In October 2017, the Graduate Programs Committee of the College of Graduate and Postdoctoral Studies (CGPS) considered a proposal to remove the 992 project class from the Master of Physical Therapy (MPT) program. The proposal was supported by the GPC in October 2017, and subsequently supported by the Executive Committee of CGPS in November 2017.

Similar to most graduate programs with a 992 course, the MPT program has required students to maintain continuous registration in that course throughout the program. The objectives for the 992 course were achieved throughout the duration of the graduate program and considered satisfied following a research day at the end of the program.

As demonstrated in the proposal, faculty in the School of Physical Therapy undertook extensive consultation in considering the program modification.

The MPT program curriculum is modular and continuous. As such, removal of the 992 requirement will have no impact on tuition or tuition assessment.

Attached please find:
- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- The completed proposal form for curricular change
- The consultation with the registrar form

If you have any questions, please contact kelly.clement@usask.ca (306-966-2229).

:kc
Memorandum

To: Dr. Terry Wotherspoon, Chair, APC (of University Council)

Copies: Dr. Bruce Eglington, Chair, GPC CGPS
Dr. Stephan Milosavljevic, Director, School of Physical Therapy

From: Trever Crowe, Chair, Executive Committee CGPS

Date: November 15, 2017

Re: Proposal to remove the 992 requirement from the Master of Physical Therapy program

On November 15, 2017, the Executive Committee of CGPS (EC) reviewed the following from the Graduate Programs Committee of CGPS:

On October 6, 2017, the Graduate Programs Committee (GPC) submitted a proposal to the EC to remove the PTH 992.6 project course requirement from the Master of Physical Therapy (MPT) program. The School of Physical Therapy conducted a thorough review process and found that the project component of the program was no longer necessary or desired. The GPC passed the following motion:

Motion: To approve the MPT program modification to remove the 992 class. Simonson/McNair CARRIED

The CGPS Executive Committee (EC) had the following discussion on November 15, 2017:

Traditionally the MPT program is 138 credit units; 6 of which are the 992 class. Eglington provided some context from discussion had at GPC as follows:

- The PT program would continue to meet national accreditation requirements without the 992 research component; if necessary research courses could be made available through alternate means outside of the MPT program.
- The GPC feels they cannot tell PT the 992 course must be taught given that the unit has expressed that it is no longer necessary to their program and/or aligned with their overall student recruitment objectives.
- A member asked if the research component of the program is covered elsewhere; how does the student demonstrate they understand the research piece;
- A member added that course-based master’s programs are not unique. The proposal makes sense in terms of getting students in and out of the program and into the workforce. Perhaps the intent is not based on research but more of a practitioner approach;
- A member suggested that research at the undergraduate level is more relevant as compared to a course-based program where people are coming from industry to obtain their masters;
• Members discussed when the PT program requested the 992 to be introduced as a requirement; and found this proposal to be lacking in pragmatics e.g. how could PT classes be modified, what courses could cover the research part of the program, including a list of which classes, providing specific examples, etc. The proposal refers to ‘could include’ and is rather vague;
• Members discussed PT to shore up the proposal to incorporate the above. It was decided that the proposal was understood as submitted.

The EC made a motion that the EC approve the MPT program modification to remove the 992 class as proposed. (Eglington/Papagerakis) All in favour. CARRIED

If you have any questions or concerns regarding the recommended please contact lori.lisitza@usask.ca on behalf of the Executive Committee.

/lal
On October 6, 2017, the Graduate Programs Committee (GPC) reviewed a request to remove the PTH 992.6 project course requirement from the Master of Physical Therapy (MPT) program. The School of Physical Therapy conducted a thorough review process and found that the project component of the program was no longer necessary or desired.

Currently the MPT program requires 138 credit units. The deletion of the project would result in the program having 132 credit units required.

The MPT program has a program-based tuition rate, and no tuition changes are being proposed as a result of the proposed change.

The Graduate Programs Committee passed the following motion:

_To approve the MPT program modification to remove the 992 class._ Simonson/McNair CARRIED

If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

:kc
PROPOSAL IDENTIFICATION

Title of proposal: Removal of PTh 992 Major Project

Degree(s): MPT

Field(s) of Specialization: Physical Therapy

Level(s) of Concentration: N/A

Option(s): N/A

Degree College: School of Physical Therapy

Contact person(s) (name, telephone, fax, e-mail):
Dr. Stephan Milosavljevic, Director, School of Physical Therapy
stephan.milosavljevic@usask.ca

Proposed date of implementation: Fall 2018

Proposal Document

Please provide information which covers the following sub topics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

1. Academic justification:
   a. Describe why the program would be a useful addition to the university, from an academic programming perspective.
   b. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.
   c. Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)
d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?

The change to the MPT program does not require a new program or additional resources within the current program. After extensive consultation (see the attached appendices), we are proposing the removal of the major project (PTh 992) component of our current MPT program.

2. Admissions
   a. What are the admissions requirements of this program?

   There will be no change required to the current admission requirements of the MPT program.

3. Description of the program
   a. What are the curricular objectives, and how are these accomplished?
   b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.
   c. Provide an overview of the curriculum mapping.
   d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.
   e. Explain the comprehensive breadth of the program.
   f. Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.
   g. Describe how students can enter this program from other programs (program transferability).
   h. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.
   i. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.

There will be no change required to the current program other than the deletion of the major project. Through consultation with physical therapy accreditation documents, national essential competency profile documents, and key local stakeholders, it was determined that a major research project was not only not required to meet our standards for entry level practice, but that it was no longer desired as an outcome of our MPT program and its students. While the deletion of the major project will require some slight adjustments to the evidence-based practice curriculum and course objectives (to be submitted at a later date), there will be no further course deletions nor additions required.
4. Consultation
   a. Describe how the program relates to existing programs in the department, in the
college or school, and with other colleges. Establish where students from other
programs may benefit from courses in this program. Does the proposed program
lead into other programs offered at the university or elsewhere?
   b. List units that were consulted formally, and provide a summary of how
consultation was conducted and how concerns that were raised in consultations
have been addressed. Attach the relevant communication in an appendix.
   c. Proposals that involve courses or other resources from colleges outside the
sponsoring unit should include evidence of consultation and approval. Please
give special consideration to pre- and co-requisite requires when including
courses from other colleges.
   d. Provide evidence of consultation with the University Library to ensure that
appropriate library resources are available.
   e. List other pertinent consultations and evidence of support, if applicable (e.g.,
professional associations, accreditation bodies, potential employers, etc.)

