared to those that don't have one.
- Have courses that give students the opportunity to work alongside rehabilitation professionals such as physiotherapists, occupational therapists, physical medicine and rehabilitation physicians, mental health workers etc.
- To my understanding, this undergraduate program seems primarily suited towards those who are looking to pursue further education such as a graduate programs. Getting early exposure to placements (i.e. shadowing SLP or PT for a week) would be beneficial and attract me as a student not only to get experience, but also narrow down what I want to pursue in the future. I think it would also be beneficial to explore other options/careers are available if students do not want to pursue further education. Students are always looking at future job prospects when applying to programs because we don't want to feel like our time and money is being wasted.
- Promote it.
- The current scope is a little broad (which makes sense given it's still being developed) I think placing a large focus on both physical rehabilitation but also rehab for things such as substance abuse and its underlying causes, treatments, education would help create a great program. I think as a concept it's really fascinating and could make a great degree!
- Also I feel that programs (specifically in the humanities) should have a larger focus on working on marginalized groups and impoverished people. I think mandatory courses focusing on just better understanding intersectionality and issues many people face, that we may not due to our own privileges, would help create a more empathetic and understanding group of people

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- and I feel especially in a degree focusing on rehab, extensive courses examining and educating people on these topics could be very beneficial to students
- Let them know how it could benefit them in the long-term, and how they can apply the skills in careers
- I don't have any suggestions on the actual degree, it seems quite interesting already. I would consider maybe advertising the degree on the official McMaster Instagram, so people see it and learn about it because I'm sure some will definitely be attracted to it.
- May assist you in have an introduction to rehabilitation prior to going to the field of rehabilitation (may be important to list some disciplines such OT, PT, SLP, etc. as individual may not know what rehabilitation is)
- I think that the courses would need to include those that are prerequisites for a variety of allied health masters programs, such as physiology/anatomy.
- I think using social media to promote the new program will be key. Would also likely be beneficial to highlight the career/education path(s) you can take after completing this undergraduate degree (e.g., OT, PT, PA, Med School, etc.)
- seems like it may have a lot of overlap with kinesiology degrees. To make it attractive, I would want to know how it would help with my career, what kind of jobs will I have after this degree? etc
- I think the degree name is vague so getting the follow up blurb that describes it in more detail to people is valuable.
- Allow a variety of options to explore a PT, OT or other role of their selection as electives.
- Educate on how it can benefit future education/career in rehab, other fields
- Advertise/promote its comprehensiveness (not just science based but also humanities)
- Perhaps focusing on or emphasizing the intersection of science and art/humanities; I think a lot of students have a passion for both subject areas but typically don't see how they intersect and therefore focus more specifically in one area.
- I like it! It appears broad enough that it doesn't feel like a pre "track" for a very specific career, but still takes a particular perspective/focus (for example, I think I would have found the Art Science program too broad).
- Coming from a psychology undergrad degree, I found a lot of students in that stream ended up feeling a little lost in terms of where they can take that (either clinical practice or research, both of which can seem limiting). I think you might benefit from advertising this as an option for students interested in mental health /a holistic approach that leaves many options open down the road.
- Explore what you can do with the degree after in terms of further education or occupations.
- Ensure that they know which employment opportunities may be available to them, and if they need to pursue further education to obtain a specific career. (Students might think that they can be a physiotherapist by doing an undergraduate degree in rehabilitation).
- For me personally I knew I wanted to go into rehab sci but I was unsure if I wanted to do PT, OT or SLP. An opportunity to shadow and work with these professions would have been helpful
- More clear post grad options would need to be outlined.
- With this kind of a degree students would need further education (ie masters, diploma) and wouldn't really be able to find a job with this BSC stand alone as they would with kin (r.kin). The content of this program would also need to be clearly outlined for students prior to enrolment

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- It would be helpful to provide information about what's next after the degree. The potential career paths, job prospects, or further education pathways would be ideal to share.
  - Make it a minor. Would not be appealing for a major... what could you do when you graduate with this degree?
  - Outlining how it can lead to other degrees and career options
  - Include suggestions on how/where this could lead into further post-grad degree options or careers
  - Potential shadowing/ co-op opportunities
  - sharing the types of courses, what professions could come from the degree
  - Market the program well. Make it easy for students to find out that this is an option.
  - Perhaps emphasizing the relationship between arts AND sciences - since most program are one or the other
  - Opportunities to shadow; co-op/internship opportunity; courses to allow students to study specialized topics (i.e. mobility, aging, falls, stroke, etc...)
  - Explicitly describe what various career paths for which this degree lays the foundation.
  - differentiate it from other undergraduate degrees that are similar (i.e. kinesiology, humanities - what makes this program important)
  - provide the possible career options once obtaining this degree
- 
- I think its important to highlight what sets this degree apart from what is currently available and the various degree trajectories this could prepare you for.
  - Based on my experience from my undergrad, and some of the concerns I had regarding the extreme competition in post graduate studies, you need to ensure there are skills developed in the degree that are applicable to the real world. In other words, don't just teach theory to students, but also teach skills and make sure the degree is produced to meet a demand in the health care field. If this is designed as another steppingstone degree for post graduate studies, I encourage you to make that evident for students applying to this program or make job opportunities clear or jobs the skills learned in this program can apply to.
  - List potential job opportunities individuals would be qualified for after completing this program
  - Understanding next steps of degree. Like "pre-med" in the states. Is this designed to lead to medicine, rehab degrees, stand alone? Overall sounds interesting and valuable!
  - Make it co-op to allow students to make money while in school.
  - Outline in the description possibly career paths (e.g. PT, OT, SLP, research, Medicine).
  - Have some general health care system interest courses (e.g. Ethics, Communication, Social determinants of health, healthy policy).
  - Speak more about the applicability in real world settings after undergraduate. What roles does it fill in the current health care system?
  - Speak more about the applicability of the program post-grad and how it fills a gap in the current healthcare system
  - It would be helpful to list some career options that students can pursue with this undergraduate degree and offer co-op as an option. I have found through my own and my peers' undergraduate experiences that these were the two key concerns.
  - Having the prerequisites within the program for physio, OT and SLP applications (ie: anatomy for PT and linguistics for SLP)
  - Provide information/ insight into the different rehab specialties with potential shadowing hours in different areas (OT/PT/SLP)

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- I believe this undergraduate degree would provide students with an excellent foundation for many different careers in rehab (OT, PT, SLP), counselling or education. To make this degree attractive to students I would highlight the career opportunities it would open up.
- Narrow the scope a little bit or provide examples of program outcomes— where can students work after obtaining this degree? What type of field? For they need postgraduate education?
- Explain that this undergraduate degree can be seen as a useful degree for those wanting to apply to Masters of Rehabilitation Science programs such as Physiotherapy, Occupational Therapy, and Speech Language Pathology.
- Describing the importance of learning about humanities in healthcare as well as telling students what doing this program could do for them after their degree and what they can do with it/what it would be useful for.
- Humanities and health science might seem like a weird/non-traditional fit to some people. Provide research showing the benefits of combining the two.
- emphasize that various rehabilitation professions will be reviewed in the program.
- if possible, have some lab and/or placement options where the students can observe what different rehabilitative professionals do.
- if possible, ask guest speakers to talk about their experience going through rehabilitation. I think this will help students see their perspectives.
- Identify novel ways in which students can apply knowledge that is a hybrid between the humanities and rehabilitation. Provide examples of how research questions would be specialized to this intersection of arts and science. I imagine that knowledge translation research in medicine would benefit from information about what people find meaningful (beyond productivity alone) in life such that an individual would want to invest time and energy into rehabilitation. Having said that, I really feel that society requires more personal free time for such journeys before sustaining trauma or illness. It is difficult to appreciate rich philosophical abstractions of health or multi-dimensional meanings of quality of life when the bottom line is always efficiency.
- clear descriptions on courses one would take as part of this degree and what value it provides as opposed to other undergraduate programs students often take in the hopes of getting into graduate programs (i.e. specialized information/courses, co-op, volunteer opportunities, etc.)
- I personally took Kinesiology as my undergraduate degree, and I felt that my strong background in anatomy, physiology, and athletic injuries has been an asset in starting the PT program. I feel that the Humanities focus would have been helpful for me, as these are topics my classmates who took Health Sciences are more familiar with. So, I think I would be more interested in this program as an undergrad student if it was also expressed that you would gain an understanding of anatomy and physiology too!

# APPENDIX 4

## **APPENDIX 4**

### **OTHER HUMANITIES INTERDISCIPLINARY PROGRAMS OFFERED IN CANADA**

<https://www.dal.ca/faculty/arts/programs/certificate-in-medical-humanities.html>

#### **CERTIFICATE IN MEDICAL HUMANITIES**

The field of studies described in scholarly literature by the names “Medical Humanities” or “Health Humanities” is a wide-ranging, interdisciplinary field that explores the complex relationships between medicine, health, society, and culture across a range of times and places. The Dalhousie / King’s Certificate in Medical Humanities is designed for anyone who wishes to learn more about the ways in which global human societies have constructed and engaged with health, wellness, medicine, illness, healing, and the body in the past; it also invites students to explore the means by which human societies might deepen their comprehension of these crucial concepts in the future.

<https://future.utoronto.ca/undergraduate-programs/health-humanities/>

#### **HEALTH HUMANITIES**

The Minor in Health Humanities provides an interdisciplinary exploration of human health and illness through the methods and materials of the creative arts, humanities, and critical social sciences. Students’ understanding of the humanistic, philosophical, historical, and artistic study of health—past and present—will be developed by attending closely to how literature, philosophy, history, and critical social sciences reveal the aesthetic, ethical, and multicultural contexts of health, disability, medical research and policy. This interdisciplinary Minor is open to all undergraduates regardless of major or disciplinary background.

<https://www.trentu.ca/futurestudents/option/health-medical-humanities?target=undergraduate>

#### **HEALTH & MEDICAL HUMANITIES**

Learn about arts-based approaches to health, what it takes to make good ethical decisions in a medical context, and how the arts influence and are influenced by cultural views on health and wellness. This option encourages students to make connections between how we imagine health, illness, and disabilities and our lived experiences of them. Designed for students considering a wider range of health-related and caring professions, not only as doctors, nurses, social workers, and pharmacists, this option will prepare you for a career working in public health, bioethics, arts-based therapies, pharmaceutical sales, medical insurance, health communication, health administration, and health law.

<https://www.ualberta.ca/medicine/programs/ahhm/index.html>

#### **ARTS AND HUMANITIES IN HEALTH & MEDICINE**

The Arts & Humanities in Health & Medicine (AHHM) program in the Faculty of Medicine & Dentistry at the University of Alberta was established in 2006. Offering explicit recognition that clinical practice is both an art and a science, AHHM recognizes the many relationships that exist between the arts, humanities, social sciences and medicine.



The mission of AHHM is to engender a balance of science and the humanities within the faculty, in order to foster the development of well-rounded health professionals who are skilled, caring, reflexive and compassionate practitioners. AHHM aims to contribute to the life of the faculty, the university at large, and the Edmonton community through innovative curricular offerings and extra-curricular experiences. In addition, the program promotes inquiry into the intersections of the arts and humanities in health and medicine. The AHHM program explicitly recognizes that clinical practice is both an art and a science; it's ongoing and expanding programming provides evidence of the commitment of the Faculty of Medicine & Dentistry to the human side of medicine.

<https://med.uottawa.ca/departement-innovation/medicine-humanities/why-humanities-medicine>

### **CERTIFICATE IN MEDICINE AND THE HUMANITIES**

The Medicine and the Humanities program consists of mandatory curricular components that all students will receive as well as extracurricular or elective components for students who wish to pursue the arts and humanities in more detail. Students with special interests in this area will be able to earn special recognition for their interest in, and commitment to, the humanities in medicine as well as a Certificate of Excellence in Medicine and the Humanities if they fulfill all requirements.

For medical students in both language streams of the University of Ottawa Faculty of Medicine's Undergraduate Medical Education program, to gain competence in the non-medical expert CanMEDS roles through the Medicine and the Humanities program.

<http://health-humanities.com/>

### **HEALTH, ARTS & HUMANITIES PROGRAM**

The Health Humanities (also called the Medical Humanities) can be defined as a sustained interdisciplinary/inter-professional enquiry into aspects of medical practice, education and research expressly concerned with the HUMAN SIDE of medicine and healthcare.

At the University of Toronto, for the last 10 years, the Health, Arts and Humanities program has encouraged ongoing dialogue, exchange, research and collaboration among several fields of study and practice:

- biomedicine (with representation from ALL healthcare disciplines)
- philosophy, theology and bioethics
- history of medicine and healthcare
- the arts (including music, theatre, dance, cinema, visual arts and graphic medicine)
- literary studies (including poetry, reflective and creative writing, close reading of literary texts, critical theory)
- anthropology
- sociology

All of our courses, lectures and workshops have been designed to help learners and practitioners to deepen their reflective capacity, narrative competence, critical thinking, visual literacy and personal/professional renewal through engagement with the arts.