There are no new additions to the MPT program, which remains the sole program for
entry to practice physical therapy education in Saskatchewan. As previously mentioned,
extensive consultation was conducted, which included physical therapy accreditation
documents, national essential competency profile documents, and stakeholder consultations
(current and former students, current faculty and staff, clinical faculty, School of Physical
Therapy Executive Curriculum Committee, the Evidence-based practice curriculum sub-
committee, other physical therapy academic programs across Canada, and other professional
degree programs at the U of S). All consultative processes have been documented and included
in the appendices.

5. Budget
   a. How many instructors will participate in teaching, advising and other activities
related to core program delivery (not including distribution/ breadth requirements
or electives)? (estimate the percentage time for each person).
   b. What courses or programs are being eliminated in order to provide time to teach
the additional courses?
   c. How are the teaching assignments of each unit and instructor affected by this
proposal?
   d. Describe budget allocations and how the unit resources are reallocated to
accommodate this proposal. (Unit administrative support, space issues, class
room availability, studio/practice rooms laboratory/clinical or other instructional
space requirements).
   e. If this program is to be offered in a distributed context, please describe the costs
associated with this approach of delivery and how these costs will be covered.
   f. If this is an interdisciplinary program, please indicate whether there is a pool of
resources available from other colleges involved in the program.
g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?

h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).

i. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)

j. What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?

k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?

l. At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?

m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).

n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program

There are no changes to the current tuition and budget of the School required for the deletion of this course.

**College Statement**

Please provide here or attach to the online portal, a statement from the College which contains the following:

- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation
- Summary of issues that the College discussed and how they were resolved
Related Documentation
At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:

- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations
- Letters of support
- Memos of consultation

It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.

Consultation Forms
At the online portal, attach the following forms, as required

Required for all submissions:
- Consultation with the Registrar form
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red

Required for all new courses:
- New Course Proposal forms
- Calendar-draft list of new and revised courses

Required if resources needed:
- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form
MPT Catalogue Description
The Master of Physical Therapy at the University of Saskatchewan is a full-time program over two years and six-weeks, and consists of ten modules that include academic course work, and 30 weeks of clinical practicum experiences and a supervised research project. The program has been designed to offer students a high quality educational experience that is consistent with national accreditation standards. Students will graduate with the entry-level requirements to obtain a license to practice physical therapy in Saskatchewan and Canada. Initial work expectations of graduates will be, primarily, the provision of direct client care, rather than advanced research and/or administration.

Program Requirements

Master of Physical Therapy (M.P.T.)

Total minimum credit units required: 138 which includes completion of a major project and participation in research symposium.

Module I (16 weeks)

Eight courses (21 credit units) concentrating on acquiring foundational knowledge and skills. Includes a one week clinical education experience.

Degree Requirements

PTH 808.3
PTH 815.4 (multi-term)
PTH 822.5
PTH 840.3
PTH 850.1
PTH 851.1
PTH 860.2
PTH 861.2

PTH 992.6 (multi-term)

GPS 960.0
GPS 961.0

Module II (13 weeks)

Seven courses (18 credit units) building on foundational knowledge and skills relevant to physical therapy with emphasis on movement science.

Degree Requirements
Module III (4 weeks)

One clinical education course, PTH 852.4 (4 credit units) consisting of practical experience in a provincial health care facility.

Degree Requirements

PTH 852.4

Module IV (9 weeks)

Four courses (18 credit units) emphasizing evidence based assessment and management of musculoskeletal, neurological and cardiorespiratory conditions.

Degree Requirements

PTH 830.7
PTH 831.3
PTH 845.6
PTH 862.2

Module V (6 weeks)

Four courses (14 credit units) building on physical therapy knowledge and skills required for assessment and management of clinical conditions.

Degree Requirements

PTH 832.3
PTH 833.3
PTH 847.6
Module VI (4 weeks)

One clinical education course, PTH 854.4 (4 credit unit) consisting of practical experience in a Canadian health care facility.

Degree Requirements

PTH 854.4

Module VII (6 weeks)

Four courses (13 credit units) extending foundational knowledge and skills in physical therapy interventions.

Degree Requirements

PTH 829.3
PTH 834.4
PTH 839.4
PTH 841.2

Module VIII (15 weeks)

One clinical education course, PTH 856.15 (15 credit units) consisting of three 5-week practicums in Canadian health care facilities.

Degree Requirements

PTH 856.15

Module IX (12 weeks)

Six courses (19 credit units) dealing with advanced topics in professional practice, evidence based practice and management of clinical conditions.

Degree Requirements

PTH 835.2
PTH 838.5
PTH 848.2
Module X (6 weeks)

One clinical education course, PTH 858.6 (6 credit units) in a health care facility emphasizing increasing independence with complex clinical caseloads.

Degree Requirements

Major Project

Degree Requirements

PTH 992.6 (6 credit units) involving a supervised group experience completed over M.P.T. degree program, ending with a research symposium.

Residency Requirements

Residency is expected for the duration of the graduate program.
(Please refer to individual module and exam schedules for specific dates as some dates may vary or change due to unforeseen circumstances.)

### Master of Physical Therapy  Class of 2018

<table>
<thead>
<tr>
<th>Week</th>
<th>Starting</th>
<th>Modules/Exams</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>16-Aug-16</td>
<td>861-Prof Pract. 1</td>
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<td>22-Aug-16</td>
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<td>29-Aug-16</td>
<td>808-LifeSpan I: Dev’t, Aging, Pharmacol. Issues</td>
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<td>5-Sep-16</td>
<td>815-Human Anatomy (part 1)</td>
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<td>12-Sep-16</td>
<td>821-Fdns 1: Functional Activities &amp; Ex. Ther.</td>
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<td>19-Sep-16</td>
<td>822-Fdns 2: Introductory Treatm’t Methods</td>
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<td>26-Sep-16</td>
<td>823-Fdns 3: Movement Analysis</td>
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<td>3-Oct-16</td>
<td>825-Ex. Phys. for PTs</td>
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<td>10-Oct-16</td>
<td>860-EBP I</td>
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<td></td>
<td>17-Oct-16</td>
<td>863-Professional Practice 2</td>
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<th>Week</th>
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<tr>
<td>Year 2</td>
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<td>832-MSK 2</td>
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<td></td>
<td>21-Aug-17</td>
<td>833-Cardio-resp 2</td>
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<td>28-Aug-17</td>
<td>847-Neuro 2</td>
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<td>4-Sep-17</td>
<td>865-Prof Prac 3</td>
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<td>11-Sep-17</td>
<td>849-Adv Clinical Exp. Physiology</td>
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<td>18-Sep-17</td>
<td>841-Fdns 4 (EPA)</td>
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<th>Week</th>
<th>Starting</th>
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<tbody>
<tr>
<td>Year 3</td>
<td>13-Aug-18</td>
<td>858-CP5</td>
</tr>
</tbody>
</table>

**Key:**
- Exams
- Break

**Module Code Abbreviations:**
- 808: LifeSpan I
- 815: Human Anatomy (parts 1 and 2)
- 821: Functional Activities & Ex. Ther.
- 822: Introductory Treatm’t Methods
- 823: Movement Analysis
- 825: Ex. Phys. for PTs
- 860: EBP I
- 863: Professional Practice 2
- 832: MSK 2
- 833: Cardio-resp 2
- 847: Neuro 2
- 865: Prof Prac 3
- 849: Adv Clinical Exp. Physiology
- 841: Fdns 4 (EPA)
- 858: CP5
COMMITTEE: Executive Curriculum Committee

COMMITTEE CHAIR: Dr. Scotty Butcher

Date: April 30, 2017

Normally reports include updates since the previous meeting on committee initiatives/activities and whenever possible reference to evaluation activities and review/use of program data (e.g. reviews, surveys)

Any items requiring faculty approval should be accompanied by a motion and normally will be placed under Business in the meeting agenda.

X The report is for information.
X Specific evaluation activities or review of program data included:
   Module evaluations (Modules 1, 2 Class of 2018 and Modules 5, 7 Class of 2017) were reviewed.

☐ An item requires action/approval by Faculty Council and the following motion is forwarded for consideration in the Meeting Business in the agenda:
Since the last Fall Faculty Council Meeting, the Executive Curriculum Committee has met seven times (six meetings and one retreat). Below are some of the highlights.

**Curriculum Retreat**

On April 12, 2017, faculty gathered for a fantastic cultural experience at Wanuskewin Heritage Park for our annual retreat. There were two main items on the agenda: PTh 992 directions (please see below) and working on faculty’s responses and considerations for teaching related to the Truth and Reconciliation Commission. We were joined for the TRC discussion by Val Arnault-Pelletier (aboriginal student co-ordinator for the College of Medicine), who, along with Arlis McQuarrie, Peggy Procotor, and Sarah Oosman, led faculty through current work being done through SPT and CoM in regard to the TRC. Faculty were also treated to an interpretive medicine walk over lunch. Plans for next year’s retreat are underway.

**PTh 992 Major Project**

A significant amount of work has taken place since last year’s Curriculum Retreat decision by faculty to remove the Major Project course in its current form. After the decision, a working group (Peggy and Scotty) conducted extensive consultation with key stakeholders (College of Graduate Studies, all SPT faculty, the Evidence-based practice curricular sub-committee, current students, recent graduate classes, other PT schools across Canada, and our National curriculum guiding documents). This working group presented ECC with four options for replacing or removing PTh 992; from which ECC had a thorough discussion and pared the options down to two: 1) Completely remove a Major Project from the MPT program of studies, or 2) Scale the project down to a limited size, one year long project that is removed from Module 9 of the program.

Extensive discussion amongst faculty resulted in the decision to have an opinion poll on the two options, as well as direct ECC to continue discussions with the SPT Director for a final decision. The outcome of this process is that ECC will apply to the College of Graduate and Postdoctoral Studies to remove PTh 992 from the MPT program. Further discussion regarding alternatives for research experiences for students as well as the impact on research funding and the Evidence Based Practice courses took place and is ongoing.
School of Physical  
Executive Curriculum Committee (ECC)  
Annual Faculty Retreat  
Minutes  
April 12, 2017  
Wanuskewin Heritage Park – Multipurpose Room

Attendees full day: S. Butcher (ECC Chair), S. Kim (ECC Faculty), P. Proctor (AACE), B. Dean (ECC member/Admin support), C. Arnold, B. Bath, C. Cuddington, S. Madill, A. McQuarrie, S. Oosman, I. van der Spuy, A. Zucker-Levin

Attendees afternoon: S. Milosavljevic, L. Harrison, S. Lovo-Grona, V. Arneault-Pelletier

Regrets: S. Donkers

PTH 992 Major Project presentation and discussion

Background material was pre-circulated. P. Proctor and S. Butcher reviewed the process to date, reviewed options A (downsized PTH 992) and B (delete PTH 992) and that the final decision will be made by Steve Milosavljevic (Director) and Executive Curriculum Committee. After significant discussion an anonymous paper ballot vote of Option A or B was carried out with the following results:

Option A – 1
Option B – 10
Neither - 1
Abstain – 1

It was hoped that the funding currently provided to PTH 992 projects would not be lost although it was made clear that there was no guarantee. It was hoped that the funding could revert back to the Dean’s summer project but with more flexibility for projects throughout the year as the MPT students do not have a long enough summer break.

Creative alternatives for EBP 3/992 time in Module 9

S. Butcher (as Chair EBP subcommittee) and I. van der Spuy (instructor EBP 3 and member EBP subcommittee) stated that the objectives for EBP III could be included into Evidence Based Practice I and II if PTH 992 was deleted.
A discussion on this topic produced the following suggestions:

- EBP III could be modified with a clinical reasoning/clinical skills review emphasis. The strengths and gaps from previous courses and clinical work could be brought forward into Module 9. Perhaps this could be a pass/fail, open seminar, which could be student led.
- It is important not to add content without required objectives.
- Provide opportunities to explore cases or incorporate previous OSCE experiences in the program.
- A menu option of activities where faculty are available to assist in some way.
- Possibility of electives

ECC will take the information from the discussion and will consider the options.

**Update re: Student Assessment Methods**

Soo Kim reviewed the discussion that occurred at the 2015 Curriculum Retreat regarding the high number of assessments in the MPT. Although no official comparison has been done, it is known that the total number of assessments has been reduced. There are still some modules, in particular the shorter Modules 5 and 7, which continue to have a lot of assessments in a short exam week.

- Use the next few teaching circles to concentrate on this topic. Soo suggested groups of instructors within each module work together.
- Invite an expert in assessment to a future teaching circle to start the process.
- Perhaps concentrate on the modules that do have issues and include sessional lecturers.
- It would be interesting to see a map of what changes have occurred since our retreat in 2015.

**TRC Curricular Issues** – Sarah, Ina, Peggy, Arlis and Val Arneault-Pelletier led an afternoon session on this topic. See attached agenda.
Master of Physical Therapy Program

Review of 992 Major Project Report

Submitted by P. Proctor

April 3, 2017
Review of 992 Major Project in MPT

Summary Report
April 3, 2017

Introduction:

- During the April 2016 MPT curricular retreat, there was consensus among faculty that the current 992 major project needs to be revised or deleted, given the heavy course-based nature of the MPT program.
- Since April 2016, MPT Executive of Curriculum (ECC) has carried out a comprehensive review of the 992 major project – considering potential consequences &/or implications of several different options – to the program as a whole.
- MPT desired outcome is to produce an evidence-informed PT practitioner, capable of critically evaluating and applying best available evidence to clinical decision-making.