We are an EDU-D educational Program with extensive affiliations across the university campus and within the arts and scholarly communities. We founded the first national Creating Space Conference in medical humanities and the arts in health professional education in Canada in 2010 and facilitated the creation of the Canadian Association for Health Humanities ([www.cahh.ca](http://www.cahh.ca)) in 2019. We help curate humanities teaching at the medical school, for residents, fellows and postgraduate learners and practitioners working in the community. Our faculty include clinicians from all health disciplines, visual and performing artists and humanities scholars. We are fortunate to have four Artists-In-Residence and three Specialists in Arts-Based Education.

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**Curriculum Map**  
**BSc. Rehabilitation, Health, and the Humanities**

**Table 1. Year-by-year course/unit mapping (Year II-IV)**

Year	# of Courses	# of Units	Course Name (See <a href="#">Appendix 2</a> for description of each course)	Faculty/program offering course
2 (Entry) <b>Table 2</b>	2	6	<b>HTHSCI 2F03 &amp; 2FF3:</b> Human Anatomy and Physiology I & II	BHSc
	1	3	<b>HTHSCI 2RS3:</b> Exploring Foundations of Rehab. Science	BHSc/SRS
	1	3	<b>CLA 2MT3:</b> Ancient Roots of Medical Terminology	Humanities (Classics)
	1	3	<b>PHIL 2D03:</b> Bioethics	Humanities (Philosophy)
	1	3	<b>Course list A* or B**</b>	Humanities
	1	3	<b>Elective</b>	Any Faculty
	3	9	<b>SRS 2RI3:</b> RS Inquiry I <b>SRS 2ER3:</b> Evidence-based Rehab. <b>SRS 2MF3:</b> Measurement Fundamentals in Rehab. Science	SRS
3 <b>Table 3</b>	2	6	<b>SRS 3EP3:</b> Experiential-Focused Practicum	SRS
	2	6	<b>Course list A only*</b>	Humanities
	2	6	<b>Course list A* or B**</b>	Humanities
	1	3	<b>Elective</b>	Any Faculty
	3	9	<b>SRS 3HI3:</b> Rehab Inquiry II <b>SRS 3UD3:</b> Understanding Disability <b>SRS 3ST3:</b> Selected Topics (RS)	SRS
4 <b>Table 4</b>	2 or 4	6 or 9	<b>SRS 4RT3:</b> Research Thesis Project	SRS
	2	6	<b>Course list C***</b>	Humanities
	1 or 2	3 or 6	<b>Elective</b>	Any Faculty
	2	6	<b>Humanities course</b>	Humanities
	3	9	<b>SRS 4RH3:</b> RS Inquiry III <b>SRS 4EC3:</b> Entrepreneurship in RS <b>SRS 4AT3:</b> Adv. Technology in RS	SRS

Note: **BHSc**=Bachelor of Health Science; **SRS**=School of Rehabilitation Science; **RS**=Rehabilitation Science

<b>*Course list A<sup>1</sup> (Humanities)</b>	<b>**Course list B<sup>2</sup> (Humanities)</b>
<b>HISTORY 1Q03:</b> History of Medicine <b>ENG 2NH3:</b> Narratives of Health <b>ENG 2S03:</b> Spectacular Bodies <b>ENG 2Z03:</b> Nature, Literature, and Culture: Introduction to the Environmental Humanities <b>LING 2S03:</b> Language and Society <b>PEACEST 2B03:</b> Human Rights and Social Justice <b>PHIL 2F03:</b> Philosophical Psychology <b>GENDRST 2AA3:</b> Intro. to Feminist Thought	<b>ARTHIST 2AA3:</b> Intro to Practice of Art Therapy <b>MUSIC 2MT3:</b> Intro. to the Practice of Music Therapy <b>MUSIC 2MU3:</b> Intro. to Music Therapy Research <b>CLA 3MT3:</b> Adv. Ancient Roots of Medical Terminology <b>***Course List C<sup>3</sup> (Humanities &amp; BHSc)</b> <b>HUM 3CM3:</b> Leadership: Cross-Cultural Mentoring Lab <b>PEACEST 3B03:</b> Peace-building and Health Initiatives <b>PHIL 3C03:</b> Advanced Bioethics <b>HTHSCI 3AH3:</b> Indigenous Health <b>PEACEST 4L03:</b> - Peace, Environment and Health <b>HUMAN 4RM3:</b> - Boundaries and Bridges: Relationship Skills for Effective Leaders

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<sup>1</sup> A = Introductory level – Contextual: These courses provide foundational knowledge in different areas, that are complementary to RS coursework.

<sup>2</sup> B = Practical/Applied: These courses have a focus on developing specific knowledge, skills, and/or abilities in particular areas that complement RS coursework.

<sup>3</sup> C = Advanced level – Contextual: These courses build on introductory level coursework in the program during the third and 4<sup>th</sup> year of the degree.

**Table 2. Year 2 - Required Courses**

### Rehabilitation Science (Required Courses)

Program Learning Outcomes (PLO)	Associated DLE	Course Name	Exploring the Foundations of Rehabilitation Science HTHSCI 2S3	Human Anatomy and Physiology I & II HTHSCI 2F03 HTH 2FF3
		Required or Elective	Required	Required
PLO #1 Relationship-based Culture	1,2,3,4,5,6	Teaching	Introductory	Introductory
		Assessment	Multiple Choice Exam, Reflections, Essay	No
PLO #2 Creativity & Human experience	1,2,3,5	Teaching	Introductory	No
		Assessment	Essay, Reflections	No
PLO #3 Foundations of Clinical Reasoning	3,4,5,6	Teaching	Introductory	Introductory
		Assessment	Case study, Assignments, Reflections, Class Participation, Exam Major essay, case study	Case Study, Exam
PLO #4 Communication & Inclusive Excellence	1,2,4,5	Teaching	Introductory	No
		Assessment	Case Study Reflections, Essay, Group Project	N/A
PLO #5 Ethical Reasoning & Professional Conduct	4,5,6	Teaching	Introductory	Introductory
		Assessment	Assignments, Reflections, Essay	Exam
PLO #6 Principles of Evidence-based Practice	1,2,3,5	Teaching	Introductory	No
		Assessment	Case Study Reflections, Essay, Group Project	N/A
PLO #7 Local & Global Community Engagement	1,2,3,4,5,6	Teaching	Introductory	No
		Assessment	Case Study Reflections, Essay, Group Project	N/A

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**Table 2 Cont'd. Year 2 - Required Courses**

Rehabilitation Science (Required Courses Cont'd)

Program Learning Outcomes (PLO)	Associated DLE	Course Name <small>*If code available; it is provided; if not, it is to be determined</small>	Rehabilitation Science: Inquiry I SRS 2RI3	Evidence-based practice (EBP) in Rehabilitation Science SRS 3EP3	Measurement fundamentals in Rehabilitation Science SRS MF3
		Required or Elective	Required	Required	Required
PLO #1 Relationship-based Culture	1,2,3,4,5,6	Teaching	Introductory	No	No
		Assessment	Case study, Class Participation, Exams	N/A	No
PLO #2 Creativity & Human experience	1,2,3,5	Teaching	No	No	No
		Assessment	N/A	N/A	N/A
PLO #3 Foundations of Clinical Reasoning	3,4,5,6	Teaching	Introductory	Introductory	Introductory
		Assessment	Case study, Assignments, Reflections, Class Participation, Exam	Case Study Reflections, Class Participation	Case study, Reflection, Class Participation, Exam
PLO #4 Communication & Inclusive Excellence	1,2,4,5	Teaching	Introductory	No	Introductory
		Assessment	Case Study Reflection	N/A	Case study, Reflection, Class Participation, Exam
PLO #5 Ethical Reasoning & Professional Conduct	4,5,6	Teaching	Introductory	No	No
		Assessment	Assignments, class participation, reflections, and exams	N/A	N/A
PLO #6 Principles of Evidence-based Practice	1,2,3,5	Teaching	No	Introductory	Introductory
		Assessment	N/A	Case study, class participation, exam	Case study, class participation, Exam
PLO #7 Local & Global Community Engagement	1,2,3,4,5,6	Teaching	Introductory	Introductory	No
		Assessment	Reflections, assignments, case studies, Group project	Case study, class participation, exam	N/A

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**Table 2 Cont'd. Year 2 - Elective Courses**

Humanities (Required Courses)

Program Learning Outcomes (PLO)	Associated DLE	Course Name	Bioethics PHIL 2D03	Ancient Roots Of Medical Terminology CLA 2MT3	Faculty of Humanities (1 Course from List – A*)
		Required or Elective	Required	Required	Required
PLO #1 Relationship-based Culture	1,2,3,4,5,6	Teaching	Introductory	Introductory	Introductory
		Assessment	Case Studies, Exams, Tutorial Participation	Case Studies, Exams	Case Studies Exams, Tutorial Participation, Essay
PLO #2 Creativity & Human experience	1,2,3,5	Teaching	No	No	Introductory
		Assessment	N/A	N/A	Case Studies Exams, Tutorial Participation, Essay
PLO #3 Foundations of Clinical Reasoning	3,4,5,6	Teaching	Introductory	Introductory	Introductory
		Assessment	Case Studies, Exams, Tutorial Participation	Case Studies, Exams	Case Studies Exams, Tutorial Participation, Essay
PLO #4 Communication & Inclusive Excellence	1,2,4,5	Teaching	Introductory	Introductory	Introductory
		Assessment	Case Studies, Exams, Tutorial Participation	Case Studies, Exams	Case Studies Exams, Tutorial Participation, Essay
PLO #5 Ethical Reasoning & Professional Conduct	4,5,6	Teaching	Introductory	No	No
		Assessment	Case Studies, Exams, Class Participation	N/A	Case Studies Exams, Tutorial Participation, Essay
PLO #6 Principles of Evidence-based Practice	1,2,3,5	Teaching	No	No	Introductory
		Assessment	N/A	N/A	N/A
PLO #7 Local & Global Community Engagement	1,2,3,4,5,6	Teaching	No	No	Introductory
		Assessment	N/A	N/A	Case Studies Exams, Tutorial Participation, Essay

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**Table 3. Year 3 - Required Courses**

Rehabilitation Science (Required Courses)

Program Learning Outcomes (PLO)	Associated DLE	Course Name	Experiential-Focused Practicum SRS 3EP3	Rehabilitation Science: Inquiry II SRS 3RI3
		Required or Elective	Required	Required
PLO #1 Relationship-based Culture	1,2,3,4,5,6	Teaching	Intermediate	Intermediate
		Assessment	Community-based project, self-assessment, and reflections	Case study, Class Participation, Exams
PLO #2 Creativity & Human experience	1,2,3,5	Teaching	No	No
		Assessment	N/A	N/A
PLO #3 Foundations of Clinical Reasoning	3,4,5,6	Teaching	No	Intermediate
		Assessment	N/A	Case study, Assignments, Reflections, Class Participation, Exam
PLO #4 Communication & Inclusive Excellence	1,2,4,5	Teaching	Intermediate	Intermediate
		Assessment	Community-based project, self-assessment and reflections	Case Study Reflection
PLO #5 Ethical Reasoning & Professional Conduct	4,5,6	Teaching	Intermediate	Intermediate
		Assessment	Community-based project, self-assessment, and reflections	Assignments, Class participation, reflections, and exams
PLO #6 Principles of Evidence-based Practice	1,2,3,5	Teaching	Yes	Intermediate
		Assessment	Community-based project, self-assessment, and reflections	Assignments, Class participation, reflections, and exams
PLO #7 Local & Global Community Engagement	1,2,3,4,5,6	Teaching	Intermediate	Intermediate
		Assessment	Community-based project, self-assessment and reflections	Reflections, assignments, case studies, Group project



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**Table 3. Year 3 - Required Courses**

Rehabilitation Science (Required Courses)

Program Learning Outcomes (PLO)	Associated DLE	Course Name	Understanding Disability in Health & Rehabilitation Science SRS 3UD3	Selected Topics in Rehabilitation Science SRS 3ST3
		Required or Elective	Required	Required
PLO #1 Relationship-based Culture	1,2,3,4,5,6	Teaching	Intermediate	Intermediate
		Assessment	Analytical assignments, class participation, exams	Analytical assignments, class participation, exams
PLO #2 Creativity & Human experience	1,2,3,5	Teaching	No	No
		Assessment	Analytical assignments, class participation, exams	N/A
PLO #3 Foundations of Clinical Reasoning	3,4,5,6	Teaching	No	No
		Assessment	N/A	N/A
PLO #4 Communication & Inclusive Excellence	1,2,4,5	Teaching	Intermediate	Intermediate
		Assessment	Analytical assignments, class participation, exams	Analytical assignments, class participation, exams
PLO #5 Ethical Reasoning & Professional Conduct	4,5,6	Teaching	Intermediate	Intermediate
		Assessment	Analytical assignments, class participation, exams	Analytical assignments, class participation, exams
PLO #6 Principles of Evidence-based Practice	1,2,3,5	Teaching	No	No
		Assessment	N/A	N/A
PLO #7 Local & Global Community Engagement	1,2,3,4,5,6	Teaching	No	No
		Assessment	Analytical assignments, class participation, exams	N/A

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**Table 3 Cont'd. Year 3 - Required Courses**

Humanities (Required Courses)