This review was conducted during the time period January-February 2017.

Information Sources:

1. Appendix I: Interviews with faculty members (n=10)
2. Appendix II: Online survey of MPT graduates from Classes of 2014-16 (n=40, RR=33%)
3. Appendix III: Course Outlines for current MPT evidence-based practice courses
4. Appendix IV: Course Outline for PTH 992
5. Appendix V: Relevant PEAC Accreditation Standard Six, Criterion 6.6.2
6. Appendix VI: McGill University Project Example
7. Appendix VII: Queen’s University Critical Enquiry Example
8. Appendix VIII: Review of “Argument for Removal of NURS 993” from the Nurse Practitioner Master’s Program at the University of Saskatchewan
9. Review of materials from other MPT programs in Canada (n=5) available on request
10. Curriculum Guidelines for PT Education Programs in Canada (2009) available online

Options for Consideration

**Option A**  Replace the 992 major project with a “downsized” 992 critical enquiry project, based on a “menu” of options for such project, similar to the Queen’s U and McGill U program models. These projects would start in Module 1, and be completed by module 7 (or perhaps sooner, i.e. module 4).
Note: PTH 864, Evidence Based Practice 3, is eliminated from Module 9.
Option B  Delete the 992 major project from the MPT program – and delete PTH 864, Evidence Based Practice 3 from Module 9. A minor research project(s) / critical enquiry project(s) could be implemented completely under the purview and at the discretion of the EBP sub-committee of Curriculum, and would take place within the MPT curriculum, in PTH 860 (EBP One) and/or PTH 862 (EBP Two). It can be argued that MPT students are currently attaining EBP competencies through EBP 1 & 2 course content (along with cumulative effect of all other MPT course work) in the curriculum.

Option A  Replace the 992 major project with a 992 critical enquiry project, based on a “menu” of options for such project, based on Queen’s U and McGill PT program models. These projects would start in Module 1, and be completed by Module 4 or 7, and would operate in a format similar to current 992 projects.

Similar to current 992, faculty would offer various student critical enquiry projects for ‘x’ number of students – to be started in Module 1, and completed by either Module 4 or 7.

Examples of Project Categories:

1. **Survey**: Plan and conduct a survey of students, patients, informal caregivers, health professionals and others on a topic related to rehabilitation.

2. **Qualitative Study**: a proposal that would include rationale, literature review and methods for qualitative research of a question relevant to rehabilitation that may include collection and/or analysis of data in a limited scope (e.g. preliminary focus groups)

3. **Clinical Practice Guidelines (CPG)** Take existing clinical guidelines, or a critical care map for a specific condition, and review and update supporting evidence in a formal written recommendation for practice that includes a full and documented rationale.

4. **Program Evaluation**: In collaboration with a clinical department, plan an evaluation of a specific program that might include development of a survey, analysis of pre-existing data sets, development of data sets, review of the literature, case studies or preliminary data.

5. **Systematic Review**: Systematically examine the research related to a specific clinical question using a defined protocol and criteria for evaluation, review the evidence on a topic, and prepare your findings for publication and presentation.

6. **Knowledge Translation**: Develop a website or CD module related to rehabilitation for use by patients, caregivers, teachers or health professionals. Develop a teaching aid for patients, caregivers, or health professionals.
7. **Measurement Development**: Evaluate the psychometric properties of a measure or tool used in the practice of physical or occupational therapy. May include a small pilot study requiring data collection and/or data analysis.

8. **Quantitative Study**: Development and implementation of research methodology, and collection and analysis of data to answer a specific research question.

(taken from POTH 624 Master’s Project, McGill University course materials)

EBP One: status quo
EBP Two: status quo
EBP Three: eliminated

Possible Structure:

- Students could work in various sized groups, depending on the nature & type of project
- Guidelines could be established in terms of common student workload expectations
- There could be some type of “Knowledge Sharing” event at conclusion of Module 4 or 7 for students to share their project outcomes
- Faculty members would supervise the student groups
- Perhaps clinical faculty could be involved in supervision (?)

Advantages:

- Hopefully maintain current research funding available for projects
- Projects completed within first 11-15 months of the Program
- More flexibility in type, size, nature of projects being offered

---

**Option B** Delete the 992 major project from the MPT program – and delete PTH 864, Evidence Based Practice 3 from Module 9.

A minor research project(s) / critical enquiry project(s) could be implemented completely under the purview and at the discretion of the EBP sub-committee of Curriculum, and would take place within the MPT curriculum, in PTH 860 (EBP One) and/or PTH 862 (EBP Two).
APPENDIX I: Faculty Interviews re: 992 Major Project

Semi-structured interviews were conducted with ten (10) SPT faculty members by P.Proctor during the timeframe January 5 – 30, 2017.

General summary of faculty consultation:

“What are we trying to achieve?” and “What is meaningful curricular preparation that will encourage graduates to practice in an evidence-informed manner?”

It is important to define the “intended outcomes &/or competencies” related to evidence-based practice in the graduates we are trying to produce, along with clear learning objectives as to how these outcomes are attained.

It seems feasible that these objectives could be / already are currently being met in EBP 1 and EBP 2 (in conjunction with all other courses) in the MPT curriculum.

Current Strengths/Benefits along with Weaknesses/Challenges with 992 Projects

<table>
<thead>
<tr>
<th><strong>Strengths/Benefits re: 992</strong></th>
<th><strong>Weaknesses/Challenges re: 992</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a research experience to all students- rather than just learning about research, students get the chance to see/participate/contribute to research</td>
<td>Challenging to provide a consistent experience for students from year to year and across faculty advisors</td>
</tr>
<tr>
<td>Contributes to body of PT research knowledge if shared/disseminated through various KT channels</td>
<td>We are expecting much more of our students than other course-based graduate level programs, and these MPT expectations are unreasonable</td>
</tr>
<tr>
<td>Projects sometimes serve as a means of clinical/community engagement (promotes role of the School to profession and other organizations)</td>
<td>Challenging to think of projects for the students to do that simultaneously meet their learning needs and mine</td>
</tr>
<tr>
<td>May justify to some why the entry to practice designation is at ‘masters’ level</td>
<td>Does doing a research project really lead to better evidence-based clinicians? I’m not convinced that it does.</td>
</tr>
<tr>
<td>Sometimes helps to advance/contribute to faculty advisors’ research programs</td>
<td>Many projects are not ultimately disseminated beyond KS day or do not necessarily contribute/advance faculty research programs</td>
</tr>
<tr>
<td><strong>Strengths/Benefits re: 992</strong></td>
<td><strong>Weaknesses/ Challenges re: 992</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Serves as a means to complete projects that would not likely otherwise be done- small amount of operational funding helps to support as well</td>
<td>Bulk of the work (even with well-managed projects) is ultimately completed in Module 9, currently the 992 projects contribute to student burnout and lack of engagement in Mod 9 courses.</td>
</tr>
<tr>
<td>Helps to develop student’s project management/ time management/ team work/ communication skills</td>
<td>Hard to gauge what students really take away from this experience</td>
</tr>
<tr>
<td>Helps to develop faculty advisors’ project management and mentoring/ supervision skills (possibly transferrable to other grad students)</td>
<td>Completion of an MPT group research project does not, in my opinion, adequately prepare students to go directly into a PhD</td>
</tr>
<tr>
<td>Provides students with opportunity to contribute to a national conference (if applicable)- could still attend CPA Congress without presenting, but would be a different experience</td>
<td>As far as the project directly supporting my own research, this has been quite limited as the quality of the outcome is limited.</td>
</tr>
<tr>
<td>Builds rapport and relationships between students and faculty advisor</td>
<td>The “make work” nature of 992 projects for faculty can sometimes detract or take away from my own research productivity</td>
</tr>
<tr>
<td>Allows students an opportunity to examine / research in depth a topic related to PT practice</td>
<td>It is conceivable that the 992 resources (time, energy, etc.) required of students in Module 9 is affecting their ability to be successful on the PCE</td>
</tr>
<tr>
<td>Funding for the projects from College of Medicine is a significant resource</td>
<td>Funding for projects from College of Medicine may be lost</td>
</tr>
<tr>
<td>Opportunities to learn/apply new skills (designs of surveys, analysis of data, implement some tests and understand the influence of context/individual factors, communication, poster &amp; platform presentation skills)</td>
<td>An unintended outcome may be that some MPT graduates end up discouraged about research as a result of 992 project experience</td>
</tr>
</tbody>
</table>
### Strengths/Benefits re: 992

- Knowledge Sharing Day – opportunity to showcase the work of the students and the professionalism of the students
- Students get exposure to the research that MPT professors are involved in

### Weaknesses/Challenges re: 992

- Student groups are too big; each student takes a small piece of the work; inconsistent learning between students; challenges with logistics over 2 years
- Time consuming for both students and advisors, yet little dedicated time for 992
- Students’ learning needs are not necessarily met
- There is some degree of conflict & confusion between the faculty advisor and the EBP professors re: 992 student guidance / advising on projects
- 992 projects cause considerable amounts of stress for students & faculty members

### Additional Comments:

- I know we have no ability to link 992 experiences to the national exam BUT would want to ensure that by deleting 992 that we are not inadvertently losing any competencies from 992 that might impact on PCE. The issue is that 992 is group performance so difficult to relate to national exam results.
- If we make a big change (like deleting 992 from the MPT program), this MUST be well communicated to all stakeholders, including the clinical community
- Students need the knowledge and analytical skills to evaluate all kinds of various research methods, approaches, etc.
- How will we evaluate the impact of this change to the program?
- If we remove 992, then hopefully we can make provisions to allow incoming MPT students some degree of “choice” in selecting their faculty advisor from a list of all faculty members with their special interests indicated
- If we remove 992, is there something we can offer to those select students who have a special interest in research (e.g. a more formalized approach to a research placement)?
- If we remove 992 and EBP 3, perhaps we can “make room” in Module 9 for student driven activities: for example, OSCE practice sessions; skills review; PCE prep; time for decompression; consolidation; reflection; self-care; etc. ... “let them take care of it!”
APPENDIX II (a)
Survey of MPT Graduates re:992 Evaluation

Conducted January 23-29, 2017

Distributed via email to MPT graduates from Classes of 2014, 2015 & 2016

Why complete this survey?
The Curriculum Committee is currently conducting a thorough review of the 992 major project in the MPT, and we are inviting you, as an MPT graduate, to complete a short survey to provide input to this review of 992. Please read through the stated outcomes for the MPT program and learning objectives for 992 before completing the survey. All survey responses are being collected anonymously, and the Curriculum Committee will see only de-identified group data. The Survey takes approximately 10 minutes to complete.

Outcomes
Upon completion of the program, an entry-level Master of Physical Therapy graduate of the University of Saskatchewan, School of Physical Therapy will be a/an: Competent specialist in physical therapy practice: demonstrates strong clinical skills in assessment, clinical diagnosis, and intervention  Ethical, compassionate, accountable health professional: demonstrates responsibility towards contemporary health issues  Life-long learner: pursues a professional development plan and seeks continuing learning experiences  Evidence-based health professional: evaluates, integrates and implements research evidence in clinical decision-making; contributes to the body of physical therapy knowledge  Educator: educates clients, colleagues, students, and community; integrates prevention and health promotion in clinical practice; plans, designs and participates in education programs  Primary health care practitioner: utilizes a comprehensive, client-centered care approach; appreciates health indicators including economic and social conditions at the personal, family and community level  Intersectoral, collaborative health care practitioner: uses communication and management skills to facilitate effective therapeutic and interprofessional relationships  Professional leader: demonstrates competence as an advocate and case manager; participates in activities that advance the physical therapy profession and serve the community

992 Course Objectives
Upon completion of the course, students will be able to: plan selected components of a research project related to the practice of physical therapy  conduct selected components of an investigation of an issue or problem related to the practice of physical therapy (examples of components that could be included are: literature search and review, problem identification, proposal development, ethics proposal, recruitment of participants, data extraction, data collection, data cleaning and
analysis, interpretation/presentation of results) work effectively in a group to complete a research project over the course of the M.P.T. program collaborate to produce a final research report of the project prepare and present a research poster to an audience of students, faculty, and other interested individuals

This survey has been designed to explore the "pros and cons" of the 992 major project.