Program Learning Outcomes (PLO)	Associated DLE	Course Name	<b>Faculty of Humanities 2 Courses</b> (See List - A only*)	<b>Faculty of Humanities 2 courses</b> (See List - A* or B**)
		Required or Elective	Required	Required
PLO #1 Relationship-based Culture	1,2,3,4,5,6	Teaching	Introductory	Introductory/Practical
		Assessment	Exams, Tutorial Participation, Essay	Exams, Tutorial Participation, Essay
PLO #2 Creativity & Human experience	1,2,3,5	Teaching	Introductory	Introductory/Practical
		Assessment	Case Studies Exams, Tutorial Participation, Essay	Case Studies Exams, Tutorial Participation, Essay
PLO #3 Foundations of Clinical Reasoning	3,4,5,6	Teaching	No	No
		Assessment	N/A	N/A
PLO #4 Communication & Inclusive Excellence	1,2,4,5	Teaching	Introductory	Introductory/Practical
		Assessment	Case Studies Exams, Tutorial Participation, Essay	Analytical assignments, class participation, exams
PLO #5 Ethical Reasoning & Professional Conduct	4,5,6	Teaching	No	Introductory/Practical
		Assessment	Case Studies Exams, Tutorial Participation, Essay	Analytical assignments, class participation, exams
PLO #6 Principles of Evidence-based Practice	1,2,3,5	Teaching	No	No
		Assessment	N/A	N/A
PLO #7 Local & Global Community Engagement	1,2,3,4,5,6	Teaching	Introductory	No
		Assessment	Case Studies Exams, Tutorial Participation, Essay	N/A

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**Table 4. Year 4 - Required Courses**

Rehabilitation Science (Required Courses)

Program Learning Outcomes (PLO)	Associated DLE	Course Name	Research Thesis Project SRS 4RP3	Rehabilitation Science: Inquiry III SRS 4RI3
		Required or Elective	Required	Required
PLO #1 Relationship-based Culture	1,2,3,4,5,6	Teaching	Advanced	Advanced
		Assessment	Research-based, final term paper and reflections	Case study, Class Participation, Exams
PLO #2 Creativity & Human experience	1,2,3,5	Teaching	No	No
		Assessment	N/a	N/A
PLO #3 Foundations of Clinical Reasoning	3,4,5,6	Teaching	No	Advanced
		Assessment	N/A	Case study, Assignments, Reflections, Class Participation, Exam
PLO #4 Communication & Inclusive Excellence	1,2,4,5	Teaching	No	Advanced
		Assessment		Case Study Reflection
PLO #5 Ethical Reasoning & Professional Conduct	4,5,6	Teaching	Advanced	Advanced
		Assessment	Research-based, final term paper and reflections	Assignments, class participation, reflections, and exams
PLO #6 Principles of Evidence-based Practice	1,2,3,5	Teaching	Advanced	No
		Assessment	Research-based, final term paper and reflections	N/A
PLO #7 Local & Global Community Engagement	1,2,3,4,5,6	Teaching	Advanced	Advanced
		Assessment	Research-based, final term paper and reflections	Reflections, assignments, case studies, Group project

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**Table 4 Cont'd. Year 4 - Required Courses**

Rehabilitation (Required Courses Cont'd)

Program Learning Outcomes (PLO)	Associated DLE	Course Name	<b>Entrepreneurship in Rehabilitation Science SRS 4ER3</b>	<b>Advanced Techniques In Rehabilitation Science SRS 4AR3</b>
		Required or Elective	Required	Required
PLO #1 Relationship-based Culture	1,2,3,4,5,6	Teaching	Advanced	Advanced
		Assessment	Group project, final term paper, reflections	Group project, final term paper, reflections
PLO #2 Creativity & Human experience	1,2,3,5	Teaching	Advanced	Advanced
		Assessment	Group project, final term paper, reflections	Group project, final term paper, reflections
PLO #3 Foundations of Clinical Reasoning	3,4,5,6	Teaching	No	Advanced
		Assessment	N/A	Group project, final term paper, reflections
PLO #4 Communication & Inclusive Excellence	1,2,4,5	Teaching	Advanced	Advanced
		Assessment	Group project, final term paper, reflections	Group project, final term paper, reflections
PLO #5 Ethical Reasoning & Professional Conduct	4,5,6	Teaching	Advanced	Advanced
		Assessment	Real-life team project, final term paper, reflections	Group project, final term paper, reflections
PLO #6 Principles of Evidence-based Practice	1,2,3,5	Teaching	Advanced	Advanced
		Assessment	Group project, final term paper, reflections	Group project, final term paper, reflections
PLO #7 Local & Global Community Engagement	1,2,3,4,5,6	Teaching	Advanced	Advanced
		Assessment	Group project, final term paper, reflections	Group project, final term paper, reflections

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**Table 4 Cont'd. Year 4 - Required Courses**

Humanities (Required Courses)

Program Learning Outcomes (PLO)	Associated DLE	Course Name	Faculty of Humanities 3 Courses (See List: C***)	Faculty of Humanities 1 Course (See List: A*)
		Required or Elective	Required	Required
PLO #1 Relationship-based Culture	1,2,3,4,5,6	Teaching	Advanced	Introductory
		Assessment	Exams, Tutorial Participation, Essay	Exams, Tutorial Participation, Essay
PLO #2 Creativity & Human experience	1,2,3,5	Teaching	Advanced	Introductory
		Assessment	Case Studies Exams, Tutorial Participation, Essay	Case Studies Exams, Tutorial Participation, Essay
PLO #3 Foundations of Clinical Reasoning	3,4,5,6	Teaching	No	No
		Assessment	N/A	N/A
PLO #4 Communication & Inclusive Excellence	1,2,4,5	Teaching	Advanced	Introductory
		Assessment	Case Studies Exams, Tutorial Participation, Essay	Case Studies Exams, Tutorial Participation, Essay
PLO #5 Ethical Reasoning & Professional Conduct	4,5,6	Teaching	No	No
		Assessment	Case Studies Exams, Tutorial Participation, Essay	Case Studies Exams, Tutorial Participation, Essay
PLO #6 Principles of Evidence-based Practice	1,2,3,5	Teaching	No	No
		Assessment	N/A	N/A
PLO #7 Local & Global Community Engagement	1,2,3,4,5,6	Teaching	Advanced	Introductory
		Assessment	Case Studies Exams, Tutorial Participation, Essay	Case Studies Exams, Tutorial Participation, Essay

# APPENDIX 6

## List and Description of Existing courses

### Required

#### **HTHSCI 1H06 A/B - Human Anatomy and Physiology I**

An examination of structure-function relationships in the human body systems including the integument, nervous, musculoskeletal, endocrine, cardiovascular, immune, respiratory, gastrointestinal, urinary, and reproductive systems with an emphasis on the role of each system in maintaining homeostasis.

#### **HTHSCI 3RS3 - Exploring the Foundations of Rehabilitation Sciences**

Students will engage in discussions focused on the fundamental concepts and theories specific to the role of rehabilitation professions in the local, national, and global contexts. Students will explore the clinical practices and unique roles of physical therapy, occupational therapy, and speech language pathology.

### Not required

### YEAR 1 COURSES

#### **HTHSCI 1M03 - Foundations of Data Science**

This course focuses on promotion of data literacy skills and the introduction of fundamental data science concepts, practices, and tools. These include computation, data analytics, data ethics, data visualization, machine learning, and statistics.

#### **HLTHAGE 1BB3 - Introduction to Aging and Society**

Examines issues in aging from a multidisciplinary perspective including such topics as: myths and stereotypes of aging, social ties in later life and the aging of the Canadian population. Provides a deeper understanding of aging and the changing body, mind and self, as well as the meaning and experiences, challenges and opportunities of aging and later life.

#### **LINGUIST 1A03 - Introduction to Linguistics: Sounds, Speech and Hearing**

An introduction to the scientific study of language. The course focuses on the sounds of human languages, including how we produce and perceive them, and how words are formed in the world's languages.

#### **IBH 1BA3 - Leadership Coaching**

This course provides the foundations for building the critical competencies in Managing ("Doing things Right") to Leading ("Doing the Right Things"). Through in-class group coaching, students will develop and practice the successful thinking and associated behaviours required to grow Emotional Intelligence in the four primary components of Self-Awareness, Self- Management, Social Awareness, Social Management. The coaching model of "What?" (Understanding the critical theoretical foundations), "So What?" (Specific meaning/impacts for individual students), "Now What?" (action steps for application to self and other), provides the format for teaching and learning.

**IBH 1BC3 - Fundamentals of Ethics**

An introduction to ethical theory and to its application to contemporary moral problems. Topics covered may include the nature of morality and its relationship to culture, religion, and self-interest; the strengths and weaknesses of normative ethical theories, including utilitarianism, Kantianism, virtue ethics and social contract theory; and ethical issues raised by war, torture, world hunger, assisted dying, affirmative action, corporations, and the environment.

**PSYCH 1X03 - Introduction to Psychology, Neuroscience and Behaviour**

This course introduces the scientific methods used to study the psychology of higher order processes and interpersonal behaviour.

**PSYCH 1XX3 - Foundations of Psychology, Neuroscience and Behaviour**

This course introduces important themes as the foundations to investigate psychology, neuroscience, and behaviour with an emphasis on sensory systems, and behaviours critical to survival.

**HISTORY 1Q03 - History of Medicine**

This course explores developments in the history of health and medicine from a global perspective between 1500-present. Topics include religion and healing; global medical theories; medicine and colonialism; the impact of pandemics and epidemic diseases, the development of modern medicine.

**PEACJUST 1A03 - Peace, Justice, Human Rights**

From Black Lives Matter to #MeToo, migration crises and climate change news, this course examines values and ideologies in local and global struggles for peace, justice and human rights. Concepts: peace, conflict, war, injustice, violence, nonviolence, oppression, are introduced. Historical and contemporary case studies.

**YEAR 2 COURSES**

**HTHSCI 2AE3 - Artistic Explorations of Community Issues**

Students will research and explore topics relevant to the B.H.Sc. and Arts & Science communities through engaging with and investigating arts-based research methodologies.

**HTHSCI 2DS3 - Global Health and the Complexities of Disease**

This course will introduce students to the disease states that define the burden of morbidity and mortality in a global setting. Students will examine the relationships that define the static and dynamic patterns of health and illness by drawing on diverse fields of academic thought and research, including the biological, geographical, anthropological and political sciences.



**HTHSCI 2F03 - Human Physiology and Anatomy I**

An introduction to the principal organ systems including the endocrine, skin, CNS and locomotion.

**HTHSCI 2G03 - Statistics & Epidemiology 1**

An introduction to measure of health, the design and analysis of epidemiological studies, the statistical approaches used to analyze data and interpret measures of association, and understanding confounding and bias.

**HTHSCI 2GG3 - Statistics & Epidemiology 2**

Building on HTHSCI 2G03, this course will introduce more advanced concepts and methods in biostatistics, while examining crucial issues in the design and analysis of epidemiologic studies, and exploring specialized topics.

**HTHSCI 2T03 - Sex, Gender, & Health**

This course will explore the concepts of sex and gender, and take a critical perspective on how sex, gender, and social norms of masculinity and femininity affect health, healthcare, and health research.

**HLTHAGE 2B03 - Social Identify, Health and Illness**

A critical exploration of the role of class, race, gender, ability and age in patterns of health and illness.

**HLTHAGE 2D03 - Continuum of Care**

The course will critically examine the continuum of care options for older adults needing support and services in later life. Some of the topics addressed include quality of life and quality of care issues, challenges involved in care integration across the continuum, environmental design, human diversity and long term care needs, formal and informal support, as well as policy and funding issues.

**HLTHAGE 2J03 - Selected Topics in Aging and Society**

This course will provide an exploration of selected topics in aging. Topics may vary from year to year.

**MUSIC 2MU3 - Introduction Music Therapy Research**

Current research papers will be explored in the fields of education, rehabilitation, neurology and mental health.

**ARTHIST 2AA3 - Introduction Practice of Art Therapy**

An introduction to the practice of art therapy, with an overview of its history, the diversity of its applications within psychodynamic, solution focused, cognitive behavioural principles, embodiment theory, and its clinical implications including neuroscience, mindfulness, Post-traumatic Stress Disorder, and pain management.

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### **PHILOS 2D03 - Bioethics**

An introduction to moral philosophy, through a consideration of issues in health care ethics. Topics such as abortion, human experimentation, euthanasia, and genetic screening will be investigated.

## **YEAR 3 COURSES**

### **HTHSCI 3AH3 - Indigenous Health**

The goal of this course is to provide students with knowledge and skills related to health care practice and policy from within Indigenous contexts. Enabling students to acquire and put into practice concepts and information required to understand and manage health for Indigenous peoples; to engage in culturally competent and safe practice through knowledge development; and the ability to identify areas of need specific to Indigenous health.

### **HTHSCI 3C04 - Research Appraisal and Utilization in Evidence Informed Decision Making**

Introduction to quantitative and qualitative designs with a focus on critical appraisal of evidence and application to nursing practice and healthcare.