1. Overall
Overall, I found my 992 project to be a valuable learning experience.

- Agree
- Uncertain
- Disagree

2. Strengths and Benefits
Some of the strengths or benefits of my 992 project included (select all that apply)

- Researching in depth a topic related to PT practice
- Appreciating the "nuts and bolts" of research through hands-on experience (the complexity, limitations, influence of design/methodology, ethics submission, etc.)
- Learning and applying new skills (designing surveys, analyzing data, implementing tests and measures, understanding context/individual factors, etc.)
- Working as a member of a student research team on a complex project over time
- Interacting with other community members involved in research (e.g. patients, community partners, professionals, social science research lab, etc.)
- Acquiring project management skills (setting agendas/ time management/ establishing workplans/ setting goals/ communicating)
- Forming a relationship with my faculty advisor and being exposed to their research expertise and research agenda
Creating a poster/delivering a podium presentation
Publishing a scientific manuscript
Other strengths and benefits (please describe)

3. Drawbacks and Challenges

Some of the drawbacks and challenges of my 992 project included (check all that apply):

- 992 major project was too big
- MPT program was too heavy
- Too much variability in nature and scope between 992 projects, with resulting variability in expectations and student workloads
- Not enough dedicated time within the MPT to work on 992
- Excessive amount of group work in the MPT
- 992 takes away from/interferes with student learning related to other MPT courses
- 992 load is excessive in module 1 (completing and submitting our project proposal)
- 992 load is excessive in module 9 (submitting and presenting all project components)

Other drawbacks and challenges (please describe)

4. If I had the power, I would

- Keep 992 as it currently exists
- Make changes to 992 (see item 5 below)
- Delete 992 altogether

Comments:
5. I believe that the following changes would improve the 992 project:

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making the project smaller in scope</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Making the project shorter in length</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

Please comment on the scope and length of the project


Other creative ideas/ modifications/ revisions to improve the 992 project


6. Knowledge Sharing Day

Overall, I found Knowledge Sharing Day to be a valuable learning experience.

- Agree
- Uncertain
- Disagree

Comments


APPENDIX II (b)
Results of Survey of MPT graduates re: 992 (n=40 responses, RR=33%)

1. Overall

<table>
<thead>
<tr>
<th>Response</th>
<th>Chart</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td></td>
<td>47.5%</td>
<td>19</td>
</tr>
<tr>
<td>Uncertain</td>
<td></td>
<td>22.5%</td>
<td>9</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>30.0%</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td></td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

2. Strengths and Benefits

<table>
<thead>
<tr>
<th>Activity</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researching in depth a topic related to PT practice</td>
<td>23 (57.5%)</td>
<td>11 (27.5%)</td>
<td>6 (15.0%)</td>
<td>40</td>
</tr>
<tr>
<td>Appreciating the “nuts and bolts” of research through hands-on experience (the complexity, limitations, influence of design/methodology, ethics submission, etc.)</td>
<td>30 (75.0%)</td>
<td>2 (5.0%)</td>
<td>8 (20.0%)</td>
<td>40</td>
</tr>
<tr>
<td>Learning and applying new skills (designing surveys, analyzing data, implementing tests and measures, understanding context/individual factors, etc.)</td>
<td>21 (52.5%)</td>
<td>7 (17.5%)</td>
<td>12 (30.0%)</td>
<td>40</td>
</tr>
<tr>
<td>Working as a member of a student research team on a complex project over time</td>
<td>26 (65.0%)</td>
<td>7 (17.5%)</td>
<td>7 (17.5%)</td>
<td>40</td>
</tr>
<tr>
<td>Interacting with other community members involved in research (e.g. patients, community partners, professionals, social science research lab, etc.)</td>
<td>19 (47.5%)</td>
<td>8 (20.0%)</td>
<td>13 (32.5%)</td>
<td>40</td>
</tr>
<tr>
<td>Acquiring project management skills (setting agendas/ time management/ establishing workplans/ setting goals/ communicating)</td>
<td>21 (55.3%)</td>
<td>8 (21.1%)</td>
<td>9 (23.7%)</td>
<td>38</td>
</tr>
</tbody>
</table>
Forming a relationship with my faculty advisor and being exposed to their research expertise and research agenda

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33 (82.5%)</td>
<td>1 (2.5%)</td>
<td>6 (15.0%)</td>
<td>40</td>
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</tbody>
</table>

Creating a poster/delivering a podium presentation

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27 (67.5%)</td>
<td>6 (15.0%)</td>
<td>7 (17.5%)</td>
<td>40</td>
</tr>
</tbody>
</table>

Publishing a scientific manuscript

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14 (35.0%)</td>
<td>7 (17.5%)</td>
<td>19 (47.5%)</td>
<td>40</td>
</tr>
</tbody>
</table>

### Response to Strengths and Benefits

1. Exposure to a topic I would not have otherwise learnt about

2. Strengths: applying professionalism when presenting the presentation and working with other professionals

   Weaknesses: at points in the research, if you were not strong in statistics it was difficult to contribute equally as a team

3. Allows us to see the broadened scope of PT including research and evaluation and evolution of areas of PT practice.

4. I feel like some groups get the benefits more than others. Those going into further research may also find it more beneficial. For myself I did not think the project offered a ton more than what EBP classes offered. However, if one was going into research then yes I would say its beneficial.

5. Working towards a long term goal

6. The most beneficial thing I learned during my 992 project was how to perform a database search/literature review effectively.

7. Able to understand a topic that I was interested in.

8. Was a good opportunity for small groups of students to work together over the course of the program.

### 3. Drawbacks and Challenges

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>992 major project was too big</td>
<td>17 (42.5%)</td>
<td>10 (25.0%)</td>
<td>13 (32.5%)</td>
<td>40</td>
</tr>
<tr>
<td>MPT program was too heavy</td>
<td>20 (50.0%)</td>
<td>6 (15.0%)</td>
<td>14 (35.0%)</td>
<td>40</td>
</tr>
<tr>
<td>Too much variability in nature and scope between 992 projects, with resulting variability in expectations and student workloads</td>
<td>36 (90.0%)</td>
<td>1 (2.5%)</td>
<td>3 (7.5%)</td>
<td>40</td>
</tr>
</tbody>
</table>

Page 2 of 9
Not enough dedicated time within the MPT to work on 992

<table>
<thead>
<tr>
<th></th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Unsure (%)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 (35.0%)</td>
<td>8 (20.0%)</td>
<td>18 (45.0%)</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Excessive amount of group work in the MPT

<table>
<thead>
<tr>
<th></th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Unsure (%)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 (57.5%)</td>
<td>5 (12.5%)</td>
<td>12 (30.0%)</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

992 takes away from / interferes with student learning related to other MPT courses

<table>
<thead>
<tr>
<th></th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Unsure (%)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 (51.3%)</td>
<td>6 (15.4%)</td>
<td>13 (33.3%)</td>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>

992 load is excessive in module 1 (completing and submitting our project proposal)

<table>
<thead>
<tr>
<th></th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Unsure (%)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (12.5%)</td>
<td>24 (60.0%)</td>
<td>11 (27.5%)</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

992 load is excessive in module 9 (submitting and presenting all project components)

<table>
<thead>
<tr>
<th></th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Unsure (%)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 (57.5%)</td>
<td>7 (17.5%)</td>
<td>10 (25.0%)</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

---

### Responses to Drawback and Challenges

1. The overall experience in the 992 program did not increase or enhance my abilities as a clinician.

2. Not being interested in the topic assigned was not high on my selection list. Constant change in direction from the supervisor. Not enough data to have proper results. Not understanding the purpose of our research.