### **HTHSCI 3CC3 - Theatre for Development**

This course, rooted in Applied Drama, will enable students to actively participate and explore their creativity, enhancing transferable skills like communication and active listening through drama games and exercises.

### **HTHSCI 3DD6 A/B - Engaging the City: An Introduction to Community-Based Research in Hamilton**

An introduction to the city of Hamilton and community-based research. This course will place experiential emphasis on citizenship, community health, economics, geography, environment, and education.

### **HTHSCI 3EE3 - Biomedical Graphics**

An art course for science students, participants will learn the basics of visual literacy, design and the software used to create effective illustrations or figures in support of scientific communication.

### **HTHSCI 3FC3 - Science of Fictional Characters**

In this interdisciplinary inquiry course, students will use fictional characters as a model to apply and understand key concepts in various scientific disciplines (e.g. biology, psychology). Additional emphasis will be placed on science communication and the development of scientific inquiry skills.

### **HTHSCI 3G03 - Critical Appraisal of the Medical Literature**

Students will learn quantitative research design and how to evaluate the internal validity of published research to determine the effectiveness of an intervention, diagnostic test, screening program, prognostic or risk factor and systemic review.

**HTHSCI 3HL3 - Health Law: Current and Emerging Issues**

In this course students will explore the use of legal instruments to understand their capacity to achieve health policy goals, as well as their limits as tools for health justice reform. Students will learn about Canadian jurisprudence, including legislation and case law, to critically apply them to emerging issues including the regulation of reproduction, access and rationing of care, and medical assistance in dying.

**HTHSCI 3L03 - Introduction to Bioethics (this course can substitute for PHILOS 2D03 - Bioethics)**

This course will cover ethical issues that are relevant to biological sciences. Topics will include genetic engineering and cloning, genetic screening, reproductive technology and the use of behavioural strategies to alter societal behaviours.

**HTHSCI 3MH3 - Critical Examination of Mental Health**

An examination of mental health and illness from different social, cultural and historical perspectives. In this course, students will consider a range of mental health issues and compare how these issues are commonly understood in a critical examination of mental health research and theory.

**HTHSCI 3MU3 - Music, Health, & the Community**

This experiential interdisciplinary course will develop community experience and leadership in the Hamilton Intergenerational Music Program. In-class discussions will focus on the function and role of music in health and healthcare, intergenerational issues, leadership skills, and music education.

**HTHSCI 3N03 - Written Communication in Health Sciences I (this course is an alternative to HTHSCI 3S03 - Communication Skills)**

This course will explore various genres of written communication. Students will develop their editing and writing skills in a small group.

**HTHSCI 3QA3 - Qualitative Research Methods in Health**

An inquiry-based course examining a wide range of qualitative methods used in health research, including ethnography, narrative, phenomenology, and arts-and science-based approaches. We explore qualitative methods in the clinical, public, and biomedical health sciences.

**HTHSCI 3S03 - Communication Skills (this course can substitute for HTHSCI 3S03 - Communication Skills)**

This course offers students a variety of learning experiences that will enable them to better understand the relationship between effective communication and desired health care outcomes. Students will be exposed to evidence based research, role playing, standardized simulations and audio-visual reviews.

**LIFESCI 3AA3 - Human Pathophysiology**

## APPENDIX 6

This course examines the normal physiology of a healthy individual through to the pathophysiological consequences of disease at the cell and tissue level, and how this can lead to greater implications between the various systems of the body. Disease management with pharmacologic agents and other lifestyle approaches will be discussed.

### **LIFESCI 3BB3 - Neurobiology of Disease**

Examination of the cellular, circuit and system level abnormalities that underlie nervous system diseases. Topics may include: addiction, epilepsy, spinal cord injury, neuromuscular diseases and neurodegenerative diseases.

### **LIFESCI 3K03 - Neural Control of Human Movement**

The control of human movement studied in detail from neurophysiological, cognitive and dynamical perspectives. Topics include basic neurophysiology, mechanisms of sensation, reflexes, voluntary movement and theories of motor control.

### **LIFESCI 3Q03 - Global Human Health and Disease**

This course explores some of the most pressing issues in global health, from infectious disease to addiction. Students will investigate disease mechanisms as well as societal factors that threaten health and wellbeing. Students will also think critically about the important role of communication between scientists, policymakers and communities.

### **HLTHAGE 3L03 - Embodied Aging**

This course explores the centrality of the body in social gerontological knowledge, policies and practices related to aging, and the experiences of late life. Examples of the topics addressed include the classification of the old body, bodily change and impairment, technological advancements for the body/prosthetic devices, and the relationship between the body/identity/self over the life course.

### **HLTHAGE 3N03 - Aging and Mental Health**

This course will examine the mental health of older adults from a variety of perspectives. Key topics include changes in cognitive functioning, dementia, assessment protocols, treatment methods, and older adults' sources of resilience.

### **LINGUIST 3F03 - Anatomy and Physiology for Speech, Language and Hearing**

Anatomy and physiology of human speech production and hearing. Systems for speech production (lungs, glottis, vocal tract, jaw, lips) and perception (outer/middle/inner ear, auditory processing) and anatomy of brain areas for speech perception.

### **LINGUIST 3NL3 - Cognitive Neuroscience of Language**

A survey of the current scientific literature dealing with brain function related to language processes in typical and special populations.

### **PSYCH 3AG3 – Aging**

A survey of sensory, cognitive, personality, and social changes that occur during the normal aging process.

**INDIGST 3H03 - Indigenous Medicine I: Philosophy**

This course will examine Indigenous concepts of health and wellness. The wholistic traditional approach will be used in the classroom as well as in visits by elders, medicine people and class trips to places of health, wellness and healing.

**ENGLISH 3NH3 - Narratives of Health**

This course inquires into representations of health with reference to a range of media. Critical frameworks may include critical disability studies, environmental humanities, feminist research, critical race studies, science and technology studies, narrative medicine, and Indigenous studies.

**ENGPHY 3EC4 - Professional Communication and Project Management**

Introduction to communication styles, team dynamics, oral and written presentation skills, effective two-way communication strategies, project management, problem analysis, and job skills.

**YEAR 4 COURSES**

**HTHSCI 4AC3 - Advanced Communication Skills**

This course will build on Communication Skills acquired in HTHSCI 3S03 and expose students to more in-depth learning experiences via the Centre for Simulation Based Learning and classroom debriefs/presentations. This course will employ video and multimedia analysis to enhance learning and develop advanced-level communication skills for difficult conversations.

**HTHSCI 4CU3 - Cultural Competency in Health Sciences**

Culturally competent practitioners can interpret and effectively act on the cultural context of an individual in their health care environment. Relationship building is key to cultural competence. Communications skills help us understand and manage each other's expectations and attitudes and highlight each other's strength using a wide range of individual and community resources. This course will use theoretical and practical exercises to build our cultural competency and examine how we can effectively act in our health care community.

**LIFESCI 4Y03 - Applied Biomechanics**

A combination of lectures and problem-based learning on aspects of human movement facing the modern biomechanist. Topics and problems are taken from occupational, clinical and sport biomechanics.

**HLTHAGE 4B03 - Death and Dying in Later Life**

This course addresses quality of life at the end of life. Examines issues related to death, dying and bereavement from interdisciplinary perspectives by highlighting cultural, ethical, and spiritual aspects, as well as end of life care.

**HLTHAGE 4J03 - Narratives of Illness**

This seminar explores the role that narratives of illness play in describing, shaping and interrogating the experiences of those who are 'unwell'.

**HLTHAGE 4P03 - Leisure and Recreation in Later Life**

This course focuses upon characteristics of the aging population and the theoretical aspects of aging as related to recreation, leisure and lifestyle explores the diverse meanings of health and wellness to older adults and analyzes the different mechanisms through which health and well-being can be maximized such as providing for physical, emotional, economic and political needs of older people.

**ARTSSCI 4CT3 – Medical Humanities Inquiry**

This course exposes students to the rapidly developing international field known as medical humanities. It explores the interconnections between health, medicine, the arts, and the humanities, with a particular focus on issues of medical ethics and narrative in medicine.

**HISTORY 4FF3 - History of Health and Medicine**

Themes will vary and may include health and medicine from a comparative perspective, the relationship between imperialism and medicine, public health and urban environment, exercise, and health.

**PEACJUST 4L03 - Peace, Environment and Health**

Selected environmental issues influencing peace and health. Topics may include social, ecological and economic perspectives on global change, biodiversity and water issues locally and globally.

# APPENDIX 7

## **List and Description of Proposed New Courses**

### **Rehabilitation Inquiry: Introduction, Intermediate, and Advanced (3 separate courses in year 2, 3 and 4)**

Within the program, there is a core group of three (3) required inquiry courses where students are initially introduced to a variety of rehabilitation perspectives with the aim of discussing and debating different viewpoints of health, disability and functioning to acquire a range of intellectual skills. This course will facilitate the development of life-long and self-directed learning in the context of one or two rehabilitation issues. A problem-based course applying principles of scientific inquiry to selected rehabilitation issues.

### **Theories, Frameworks & Models of Rehabilitation (year 2)**

This course will examine historical, current, and emerging theories and models in Rehabilitation and Health. Theories provide a blueprint or framework from which to view rehabilitation research, practice, and policy. Such theories and associated models can clarify behavior and provide guidance in the selection of assessment tools and rehabilitation interventions, as appropriate.

### **Evidence-based practice in rehabilitation: Understanding & Application (year 2)**

This course will introduce the knowledge, skill, and application of evidence-based research, including the history and definition of evidence-based practice, which will complement concepts specific to the measurement and appraisal of assessment and outcome measures, as well as interventions. Theories and frameworks for translating such emerging evidence to practice and policy will also be discussed.

### **Measurement fundamentals in Rehabilitation (year 2)**

This course will provide an overview of the measurement theory as it applies to rehabilitation science including selection of outcomes measures, assessment tools and interventions in clinical practice and an introduction to how to appraise measures in terms of clinical feasibility, usability, and other properties.

### **Selected Topics in Rehabilitation (year 3)**

This selected topics in rehabilitation course is designed to allow the exploration of leading-edge issues in emerging and developing areas of Rehabilitation Science. The specific topics will be developed in response to the needs identified by faculty together with interests from students.

### **Understanding Disability in a Health and Rehabilitation Context (year 3)**

This course provides a broad overview of definitions and paradigms of impairment, dysfunction, and disability. Attention is given to the historical and cultural development of concepts and categories of disability, critical disability theory, recent policies focused on equity, diversity and inclusion, where the implications of rehabilitation and health on the lives of persons with disabilities will be examined.



**Experiential-Focused Practicum (year 3)**

This course will include supervised, practical experience in an employment-related field of study. The site could be a long-term care facility, rehab center, hospital, community, private practice, or business. The experiential-focused practicum could be 3 or 6 units depending on student-site interests and corresponding preference.

**Entrepreneurship & Commercialization in Rehabilitation (year 4)**

This course will focus on the development and application of strategic thinking, problem solving and clinical understanding. The scope of commercialization and entrepreneurship in rehabilitation Science is wide-ranging and far-reaching. Many rehabilitation professionals own their own practice, which requires a specialized skillset. However, many large and medium-sized health organizations are seeking intrapreneurs, meaning those who have leading-edge ideas, but prefer to work inside such organizations, rather than to start or run their own business. These different roles and skillsets will be explored and discussed.

**Community Engagement in Rehabilitation (year 4)**

Community engagement focuses on building authentic relationships with off-campus partners. Such relationships are often influenced by preceding (historic) policies and practices that continue to shape rehabilitation. This course will use a seminar format with case scenarios allowing for in-depth discussion of definitions and theories of community engagement, participation, and health with a rehabilitation lens.

**Innovation in Rehabilitation (year 4)**

This course examines both conceptual and practical approaches to innovations in rehabilitation practice and will focus on evidence-informed ways to implement changes in rehabilitation-focused research, policy, and practice.

**Undergraduate Research Course (year 4)**

This course includes research under the supervision of a faculty member. This research experience will provide an understanding of clinical (rehabilitation) research. The undergraduate research course could be 3 or 6 units depending on the complexity and time commitment of the project and could include a review of the literature, data collection and/or analysis, as well as preparing presentations and other modes of knowledge translation.

# APPENDIX 8

**TERMS OF REFERENCE**  
**Director, Rehabilitation, Health and Humanities**  
**School of Rehabilitation Science and the**  
**Faculty of Humanities**  
**May 2021**

**1. Outline of the Position**

The Director of Rehabilitation, Health and Humanities (RHH) is responsible for managing the organization, promotion, and delivery of the Program within the School of Rehabilitation Science (SRS) and Faculty of Humanities, McMaster University.

**2. Requirements of the Position**

- Faculty member of the School of Rehabilitation Science or Faculty of Humanities.
- Demonstrated commitment to high-quality undergraduate education; and,
- Strong interest in, and commitment to, effective program management.

**3. Report Requirements**

The Program Director will report jointly to the Vice Dean from the SRS and the Dean of the Faculty of the Humanities.