3. There are no fail-safes in place to ensure the group work is shared equally. I understand that it’s part of the student directed part of the project, but sometimes it was difficult to make things equal when 992 was definitely not a priority for many students.

4. Difficult to ensure all members of the group are contributing equally. Some groups had much more/less guidance from their supervisors.

5. I was in a group where our data collection happened quickly. Some supervisors are much more intense than others, so for some groups they definitely work harder than others. I felt there was just so much other course work all the time that 992 just ended up being another thing to do. I felt there was optimal time in module 9 to finish it up. It was any other time throughout the program where it was hard to find time. It is just a lot of work for someone not interested in research. I also ended up with a topic that I personally had zero interest in. Had we been able to specifically pick our supervisor and a topic we actually liked than it may have been more exciting to do.

6. Working with the 992 group for ALL group work in most classes got to be too much.

7. My 992 project was a systematic review. Since we didn’t have to design or implement a study our project involved a much smaller time commitment than a lot of the other projects our peers had to do.

I think that learning about how to utilize research is very important for a physiotherapist, but there are so many other things that need to be learned during a very short program that
frankly the 992 project does seem like a waste of effort. Throughout the program we write a great number of papers and do many projects that require us to effectively utilize research, so I believe that students would learn that skill without the 992 project.

8. - Inconsistency in how much support is given by faculty advisers
   - Focus on creating a publication (regardless of findings) rather than creating a meaningful/interesting project
   - In general, the projects seem to be too intense for a course-based Masters but not intense enough for a thesis-based Masters

9. The biggest was the differences between projects and the amount of work required between groups. As well, there was no way to mark your peers in your group. When 3 people do all the work and others get to take credit for it it is frustrating.

10. Ethics taking too long so decreased time to work on the project.

11. Coordinating all the group work between members’ schedule, especially when groups consist of different numbers/people.

12. Different personalities in groups can make it difficult to work cohesively. Therefore, some people in groups work much harder than others.

13. To much group work through the program that made 992 not enjoyable

14. The inequality in the projects was heavily dependent on supervisors. It was frustrating to see some groups with expertise and resources being put into projects while others were merely for show and felt almost irrelevant.

15. The workload between groups was substantially different. Some groups did minimal work until the last module where other groups had weekly meetings for the entire program.

16. Emphasis on publication; it would be better to have the students work on a project and discuss the steps needed to publish the finished paper than actually creating a paper.

4. If I had the power, I would

<table>
<thead>
<tr>
<th>Response</th>
<th>Chart</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep 992 as it currently exists</td>
<td>![Chart]</td>
<td>8.1%</td>
<td>3</td>
</tr>
<tr>
<td>Make changes to 992 (see item 5 below)</td>
<td>![Chart]</td>
<td>56.8%</td>
<td>21</td>
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<tr>
<td>Delete 992 altogether</td>
<td>![Chart]</td>
<td>35.1%</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td></td>
<td><strong>37</strong></td>
<td></td>
</tr>
</tbody>
</table>
# Responses to If I had the Power

1. I feel it is a beneficial part to complete ethics and learn how to write a manuscript and present at a conference. However, if you have no interest in this in your future career then it is very dry.

2. Make the groups smaller and allow the students to select their group to be based on similar interests and schedules. This would make it easier to make time for such a big project.

3. It was a great experience, but by module 9 it can be difficult to keep focus on 992 when there are many other things happening. It would be nice if 992 could be done within the first year of the program. That way, in the 2nd year there is more time dedicated to class work, lab work, and clinical placements.

4. Overall, I found that my project went well and I enjoyed working with my group. I do know, however, that other groups did not function very well both because of lack of accountability of certain group members and poor involvement of faculty advisors. I think that creating a project that is run more consistently across groups is key. Our group likely did more work on our project than any other group in our program, and that being said we likely got the most out of the project and were proud of our final manuscript. Our faculty advisor played a key role to our success. She kept us on track and expected a lot from us. I understand that every faculty advisor works differently but it was clear which advisors took the project seriously and pushed their students because the end results of the projects (and students’ experience) were much richer than those whose advisors were only loosely involved.

5. This was the highlight of my MPT. Our project was important not just to all facets of the physical therapy profession and to the well-being of Saskatchewan residents and Canadians. My topic wasn't my first choice but it ended up being the perfect project for me. My 992 group was my go-to and because we did so much work together we were very efficient as a team. I realize that not all students have this experience and that it can be quite a bit of work for faculty advisors.

6. I believe that it is important to have some form of research component in a masters program; however, the 992 in it's current iteration presents some significant challenges that should be addressed should it continue to be a part of the MPT curriculum in the future.

## 5. I believe that the following changes would improve the 992 project:

<table>
<thead>
<tr>
<th>Change</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making the project smaller in scope</td>
<td>21 (56.8%)</td>
<td>9 (24.3%)</td>
<td>7 (18.9%)</td>
<td>37</td>
</tr>
<tr>
<td>Making the project shorter in length</td>
<td>21 (56.8%)</td>
<td>6 (16.2%)</td>
<td>10 (27.0%)</td>
<td>37</td>
</tr>
</tbody>
</table>
### Comments on the scope and length

1. Our project was extremely small and short so I cannot comment on this. We did not spend a ton of time working on 992. Presenting at congress was a good experience. I think it was too heavy is mod 1/9 and could be more useful to check ‘check points’ through other modules.

2. It became unorganized because it was so drawn out. Too much time of not really working on it. Momentum was lost and some backwards steps were taken.

3. The 992 project I was a part of entailed a realistic workload, but some groups had extremely high work demands compared to other groups.

4. I felt that the scope and length of my project (Steve’s group) was appropriate for the MPT program. Although, some groups seemed to have varying scope and length that may be too much/too little for the MPT program.

5. I think a small research project with the expectation that in the end it likely will not be published. Potentially intensive literature searches on pathologies and treatments for pathologies. These literature reviews could involve meeting with physios in the community and discussing how they treat common pathologies. Then also finding the best research for that topic. Just an example. Allow the students to also pick their topic. Getting assigned to a topic or supervisor in week one and being stuck with it can be hard. Also have the professors come in and introduce themselves and their interests instead of just giving a sheet out with the names of each. I understand it is tough to accomodate, but these are all just suggestions.