**4. Appointment and Re-appointment**

The Program Director will be selected by a committee co-chaired by the Dean/Vice Dean (or their delegates) from the School of Rehabilitation Science and the Faculty of Humanities. The membership of the selection committee consists of two (2) faculty members from SRS and the Faculty of Humanities and is appointed by the Co-Chairs. The normal term appointment for the Program Director shall be five (5) years, with the possibility of renewal. Every effort will be made to rotate the Directorship of the program between SRS and Humanities depending on the interest and qualifications of the faculty members.

The performance of the Director will be reviewed annually by the Vice-Dean/Dean of the School of Rehabilitation Science and Humanities.

**5. Responsibilities and Activities of the Position**

The Program Director's responsibilities include the following:

- Ensuring that the program's admission criteria are properly implemented.
- ensure that all academic regulations governing the program and its students are properly applied.
- Working with the appropriate offices and individuals, primarily within the School of Rehabilitation Science and the Faculty of Humanities, on the various activities involved in promoting, delivering, and enhancing the Program, including, but not limited to:
  - Student recruitment
  - Financial assistance

## APPENDIX 8

- Academic advising
- Curriculum planning and implementation
- Instructional recruitment and support
- Student career preparation
- Alumni development activities.

In carrying out these activities, the Director will Work with a dedicated Program Coordinator, who will receive assistance as needed in consultation with the Directors of Administration of the School of Rehabilitation Science and Humanities.

### **6. Other Considerations**

- The Program Director will receive the equivalent of two (2) sections of teaching relief per year.
- Though no formal budget is assigned, the Director, from time to time, may incur modest out-of-pocket reimbursable expenses arising from faculty-student events, student job recruitment and alumni development activities.
- The Program Director will consult with members of the appropriate committee and the Vice Dean/Dean of SRS and Humanities in planning future directions for the program.

# APPENDIX 9

October 6<sup>th</sup>,

Dear Dr. Brooks,

I am writing in support of the new Honours BSc (Rehabilitation, Health and Humanities) program. There are many areas where the Health Sciences Library (HSL) is well poised to support learners in this new program. In particular, we have a long history of working with programs focused on experiential and inquiry-based learning. HSL librarians are well versed in the processes necessary to teach learners the merits of finding, evaluating, and using the information to pursue the application of evidence-based practice and evidence-informed decision making. However, when trying to understand the impact of any new program on the McMaster libraries, three aspects must be carefully considered: collections, services and space.

Collections: The HSL already subscribes to and purchases a vast collection of journals, books, evidence-informed decision-making tools and video content in subject areas related to rehabilitation sciences, health care research, evidence-based practice, and the social determinants of health. The HSL's interprofessional and interdisciplinary approach to collecting health content means that we are more than ready to provide the information needed to develop curricula, complete assignments, and support research. It is unlikely any new content will need to be purchased. Also working in our favour is the fact that, in most cases, the HSL is already invoiced as a major research institution (meaning our subscription costs fall into the highest billing tier). This means that the addition of new students will not bump us into a new payment category. Growing undergraduate enrollment will not impact excising collection costs, nor will it force us to renegotiate the terms of our existing licenses.

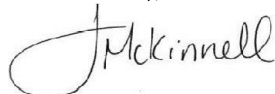
Services: The HSL has unused capacity in its interlibrary loan and consultation services, and undergraduate students tend to be low users of these particular services. Given the proposed size of the program and the level of study, the HSL is more than able to support these students. Walk-in and virtual reference services also have ample capacity and expertise.

When considering undergraduate research activity, particularly as it relates to self-directed, inquiry-based learning, the HSL may struggle to meet demand. Assuming funds to hire additional library staff are limited, I recommend that curriculum developers work closely with the HSL to ensure ample time to plan learner interventions and information literacy support activities. It may be necessary to develop self-paced modules and other asynchronous learning activities to ensure the students develop the advanced information evaluation, use, and management skills we normally expect from health sciences learners.

Space: McMaster's libraries have been operating well beyond space capacity for many years. Students often report that they cannot find a place to study in the library. However, it is unlikely the proposed additional students will create significant extra strain on existing library space.

I am intrigued and excited to learn of the newly proposed Honours BSc (Rehabilitation, Health and Humanities) program. The HSL is ready and willing to support the new learners. Although there are some areas where creative problem solving and careful planning are required, I am pleased to endorse the program proposal. Please feel free to contact me if you have any questions or require additional information.

Yours sincerely,



Jennifer McKinnell  
Director, Health Sciences Library

# EXTERNAL REVIEWERS'

## REPORT ON Proposed BHSc (Integrated Rehabilitation and Humanities)

### March 8, 2022

#### **Reviewer 1**

Name: Kim Sawchuk

University Address: Communication Studies, Concordia University, Montreal Quebec 7141  
Sherbrooke St West H4B1r6

#### **Reviewer 2**

Name: Stella Ng

University Address: University of Toronto Dept of Speech-Language Pathology and Centre for  
Interprofessional Education, 399 Bathurst St, Nassau Annex, Toronto Western Hospital, Toronto  
ON M5T2S8

#### **Internal Reviewer**

Name: Stacey Ritz

Department: Pathology & Molecular Medicine - MDCL-3300 [ritzsa@mcmaster.ca](mailto:ritzsa@mcmaster.ca) x22818

Was the site visit: In person: ☐ Virtual site visit: X [Desk Review](#): ☐

If the review was conducted either virtually or via desk review, was this format agreed to by both external reviewers? Yes X No ☐

Was sufficient rationale provided by the Provost/Provost's delegate for an off-site visit?

Yes X No ☐

For those reviews that included an in-person or virtual visit, please indicate the following (or insert the site visit schedule below:

- Who was interviewed?
- What facilities were seen?
- Comment on any other activities relevant to the appraisal

Or: insert the site visit schedule below;

Tuesday, January 25, 2022		Zoom Link
8:30 am – 9:00 am	Review Team Introductory meeting with: Dr. Kim Dej, Vice-Provost, Faculty Dr. Amy Gullage, Lead Educational Developer, Curriculum Development	<p>Join Zoom Meeting  <a href="https://mcmaster.zoom.us/j/97134454309">https://mcmaster.zoom.us/j/97134454309</a></p> <p>Meeting ID: 971 3445 4309</p> <p>One tap mobile</p> <p>+16132093054,,97134454309# Canada</p> <p>+16473744685,,97134454309# Canada</p>
9 am – 10:15 am	Meeting with Vice Dean and Associate Dean Dr. Dina Brooks Vice Dean, School of Rehabilitation Science (SRS) Dr. Sean Corner, Associate Dean, Faculty of Humanities (Humanities)	
10:15- 10:45 am	Break	
11:00 – 12:00 pm	Meeting with Faculty Dr. Brenda Vrkljan, Professor, SRS Dr. Claude Eilers, Professor, Humanites	
12:00 pm – 1:30	Break	
1:30 pm – 2:45 pm	Meet with administrative staff: Zrinka Granic, Director of Administration, SRS Marcy Murchie, Director of Administration, Humanities Jessica Gasewicz, SRS Program Manager Liz Dzaman, SRS Program Coordinator	
2:45 pm – 3:15 p	Break	
3:15 pm – 4:00 pm	Review team meeting time	



**In order to continuously improve the effectiveness and efficiency of site visits/virtual site visits, please comment on the following:**

***How effective was the proposal brief in preparing you for the visit/virtual site visit?***

The proposal brief that the evaluation team received was thorough and clear. It provided ample information to prepare the team for the virtual site visit. That said, a minor suggestion would be to include an abstract or executive summary of the proposal brief in future documents as well as other summary figures/diagrams to provide a bird's eye view of all "moving parts" more easily.

***How could the logistics of the visit/virtual site visit be improved?***

In general, the logistics for the virtual site visit were excellent, although the term "visit" is perhaps a misnomer. Logistically, the two days were well-organized. The team appreciated that we were provided with breaks from the Zoom environment, which also afforded us time to review the information gathered from the interviews.

We found the student input extremely valuable. They are future "clients" of the program, so allowing time for them to provide insight was vital for this evaluation. It was important that different levels of students were represented, as well as students from different sectors. While there was representation from each sector, the Humanities students seemed somewhat under-represented, as only two undergraduate students from this sector were included in the student interviews. Students could have even more time and opportunity to share their voices in future visits.

We have three recommendations related to the inclusion of students:

- 1) Allow more time to interview the students;
- 2) Let the team know, in advance, what students will be included, and what programs they come from;
- 3) Set up a more deliberate recruitment of student representation from across the disciplines that are involved in the establishment of the new program.

## **PROGRAM**

***Comment on if the program's objectives clearly described;***

The program's objectives are clearly described in the brief, and the clarity of these objectives, and the deep level of commitment to this future program was confirmed in our interviews. The program's 'champions' (the 2 Dean's, in particular), articulated why and how this program should exist, and justified its need at this particular moment. Students articulated the need for this connection to be made between Rehabilitation and Humanities, for very clear reasons, reflected back into the statement of the program's objectives. As one student noted, "We need to understand our clients as more than just mechanical parts to be able to work towards treatment". Another commented on the need to rethink health and rehabilitation in ways that acknowledges "the diversity and differences of clients". Still another commented on the need to be able to communicate with clients in a way that takes their definition of health, and their goals and objectives into account.

Many of our interviewees commented that “I can’t believe this doesn’t exist”. They also made it clear that they saw this program as providing new career opportunities for “the next-generation” of Rehab students in health care. As one student stated, they saw the addition (or deep integration) of a Humanities perspective as essential to their future prospects: “There is a practicality to this proposed degree that will help us in our career and for prospective jobs.” This perspective was echoed throughout our interviews.

***Comment on the appropriateness of the degree nomenclature, given the program’s objectives***

The nomenclature is fine and the terms are well chosen. While the Humanities comes at the end of the nomenclature, this should not be taken as a sign that it is secondary. It should be noted that the use of the term and concept “integration” instead of, for example, “transformation,” is educationally meaningful. Many interviewees stressed that this integration would be substantial or “deep.” We will comment more on this later in the report.

***Comment on the consistency of the program with McMaster’s mission and academic plan; whether the program learning outcomes are clear, appropriate and aligned with the undergraduate or graduate Degree Level Expectations.***

The proposed program is very consistent with McMaster’s history as an innovator in pedagogical innovations in relation to health sciences education. We find that it is consistent with innovations in McMaster’s curricula (e.g. inquiry-based learning). It is also consistent with the nascent relationships in place that will benefit from this program. These relationships include those between researchers, teachers, existing programs and community organisations within the Hamilton region, and beyond (e.g. Northern program).

The program connects to McMaster’s Current Priorities and Strategic Mandate Agreement. McMaster is focused on inclusive excellence, teaching and learning, research and scholarship, and engaging local, national, global and Indigenous communities, all with operational excellence. Clearly teaching and learning, research and scholarship, and the engagement of communities are highlighted in the proposed program. In particular, the three goals outlined in the 2020-21 Strategic Goals & Priorities:

- a) Developing a distinctive, personalized, engaging, and sustainable student experience;
- b) Enhancing the connections between McMaster and the communities we serve, locally, provincially, nationally, and around the globe;
- c) Strengthening the excellence of our research and our graduate education and training, while seeking opportunities to integrate research more purposefully into our academic mission.

**Comments:** In general, from upper levels of administration to staff and students, the enthusiasm of the interviewees leads us to conclude that the new program is not only *consistent* with McMaster’s brand and identity as an institution, it will actually serve to enhance McMaster’s brand and identity. In the words of one interviewee: “This is a missing piece.”

The program objectives clearly align with three aspects of this program: the student experience; community engagement; and research.

***Specific Recommendations (where applicable):***

The clear enthusiasm for this program by all parties is an obvious strength and is absolutely necessary to ensure its success. However, it will also be necessary to ensure that mechanisms are put into place to ensure that this goodwill is deployed to advantage. Expectations are high.

As such we recommend the following:

**1) Formalize discussions:** Need to set up a mechanism for coming together regularly, and need to set this up in advance of the program launching and in a formal way. We recommend the formalization of ongoing collaborative means to review the objectives of the program. Such mechanisms, and joint activities beyond the classroom, may assist the Humanities and Rehabilitation faculties and departments to continually and collaboratively reflect on their convergent (and productively divergent) vision and goals for the integrated program, advance their disciplines and fields, community relationships, and ensure growth and sustainability.

**2) Innovative Internships:** We recommend exploring opportunities to set up internships that go beyond traditional “rehabilitation” sites, and bring in locations such as museums, libraries, galleries where such learning could take place. Importantly, such opportunities should be purposefully integrated into the overall curriculum with clear purposes, and with guidance made available to students. We emphasise that creating “an internship” is not pedagogy unto itself; rather how is the internship constructed meaningfully, and how is it integrated into the broader curriculum? Faculty interviews pointed to potential ways to integrate students into research projects. This also fits with experiential learning objectives.

**3) Hybrid/Digital Delivery of Rehab?:** The program may need to consider more deliberately the role that digital and remote rehabilitation can play for engaging with different communities, including those living in rural or remote areas. This is also one of the lessons commented on that was learned in the pandemic.

**4) Equity, Diversity, Inclusion, Accessibility:** We recommend careful, thoughtful, meaningful work be done in relation to equity, diversity, inclusion and accessibility. Admissions must attend to equity and diversity, faculty must be appropriately representative of diversity of students and communities, community partnership must consider accessibility and inclusion (who is engaged and how), and curricula must attend to all of these principles in terms of both content and pedagogy. The overall culture of the program—for faculty, students, and partners—must be continually monitored to ensure a

welcoming space that models the ideals of critical inquiry and diverse and reasoned dialogue.

## **ADMISSION & ENROLMENT**

***Comment on whether the admission requirements (including any alternative requirements) are appropriately aligned with the program learning outcomes (and/or Degree Level Expectations) established for completion of the program.***

***Are there any applicable alternative admission requirements, including how the program recognizes prior work or learning experience, and if so, are they appropriate?***

**COMMENTS:** In general the admissions requirements are appropriately aligned with the admissions requirements, That said, during interviews, at least two key questions emerged worth considering and monitoring as the program evolves:

- 1) How will the introduction of this program impact admissions and enrolments in other programs?
- 2) How does one ensure that a diversity of students are attracted and admitted to the program? This diversity includes potential students from the Humanities who may not have the Sciences needed, but may be excellent potential candidates, as well as students from communities under-represented in the Rehabilitation Sciences, whose communities would benefit from the program, but who also may have an impact on how Rehabilitation is considered?

***Specific Recommendations (where applicable):***

We suggest the following:

- 1) Monitor impact of program after it is implemented;
- 2) Consider how EDI may be taken into account in terms of admissions.

## **STRUCTURE**

***Comment on how the program's structure and regulations meet the specified program learning outcomes.***

***Is the program's structure and the requirements to meet the program objectives and program-level learning outcomes appropriate?***

***Do the program's structure, requirements and program-level learning outcomes ensure students meet the institution's Undergraduate or Graduate Degree Level Expectations?***

***Does the (proposed) mode of delivery facilitate students' successful completion of the program-level learning outcomes?***

***Does the curriculum address the current state of the discipline or area of study?***

**COMMENTS:** The program's structure and requirements are appropriate and meet the institution's expectations for undergraduate level degrees, although as mentioned above, there will be a need to monitor if these requirements facilitate the inclusion of a diversity of students in the program. The proposed delivery modes are not only matched to program level outcomes—they are opportune and may enhance learning if leveraged strategically and in an evidence-informed way. The curriculum addresses the current state given a call in the health professions to engage more with the humanities, and a call within the humanities to re-articulate its societal good.

***Specific Recommendations (where applicable):***

At risk of being repetitive, we underscore that a curricular or program committee meet regularly to ensure:

- 1) Continual revisiting of program level purpose;
- 2) Aligning these to course-level purposes or objectives;
- 3) The experiences/placements and pedagogies align to course objectives and the program purpose;
- 4) The assessment approaches align with the pedagogies used per course;
- 5) All of the above is done in an (education) evidence-informed, pedagogically sound, and meaningful way.
  - To do so, regular student feedback should be sought and considered;
  - Regular consultation with education experts available at McMaster;
  - Ongoing consultation with the home/partnered faculties to ensure the program continually meets both faculties' needs.

## **CURRICULUM AND TEACHING**

***Comment on how the curriculum reflects the current state of the discipline or area of study; evidence of significant innovation or creativity in the content and/or delivery of the program; the appropriateness and effectiveness of the modes of delivery at meeting program learning outcomes; and how teaching in the program prioritizes areas of accessibility and removes barriers to learning.***

**COMMENTS:** The current curriculum is well-described. It may not represent significant innovation beyond the creation of the integrated program itself. The site visit did illuminate that ongoing curricular exploration would occur and that the integration of programs may indeed lead to innovation both within and beyond the program itself. As such, it is possible the combination of the Humanities and Rehabilitation may lead to the transformation of both fields. For this reason, we view *integration* as a key value, conceptually. We discussed its choice over, for example, “transformation.” It suggests that the Humanities sector is joining with the Health sector to broaden perspectives and deepen attention and understanding to humanistic aspects of health and care. In the words of one Faculty member: “Rehab starts with being human.” This suggests purposeful consideration of how the two fields will come together. Again, ongoing discussions should monitor and assess if and how the Humanities are being integrated throughout the program.

***Specific Recommendations (where applicable):***

- 1) Courses that are developed will need to be tracked to assess if they are meeting the needs of training students to take a more “humanistic approach” to care and rehabilitation. The program will also need to continually ask: how does a Humanities approach mean that course content stays up to date with current issues and challenges?
- 2) We further recommend paying attention to how “integration” is occurring. Is it occurring at the level of curriculum design, content/knowledge, and pedagogy? In faculty members? We have witnessed other attempts, at other institutions, at adding Humanities to health professions education or health sciences programs. Often these attempts merely provide additional coursework, leaving students to do the integrative cognitive work. This approach can lead to sub-optimal learning experiences, satisfaction, and outcomes.
- 3) There are evidence-informed ways to support cognitive integration of different forms of knowledge with practical application, through integrated instruction. We suggest continual review of literature (e.g. by McMaster’s own Geoffery Norman and colleagues), curricular monitoring for this form of instruction, and evaluation of outcomes.

## **ASSESSMENT OF LEARNING**

***Comment on the appropriateness and effectiveness of the proposed methods of assessment in demonstrating achievement of the program learning outcomes, as well as the extent to which the program(s) assess graduating student achievement of the program learning outcomes.***

***Are the plans in place to monitor and assess the following, both appropriate and effective?***

- i. The overall quality of the program;***
- ii. Whether the program is achieving in practice its proposed objectives;***

- iii. ***Whether its students are achieving the program-level learning outcomes; and***
- iv. ***How the resulting information will be documented and subsequently used to inform continuous program improvement.***

**COMMENTS:** Given the different epistemological and historical backgrounds of the Humanities and Rehabilitation as academic fields, this will be an ongoing challenge and opportunity: aligning assessment with each the paradigms and pedagogies of each course, and ensuring thoughtful diversity and integration of assessment approaches across the program.

***Specific Recommendations (where applicable):***

We recommend the establishment of an assessment committee that focuses specifically on:

- 1) Articulating the epistemologies and paradigms involved in the course (e.g. see Baker et al (re: paradigms) and Charise et al (re: epistemologies) in *Advances in Health Sciences Education* for other recent examples of blending humanities and health sciences);
- 2) Ensuring assessment is compatible and in alignment with the epistemologies and paradigms of the course (e.g. see Taveres et al in *Advances in Health Sciences Education* for the principle of compatibility in assessment when health sciences incorporates humanistic goals);
- 3) Considering how the course's assessments relate to the broader program;
- 4) Reviewing the assessments for quality, validity, and epistemological compatibility and paradigmatic alignment;
- 5) Reviewing how students are doing on the assessments

## **RESOURCES TO MEET PROGRAM REQUIREMENTS**

***Comment on evidence that there are adequate human, physical and financial resources to sustain the quality of scholarship produced by undergraduate students.***

***Given the program's class sizes and cohorts as well as its program-level learning outcomes:***

- a) ***Is the number and quality of core faculty who are competent to teach and/or supervise sufficient to achieve the goals of the program and foster the appropriate academic environment?***

- b) When adjunct/sessional faculty play a large role in the delivery of the program, is their role appropriate? Are plans in place to ensure the sustainability of the program and the quality of student experience and if so, are these suitable?*
- c) Is the provision of supervision of experiential learning opportunities adequate, if applicable?*
- d) Taking into consideration implications for other existing programs at the university, is the administrative unit's planned use of existing human, physical and financial resources appropriate?*
- e) Are there adequate resources available to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access?*

**NOTE:** *External Reviewers are not expected to assess the financial viability of a program, and internal budgets are not under the purview of the External Review of a New Program Proposal. Provide a general assessment of the administrative unit's planned use of existing financial resources.*

**COMMENTS:** The willingness by all parties to cooperate on implementing this program was strongly expressed. Interviews indicated the resources, and expertise in place at all levels- from the staff to the faculty- to make the program a success, and indicated deep commitment.

There was no clear or substantial plan in place to hire new faculty to meet the (additional) teaching demands of this new program. All parties indicated that a heavy reliance on sessional instructors would be the norm for the program. Recruiting or retaining sessional instructors was not foreseen as a problem or issue. The experience these instructors bring to the program was emphasized with enthusiasm.

That said, there will be challenges in ensuring that all sessional instructors are adequately informed about the program goals, and how the perspective of the humanities in particular may be integrated into their teaching practice. Furthermore, the knowledge and expertise of session instructors must be respected, recognized, and integrated meaningfully and appropriately as the program evolves. .

***Specific Recommendations (where applicable):***

- 1) Ensure that all sessional instructors are given adequate information on how the methodologies, approaches and perspectives of the program may or may not entail some revision to their current pedagogical approaches and curricular goals;
- 2) Continually commit to and monitor for the equitable and respectful inclusion and compensation for the valuable experience brought to the program by sessional instructors.



## QUALITY AND OTHER INDICATORS

*Please provide commentary on the indicators the department will use over the first five years to document and to demonstrate the quality of the program.*

*Comment on the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record, appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring).*

*Comment on any other evidence that the program and faculty will ensure the intellectual quality of the student experience.*

*Comment on any evidence of how faculty members will ensure the intellectual quality of the student experience.*

**COMMENTS: Indicators:** The indicators, as outlined in the document's received, to assess the quality of the program over 5 years have been reviewed. We have no comments to make on these indicators, as the applicants have done an excellent job.

**Quality of the faculty:** This is an exceptionally strong group of faculty members, who have garnered significant amounts of funding from all three major national funding bodies: SSHRC, NSERC and CIHR. Several are included on major collaborative research teams, including SSHRC partnership grants. Team members have garnered awards for highly competitive interdisciplinary collaborations such as the New Frontiers programs. Team members also bring a variety of expertise, from innovative ways to engage in community outreach through the arts, to expertise in bioethics, to linguistics, to innovative approaches to conceptualising the social determinants of health as it relates to treatment, to innovations in pedagogy and learning. These are all indications of the ability of this group to work collaboratively, inter-sectorally and in an interdisciplinary fashion.

The quality and commitment of the faculty to their research was evident throughout the interviews, and underscored during meetings with faculty members where their collegiality was continually in evidence. The combined scholarly record indicates that this is a highly productive faculty who not only publish at an impressive rate, but also in high quality journals and for renowned International presses.

**Faculty members and the student experience:**

In our meetings, the faculty interviewed expressed their interest in developing new courses for the curriculum to meet the ever-changing needs of the field, of their students, and of their community. They were also articulate in their expressions of how bringing these two sectors could and would benefit their research and their pedagogy, and there was an openness to learning from each other. For example, there was a robust discussion of how and why narrative approaches matter in the context of Rehabilitation.

Interviews conveyed that faculty members were not only thinking about their individual courses. They were willing and able to discuss how individual courses would operate within a broader arc and set of goals and values. Others recognized this as an "opportunity" to be seized. Faculty spoke of the many potential mentorship opportunities this program would

create for students. All of this indicates that this new program is not simply seen as an opportunity for the expansion of programs, but as having the potential to be transformative for both the Humanities and the Rehabilitation Sciences. Thus, indicators could focus on markers of integration, influence, and transformation for the program itself, the Rehabilitation field, and the Humanities field.

## **CONFIDENTIAL SECTION**

***Provide any commentary or recommendations on confidential areas.***

**Comments:** We have nothing confidential to share. We are happy to share all our comments and recommendations with all stakeholders.

***Specific Recommendations (where applicable):***

## **SUMMARY & RECOMMENDATIONS**

***Provide a brief summary of the review. Please include commentary on any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it, as applicable.***

***Recommendations that are clear, concise, and actionable are the most helpful for universities as they prepare to launch new programs. Include specific steps to be taken on any essential or otherwise desirable modifications to the proposed program.***

***NOTE: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.***

### **Brief Summary of the Review:**

The team, in particular the external examiners, commend the architects and champions of this program. We have conducted other external reviews, and despite the use of Zoom, this was an outstanding experience. The commitment and enthusiasm for this program was palpable at each and every session. We commend the work of the entire team who contributed to the making of this.

The program, rightly, understands both its timeliness and import both for the local community, the University, and the disciplines and sectors involved. There was also clearly a mutual and reciprocal respect on each side of the equation, and an excitement in seeing what this program would generate, even beyond the very clear and specific objectives of program development.

Given the commitment of everyone to the future success of this program, we offer these three practical recommendations, in addition to the detailed recommendations listed throughout this evaluation.

### **Recommendation 1:**

We recommend the program establish and implement formal structures and processes for faculty development. Associated with faculty development, we recommend structures to co-

develop curriculum and share course-by-course domain foci and pedagogies, including assessment methods, across all faculty. We make this suggestion because the diversity of faculty in any interdisciplinary program is a strength best bolstered through thoughtful and deliberate educational choices. The differing epistemologies and education paradigms common in the Humanities and Rehabilitation fields offer rich potential for exchanges in learning and research; yet left unchecked they can also present incongruencies and misalignments that may be unhelpful or even detrimental to learners. The faculty development recommendation is particularly important given the diversity of faculty positionality imposed by a program that intermingles faculties and permanent, tenured, and sessional faculty.

**Recommendation 2:**

We recommend establishing principles and processes to ensure sessional instructors are kept abreast of the program's philosophical evolution and operational issues. In turn, we also recommend monitoring processes to ensure that sessional instructors are respected and recognized (and compensated) in an equitable and ethical manner. This recommendation is both ethical and pragmatic, as well as crucial to the sustainability of the program.

**Recommendation 3:**

We recommend continually monitoring for principles of equity, diversity, inclusion and accessibility in all aspects of the program, from admissions to faculty development to overall content of the curriculum. Importantly we also recommend attending to these principles in the program's culture—for both faculty and students. We believe Recommendation 2 will serve to model these principles in action.

Signature: 

Signature: 

Date: March 8, 2022

**Program Response**  
**Institutional Quality Assurance Program (IQAP) New Program Review**  
**BHSc (Integrated Rehabilitation and Humanities)**

**Date of Review:** January 25<sup>th</sup> and 26, 2022

**Review Team Members:**

External: Drs. Kim Sawchuk and Stella Ng

Internal: Dr. Stacey Ritz

**Program Response prepared by:** Dina Brooks, Brenda Vrkljan, Sean Corner, Claude Eilers

**Response date prepared:** March 23, 2022

**Program Response Summary**

We would like to thank the external reviewers, Dr. Kim Sawchuk (Concordia University) and Dr. Stella Ng (University of Toronto) and the internal reviewer, Dr. Stacey Ritz (Assistant Dean, BHSc), for their very thoughtful review and feedback on the BHSc (Integrated Rehabilitation and Humanities). We were pleased by the many favorable comments about the program, including the commitment and enthusiasm shared by staff, faculty, and students, and their praise of the innovative teaching and learning approach. We were appreciative that the reviewers noted that the program is well aligned with the strategic priorities of the University and has significant support from all levels, and, current, and potential students.

We appreciate the reviewers' thoughtful comments and corresponding recommendations. We have addressed each of their recommendations below.

**Program Response to Reviewers' Recommendations**

**There were 3 practical recommendations from the reviewers, which are addressed below:**

*Recommendation 1: We recommend the program establish and implement formal structures and processes for faculty development. Associated with faculty development, we recommend structures to co-develop curriculum and share course-by-course domain foci and pedagogies, including assessment methods, across all faculty. We make this suggestion because the diversity of faculty in any interdisciplinary program is a strength best bolstered through thoughtful and deliberate educational choices. The differing epistemologies and education paradigms common in the Humanities and Rehabilitation fields offer rich potential for exchanges in learning and research; yet left unchecked they can also present incongruencies and misalignments that may be unhelpful or even detrimental to learners. The faculty development recommendation is particularly important given the diversity of faculty positionality imposed by a program that intermingles faculties and permanent, tenured, and sessional faculty.*

**RESPONSE:** We thank the reviewers for this excellent recommendation. In addition to the Admissions subcommittee, we will set-up another subcommittee focused on Faculty Development that will also sit under the Operations Committee. The Faculty Development subcommittee will be set-up immediately upon program approval. Within our original IQAP

proposal, we identified existing courses (Appendix 6), as well as new courses (Appendix 7) that will be developed respectively for this degree. As the reviewers noted, the development of these courses will offer the opportunity to “co-develop curriculum and share course-by-course domain foci and pedagogies, including assessment methods, across all faculty.” Hence, the Faculty Development subcommittee will be comprised of equal numbers of Rehabilitation Science and Humanities faculty who will, in turn, consult their respective faculty more broadly, as needed. By working together in this way, we expect the different yet complementary epistemologies across faculties to be reflected within and across the curriculum and corresponding courses. This committee will meet bimonthly until the program is launched. We have added a description of this committee in Section 3 of our IQAP report.

Once this program is launched, this subcommittee will meet at least once every academic term where its ‘*Terms of Reference*’ will aim to:

- 1) Ensure a ‘culture of collaboration’ where resources and expertise among faculty members (permanent, tenured, and sessional) in Humanities and Health Sciences are shared.
- 2) Provide a forum for faculty of all levels (permanent, tenured, and sessional) to share course-by-course domain foci and pedagogies, including assessment methods

***Recommendation 2:** We recommend establishing principles and processes to ensure sessional instructors are kept abreast of the program’s philosophical evolution and operational issues. In turn, we also recommend monitoring processes to ensure that sessional instructors are respected and recognized (and compensated) in an equitable and ethical manner. This recommendation is both ethical and pragmatic, as well as crucial to the sustainability of the program.*

**RESPONSE:** We fully agree with this recommendation. Both the School of Rehabilitation Science and the Faculty of Humanities have had success with hiring and sustaining a strong cohort of sessional instructors who enjoy teaching and are committed to excellence. We would use a similar approach with the establishment of this new program regarding sessional instructor involvement. For example, sessional instructors are given the same consideration as tenured and part-time faculty, in that they receive feedback on their teaching from peers and participate in annual retreats in the respective programs. Compensation for their contributions are open and transparent with ‘contracts’ set-up in accordance with [McMaster HR policies](#).<sup>1</sup> The Faculty Development subcommittee, as described above, will ensure representation from sessional faculty, which will provide an opportunity for input and keep abreast of philosophical evolution, as well as operational issues of the program. In addition to this committee, an e-communications bulletin will be set-up for the program and delivered monthly by email to ensure all faculty, including sessionals, are kept up to date on the program. In addition to the Faculty Development subcommittee proposed above, the program will hold annual retreats that include all instructors in the program. These retreats would have an agenda with clearly articulated goals for the discussion, focused primarily on short- and long-term planning. These retreats would focus on a combination of faculty development and pedagogical exploration. The organization and specific focus of these retreats would be the responsibility of the Director

of the program, with input from with the Executive committee, Operating Committee and, in consultation, with the Faculty Development subcommittee.

<sup>1</sup>Link: <https://hr.mcmaster.ca/employees/total-rewards/sessional-faculty/>

***Recommendation 3:** We recommend continually monitoring for principles of equity, diversity, inclusion, and accessibility in all aspects of the program, from admissions to faculty development to overall content of the curriculum. Importantly we also recommend attending to these principles in the program's culture—for both faculty and students. We believe Recommendation 2 will serve to model these principles in action.*

**RESPONSE:** Both the School of Rehabilitation Science and the Faculty of Humanities are strongly committed to the principles of equity, diversity, inclusion (EDI), accessibility, and Indigenous Reconciliation (IR). Within the School of Rehabilitation Science, every program has an Advisory Committee on Anti-Racism, Anti-Bias and Anti-Oppression (ARABAO). Two representatives (a student and a faculty member) from each program are then part of the School's ARABAO committee where both individual- and cross-program initiatives are determined and supported accordingly (e.g., Facilitated Black Admissions process, invited speakers on EDI). The Vice-Dean of the School sits on the ARABAO committee. The Faculty of Health Sciences has also recently established the [Indigenous Health Learning Lodge](#)<sup>2</sup>, which is critical to upholding the principles of Truth and Reconciliation, particularly those linked to health and well-being of Indigenous People in Canada. The Faculty of Humanities is also currently finalizing the terms of reference for its Advisory Committee on Equity (ACE) to ensure proper attention is given to issues of equity and diversity in all our programs. Students, faculty, and staff in the BHSc (Integrated Rehabilitation Science and Humanities) will benefit from the teaching and learning opportunities offered through the learning lodge, which will also be integrated within the curriculum.

For the proposed BHSc (Integrated Rehabilitation and Humanities), we will set-up an ARABAO subcommittee, which will be co-chaired by a faculty and a student member, and include staff, students, faculty, as well as community stakeholders, such as those who host student internships where the focus is on shared practices, communication strategies, language, inclusive and accessible teaching and learning principles across all courses, and educational initiatives through the lens of anti-racism, anti-bias and anti-oppression. The committee will also ensure that the curriculum reflects culturally diverse/relevant approaches and reflects anti-racism, anti-bias, and anti-oppression content. This subcommittee will provide ongoing guidance and input to the Operating committees concerning equity and diversity initiatives as well as consult, where needed and appropriate, with the Faculty Development Subcommittee to ensure initiatives are inclusive and accessible to both learners and course instructor. This committee will set annual goals. This committee will be accountable to the Operating Committee to ensure that these initiatives and shared practices are implemented in a timely fashion. An overview of this subcommittee is described in section 3 of the revised IQAP report.

<sup>2</sup>Link: <https://healthsci.mcmaster.ca/ihl>

In addition to the above *practical* recommendations, there were *detailed* recommendations that were outlined by the reviewers across their report that have also been addressed below:

**Program:**

- 1) *Formalize discussions: Need to set up a mechanism for coming together regularly and need to set this up in advance of the program launching and in a formal way. We recommend the formalization of ongoing collaborative means to review the objectives of the program. Such mechanisms, and joint activities beyond the classroom, may assist the Humanities and Rehabilitation faculties and departments to reflect on their convergent (and productively divergent) vision and goals continually and collaboratively for the integrated program, advance their disciplines and fields, community relationships, and ensure growth and sustainability.*

**RESPONSE:** As noted previously, we aim to immediately establish a Faculty Development subcommittee of the Operating committee. This subcommittee will have an important role, as the reviewers have recommended, to discuss and collaborate on joint formal learning activities (coursework) within and beyond the classroom. These ‘integrated’ activities will advance their knowledge, skills, and abilities to understand the complex nature of health and well-being. Hence, learners who graduate from this program will be optimally positioned to address emerging needs of their clients and communities. Based on the reviewer’s recommendation, the Faculty Development subcommittee will be a critical conduit to ensure the “convergent (and productively divergent)” vision and goals are integrated within and across the program, including supporting the growth and sustainability of community relationships that extend from the immediate community and beyond.

- 2) *Innovative Internships: We recommend exploring opportunities to set up internships that go beyond traditional “rehabilitation” sites, and bring in locations such as museums, libraries, galleries where such learning could take place. Importantly, such opportunities should be purposefully integrated into the overall curriculum with clear purposes, and with guidance made available to students. We emphasize that creating “an internship” is not pedagogy unto itself; rather how is the internship constructed meaningfully, and how is it integrated into the broader curriculum? Faculty interviews pointed to potential ways to integrate students into research projects. This also fits with experiential learning objectives.*

**RESPONSE:** We appreciate the reviewers raising the importance of going beyond traditional rehabilitation sites to include locations, such as museums, libraries, and galleries. As outlined in the section of our report (4.2) ‘Program Innovation’ (p. 19), the learning environment will be a community and academic partnered environment. While we listed hospitals, nursing homes, rehabilitation centres, community centres, private clinics, organizations, or mental health departments in this section, the School of Rehabilitation Science and the Faculty of Humanities has many non-traditional community partnerships. The interviews with stakeholders (Appendix 2, p. 36) highlighted many opportunities for which the perspectives of students of this program would be of value to their setting. For example, the School of Rehabilitation and its respective



programs have established many 'role-emerging' placements with organizations and divisions within the City of Hamilton. One of our faculty, Dr. Brenda Vrkljan, is leading a project, that has funding by the University Provost and Vice-Dean, that involves seniors and aging in partnership with the Hamilton Public Library. The library has expressed interest in hosting students for such placements, as they are also evolving as an organization in terms of offerings that go beyond what is 'traditional' for libraries. The coordinator of experiential learning for program will work on developing further relationships with community organizations both within the local community, as well as the potential for hybrid/digital learning opportunities (as response below to next question).

- 3) Hybrid/Digital Delivery of Rehab: The program may need to consider more deliberately the role that digital and remote rehabilitation can play for engaging with different communities, including those living in rural or remote areas. This is also one of the lessons commented on that was learned in the pandemic.

**RESPONSE:** There are many lessons from the COVID-19 pandemic when it comes to supporting not only student learning using digital and remote technologies, but also how we can engage with communities in rural and remote locations. The School of Rehabilitation Science has a strong history of partnering with rural and remote communities, as evidenced by the Northern Studies Stream that has been in place for over 20 years. Moreover, during the recent pandemic, the School of Rehabilitation Science had students on hybrid/digital placements for which guidelines were developed.

- 4) Equity, Diversity, Inclusion, Accessibility: We recommend careful, thoughtful, meaningful work be done in relation to equity, diversity, inclusion, and accessibility. Admissions must attend to equity and diversity, faculty must be appropriately representative of diversity of students and communities, community partnership must consider accessibility and inclusion (who is engaged and how), and curricula must attend to all of these principles in terms of both content and pedagogy. The overall culture of the program—for faculty, students, and partners—must be continually monitored to ensure a welcoming space that models the ideals of critical inquiry and diverse and reasoned dialogue.

**RESPONSE:** We appreciate the reviewers' emphasis on ensuring the principles of equity, diversity, inclusion, and accessibility are integrated across the proposed program. As outlined above, we will develop an Advisory Committee on Anti-Racism, Anti-Bias and Anti-Oppression (ARABAO) that will include learners, staff and faculty who will identify specific metrics, as well as a strategy for measuring (evaluating) such outcomes. While the University, as well as the Faculty of Health Sciences conduct an annual census where the metrics are helpful, there is a need, as the reviewers note to continually monitor the culture of the program to ensure it is welcoming space, particularly given the courses involve critical inquiry and dialogue. The ARABAO committee for the program will be responsible for determining outcomes and monitoring progress in terms of representation of a diversity of students, staff, and faculty. This committee will be accountable to the Operating Committee. The ARABAO committee will



provide ongoing guidance and advice to the Operating committees about equity and diversity initiatives and advise on such initiatives to ensure they are inclusive and accessible to both learners and course instructors. A similar organizational structure has been implemented successfully in other programs in SRS, particularly through a pan-School integration ARABAO Committee, which minimizes duplication of efforts and initiatives.

### **Admissions**

- 5) How will the introduction of this program impact admissions and enrolments in other programs? Monitor impact of program after it is implemented;

**RESPONSE:** The initial enrolment number of students in the BHSc (Integrated Rehabilitation and Humanities) is relatively low (i.e., 50 students) and increases gradually over the next few years to a maximum of 100 students. At present, the existing BHSc at McMaster (the main competitor for this program), only accepts 10-20% of applicants. Therefore, the BHSc (Integrated Rehabilitation and Humanities) should have little or no impact on admission numbers of the other BHSc program. We also intentionally selected level II as the entry point for this new program so that students could come from level I programs across the university so as to minimize the impact on any one Faculty or program.

For all programs, we keep record of applications and admissions. For the BHSc integrated Rehabilitation Science and Humanities, we will also monitor the number of applicants, as well as their characteristics, such as GPA and EDI parameters (see response below to next question).

- 6) How does one ensure that a diversity of students are attracted and admitted to the program? This diversity includes potential students from the Humanities who may not have the Sciences needed, but may be excellent potential candidates, as well as students from communities underrepresented in the Rehabilitation Sciences, whose communities would benefit from the program, but who also may have an impact on how Rehabilitation is considered?  
Consider how EDI may be taken into account in terms of admissions.

**RESPONSE:** The ARABAO committee will ensure that EDI is accounted for during the admission process for the new program. Within the School of Rehabilitation Science, a black facilitated admission process was developed will launch in 2023. The lessons learned from this recent process will be applied in the new program. For example, the black facilitated admission process includes the opportunity for applicants to provide supplementary material to provide context for their responses to questions and ensure their voice is heard. McMaster's Faculty of Health Science also has a facilitated admission process for Indigenous applicants to its [programs](#).<sup>3</sup>The reviewers also raised an important point to ensure diversity of applicants from Level I Humanities programs. In the supplemental material required of applicants, we will include questions that consider the knowledge, skills, and abilities of applicants with a background and interest in the Humanities.

<sup>3</sup>Link: <https://ishs.mcmaster.ca/admissions/self-identification>

**Structure:** 7) At risk of being repetitive, we underscore that a curricular or program committee meet regularly to ensure:

- a. Continual revisiting of program level purpose;
  - b. Aligning these to course-level purposes or objectives;
  - c. The experiences/placements and pedagogies align to course objectives and the
  - d. program purpose;
  - e. The assessment approaches align with the pedagogies used per course;
  - f. All of the above is done in an (education) evidence-informed, pedagogically sound, and meaningful way.
- To do so, regular student feedback should be sought and considered;
  - Regular consultation with education experts available at McMaster;
  - Ongoing consultation with the home/partnered faculties to ensure the program continually meets both faculties' needs.

**RESPONSE:** We fully agree with all of these recommendations, which are reflected in the Terms of Reference for the program's Operating Committee and corresponding subcommittee focused on Faculty Development. As previously noted, this subcommittee will meet bimonthly and continually monitor the program's vision and alignment with courses (& learning objectives) as well as the placement/internships and other experiential learning opportunities. This committee will seek input and consultation regarding pedagogical design, as the reviewers recommend, from the MacPherson Institute for Teaching and Learning within McMaster, as well as seek ongoing consultation with similar (integrated) programs at McMaster (i.e., integrated biomedical engineering and health sciences; integrated humanities and business).

#### **Curriculum and Teaching**

8) Courses that are developed will need to be tracked to assess if they are meeting the needs of training students to take a more "humanistic approach" to care and rehabilitation. The program will also need to continually ask: how does a Humanities approach mean that course content stays up to date with current issues and challenges?

9) We further recommend paying attention to how "integration" is occurring. Is it occurring at the level of curriculum design, content/knowledge, and pedagogy? In faculty members?

10) There are evidence-informed ways to support cognitive integration of different forms of knowledge with practical application, through integrated instruction. We suggest continual review of literature (e.g., by McMaster's own Geoffery Norman and colleagues), curricular monitoring for this form of instruction, and evaluation of outcomes.

**RESPONSE:** We fully agree with these recommendations, which have been outlined in the Terms of Reference of the Operating Committee. We have also suggested the addition of the Faculty Development subcommittee that will consult with the pedagogical experts at McMaster and beyond.

### **Assessment of Learning**

11) We recommend the establishment of an assessment committee that focuses specifically on:

- Articulating the epistemologies and paradigms involved in the course (e.g., see Baker et al (re: paradigms) and Charise et al (re: epistemologies) in *Advances in Health Sciences Education* for other recent examples of blending humanities and health sciences);
- Ensuring assessment is compatible and in alignment with the epistemologies and paradigms of the course (e.g., see Taveres et al in *Advances in Health Sciences Education* for the principle of compatibility in assessment when health sciences incorporate humanistic goals);
- Considering how the course's assessments relate to the broader program;
- Reviewing the assessments for quality, validity, and epistemological compatibility and paradigmatic alignment;
- Reviewing how students are doing on the assessments
- Ensure that all sessional instructors are given adequate information on how the methodologies, approaches and perspectives of the program may or may not entail some revision to their current pedagogical approaches and curricular goals;
- Continually commit to and monitor for the equitable and respectful inclusion and compensation for the valuable experience brought to the program by sessional instructors.

**RESPONSE:** We thank the reviewers for this excellent recommendation. We have proposed a Faculty Development subcommittee of the Operating committee that has responsibility for curriculum development. Within this subcommittee, an 'Assessment' working group will be established whose Terms of Reference will reflect the important points outlined in the above comments. We have described this working group in the revised IQAP report in Section 3.

### **Resources to meet Program needs**

12) Ensure that all sessional instructors are given adequate information on how the methodologies, approaches and perspectives of the program may or may not entail some revision to their current pedagogical approaches and curricular goals;

We have proposed a Faculty Development Committee that will meet throughout the academic year as well as annual retreats to ensure that pedagogical approach and curriculum goals are discussed at regular intervals.

13) Continually commit to and monitor for the equitable and respectful inclusion and compensation for the valuable experience brought to the program by sessional instructors.

**RESPONSE:** The Director and Executive committee will be responsible for monitoring all the parameters related to the sessional involvement in the program. Thank you for this suggestion.

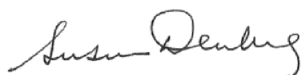
**Deans' Response**  
**Institutional Quality Assurance Program (IQAP) New Program Review**  
**Bachelor of Health Science [BHSc] (Integrated Rehabilitation & Humanities)**  
**Review Date: January 25-26, 2022**

March 24, 2022

We were grateful to receive the External Reviewers' Report on the recent review of the new BHSc (Integrated Rehabilitation & Humanities) program. We wish to extend our thanks to the external reviewers, Drs. Kim Sawchuk of Concordia University and Stella Ng of University of Toronto; and to our internal reviewer, Dr. Stacey Ritz. Their review of this new program was collegial, thorough, and thoughtful; and their insights were both affirming and supportive in the further development of the Integrated Rehabilitation & Humanities program.

We have reviewed the report carefully alongside the Program's responses to the recommendations raised by the reviewers. We are satisfied that the Program has earnestly attended to each of the recommendations and their associated concerns. We remain highly supportive of this Program, the efforts of the Program development and oversight team, and the potential it represents to address important issues for our learners and society.

Sincerely,



Dr. Susan Denburg  
Executive Vice-Dean & Associate  
Vice-President, Academic  
Faculty of Health Sciences



Dr. Pamela Swett  
Dean, Faculty of Humanities  
Department of History

## Undergraduate Expectations for McMaster Vaccination Policy

As of May 1, 2022, McMaster has paused its [Vaccination Policy](#) but will continue to follow emerging guidance from University experts and Public Health officials. If pandemic circumstances shift, the University may reinstate its mask requirement or vaccination policy. Resumption of the vaccine mandate will require that access to campus be limited to those fully vaccinated against COVID-19.

### Upon Reinstatement of the Vaccine Mandate

Students will be notified directly should the vaccination policy be reinstated and will be expected to adhere to the following academic regulation, which was developed in compliance with Public Health guidance and the University's Vaccination Policy. **Any applicable deadline(s) for compliance will be clearly communicated.**

**To enrol or remain enrolled in a McMaster program, all undergraduate students will be expected to provide proof that they are fully vaccinated or obtain an exemption from the University based on substantiated human rights grounds.**

1. If not already completed, all students will be required to visit the [MacCheck](#) digital tool to register their vaccination information as soon as possible and before the prescribed deadline.
2. Students will be required to complete the daily MacCheck screening tool one hour before accessing University property for any reason. Successful screening results on MacCheck will be required for any visit to campus for any reason.
3. Students enrolled in any course with an in-person class section (including, but not limited to, lecture, lab, tutorial, etc.) where students must be present on University property and who have not completed their vaccinations (or who have not received an exemption) by the prescribed deadline **will be unenrolled** from their course(s) that contain an in-person component. Students who are unenrolled:
  - a. will receive tuition reimbursement for those course(s), and the course(s) will be removed from their transcript,
  - b. will be contacted by the University and offered guidance on next steps,
  - c. will be encouraged to speak with an academic advisor (virtually) to discuss possible academic implications and future enrolment,
  - d. will be encouraged to contact the Registrar's Office to understand any OSAP implications, if applicable,
  - e. will be permitted to complete virtual or online courses. However, no access to University property will be allowed, and
  - f. will have access to virtual academic guidance for the remainder of the academic year regarding program progression, including pausing, taking a leave of absence from the program, or withdrawing from the program.
4. Students in clinical placements, cooperative work experiences or other external experiential course requirements *may* have to comply with additional external vaccination policies at their worksite or study site.
5. **Any student found to violate the [Vaccination Policy](#) will be prohibited from accessing University Property and may be subject to outcomes and/or sanctions under the [Code of Student Rights and Responsibilities](#).**

To minimize any potential disruption to completing their courses, all students are strongly encouraged to be fully vaccinated against COVID-19, including booster shots, and to upload their proof of vaccination to MacCheck.

The ongoing COVID-19 pandemic has resulted in unique infection risks and potentially serious health consequences. This academic regulation has been developed to comply with public health guidance and McMaster's Vaccination Policy.

In order to be/remain enrolled in a McMaster program, all undergraduate students are expected to provide proof that they are fully vaccinated or obtain an exemption from the University on the basis of substantiated human rights grounds. Students are encouraged to complete this process as soon as possible.

Students in clinical placements, cooperative work experiences or other external experiential course requirements may have to comply with additional external vaccination policies at their worksite or study site.

**For Fall Term 2021:**

6. All students will be required to visit the [MacCheck](#) digital tool to register their vaccination information as soon as possible. The deadline for submitting a request for exemption is September 19, 2021 at 11:59 p.m. EST.
7. Students who have uploaded proof of their vaccinations, or have received an exemption, will be able to complete their in-person classes in Fall Term 2021.
8. **Students must still complete the daily MacCheck screening 1 hour before accessing University property for any reason.** Successful screening results on MacCheck is required for any visit to campus for any reason.
9. Enrolment in the Fall Term 2021 in-person classes will be cross-checked between September 7 and October 18 to identify those students with in-person course requirements who have not met the requirements of this vaccination policy.
10. After October 18th, students enrolled in any course with an in-person class section (including, but not limited to, lecture, lab, tutorial, etc.) where students must be present on University property and who have not completed their vaccinations or who have not received an exemption will be unenrolled from their Fall course(s) with an in-person component and multi-term courses. A student's required attendance on campus will be verified prior to proceeding with unenrollment.
  - a. Students who are unenrolled will receive tuition reimbursement for those course(s) and the course(s) will be removed from their transcript.
  - b. The University will contact the student and offer guidance on next steps.
  - c. Students will be encouraged to speak with an academic advisor (virtually) to discuss possible academic implications and future enrolment.
  - d. Students with OSAP will be encouraged to contact the Registrar's Office to understand any OSAP implications.
  - e. Students registered in courses delivered virtually or on-line will be permitted to complete those courses, however no access to University property will be allowed.
11. **Any student found to be in violation of the [Vaccination Policy](#) is prohibited from accessing University Property and may be subject to outcomes and/or sanctions under the [Code of Student Rights and Responsibilities](#).**

**For Winter Term 2022 and Onwards:**

1. All students must upload proof of vaccination to the [MacCheck](#) digital tool or obtain a valid exemption by Oct. 17th at 11:59 p.m. EST. This applies even if students will not be on campus in the Fall Term. Students will be removed from all Winter Term 2022 and full-year courses if they have not satisfied this expectation by October 18, 2021.
2. Students will have access to virtual academic guidance for the remainder of the 2021/22 academic year regarding program progression that may include pausing or taking a leave of absence from the program or withdrawing from the program.