6. The fact that it was so long allowed for the project to be done slowly over time.

7. Like I said previously, the problem with the scope of the project is that it is so varied. In my year some students were designing full studies, jumping through hoops to get ethics approval, spending hours conducting trials, etc. My group spent a couple hours doing a literature review and then a couple of hours writing up a paper and that was the extent of it.
   
   I didn't mind that the project spanned the entire course. I think it is a good way to teach proper time management skills.

8. It is very hard to dedicate effort and time to a research project (that is not of your choosing) when you are already overwhelmed with the copious amount of new information that a person is presented with every day, all day.

9. 1 year rather than 2 years. Keep it in the first year.

10. The length seemed like we didn’t know anything in mod 1 and were expected to design and develop a project with little insight into how or why or what we wanted to accomplish. At least with some EBP experience we could tailor that project design to be more meaningful and actually based on our PT education or interventions.

11. Maintain research but involve students in all aspects without expecting them to be able to complete a full scope research project with the current layout of the program.

12. I don’t think the scope could have been smaller or the project shorter if the goal is to have students complete research that might essentially be published. Research and manuscript writing is onerous and time consuming.
13. See below.

14. In my opinion, the school should consider amalgamating some of the other courses (such as Professional Practice 2, 3, and 4, or Statistics 1 & 2) in order to free up dedicated space for the 992 in students’ schedules throughout the program.

Alternatively, the School could follow the model of some other Canadian PT schools by leaving the project out of the curriculum until the end of the program and then providing a dedicated module in which students design, implement, and write up a project (similar to a traditional thesis-based masters, albeit in a significantly condensed timeline and reduced scope).

Comments: creative ideas / modifications / revisions to improve

1. Increase practical learning time. Or have more interactive learning opportunities. Have also talked to other schools which they offer elective courses. 992 could be an elective and other students may choose to specialize in other courses which may be offered. (private/public health care) Wish i would have had more understanding of SGI/WCB, physio letter writing and communication, as well as increasing hands on experience.

2. Peer evaluation to encourage equal participation/contribution from all group members.

3. However; if one module was dedicated to just 992 (6weeks) then groups could focus on that and complete it quicker and more efficiently.

4. I think the project could be made smaller in scope by getting the students to do 'mini research' projects. This would allow student to come up with a research question, design a small study using other members of the class or peers, analyze results and write a short paper. This would introduce the concept of research without all the barriers such as ethics approval, publication, etc.

Also, I found that because we didn’t chose our research topic (it was chosen by our supervisor) we weren’t as invested or interested in the results as we might of been if we were able to choose it ourselves. I think in the future students should work with their supervisors to decide on a suitable research question that appeals to the group.

5. If this is to stay, it needs a lot more dedicated hours woven throughout the program.

6. If 992 was deleted completely, it would be great to have more lab time or hands on time experiences in class. Or even more clinical placement time.

7. More applicable to day to day physiotherapy practice, such as which type of exercise benefits what condition.

8. -Standardize involvement of faculty.
   -Begin project design later in program and shorter in length for quality smaller scope experience
- don't allocate other group work to our 992 groups. It became too much with the same group dynamics at play for all classes (i.e. social loafing, same people taking on leadership roles or editing, others doing little to nothing)

9. Delete it

10. Ask students to review faculty research or have knowledge sharing day flipped - faculty from physio, medicine, dentistry... present to students and students evaluate projects/review them

11. There should be set times and standardization of workload across all groups so that there is not such a difference in the amount of time each group is spending on their project.

12. Projects should include data that has already been collected so that the students and faculty advisors can work on it as the program ebs and flows. For example, systematic reviews, meta-analysis or use of data sets collected Statistics Canada (i.e. Canadian Community Health Survey).

13. Since the studies in the 992 vary greatly in scope, some projects (particularly those that are part of a larger study or those involving greater amounts of involvement from the faculty advisor) are more appropriate to be considered for publication than smaller projects that are student led (i.e. pilot studies and/or prospective studies). While I can appreciate the benefits to the supervisor in creating another publication for their resume, I feel that publication should be a choice made by the supervisor and each group of students based on what they hope to achieve over the course of the program.

6. Knowledge Sharing Day

<table>
<thead>
<tr>
<th>Response</th>
<th>Chart</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
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<td>51.4%</td>
<td>19</td>
</tr>
<tr>
<td>Uncertain</td>
<td><img src="chart.png" alt="Chart" /></td>
<td>16.2%</td>
<td>6</td>
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<tr>
<td>Disagree</td>
<td><img src="chart.png" alt="Chart" /></td>
<td>32.4%</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td></td>
<td><strong>37</strong></td>
<td></td>
</tr>
</tbody>
</table>

# Responses to Knowledge Sharing Day

1. Did not find the day overlay organized. Witnessed arguments between faculty and staff which were highly inappropriate in front of a student. Projects didn't seem to have much value. Majority of 1st year students also did not stay to listen to projects.

2. I did think it was good for everyone to share what they had been working on the last two years. It also increases the credibility of the school in my opinion.

3. It is helpful to present, but would be better to have one presentation to the whole group.

4. Knowledge Sharing Day was an exciting day because it represented us almost being finished our degree and being finished with the 992 project. It was nice to present all of our hard
work. As far as being a valuable learning experience, I would say not really. We have the opportunity to do many presentations over the course of the program, this was really not different. I honestly found this presentation more difficult and tedious than other presentations because I was not very interested in the research topic. I believe that if my group had chosen our own topic and conducted a study I would have been far more enthusiastic about presenting at Knowledge Sharing Day.

5. It was interesting to see what everyone had done, but it wasn't necessary to have a poster and a presentation. That seemed a bit overkill. Just the presentations would be fine.

6. Presenting was a good experience but to be an engaged and active listener to the other projects was very difficult to do. My brain did not have the capacity to try and take in more information.

7. Only one group should present at a time so every group can watch others and learn.

8. I found it irrelevant and no different than any other presentation we gave throughout the program. The people from community and faculty came felt like they were placating our projects.

9. KSD should not have been held in a large lecture hall. Many students were clearly uncomfortable having had no prior opportunity to present a research study in front of 100+ people. While I can appreciate that this is commonplace in academic conferences, presenters in those environments are provided ample opportunity to present the results of their research to their supervisors and other faculty in a more private setting prior to presenting in front of such a large audience. This is crucial as it allows the presenter(s) the opportunity to practice their presentation and field questions in a more private setting before they are exposed to a larger audience.

Presenting the results of research is an important part of academia; however, KSD seems to provide all of the anxiety and fear associated with presenting research in front of a large audience with minimal opportunity for constructive feedback.
Instructor Information:
Primary Instructor
Scotty Butcher, PhD, BScPT, ACSM-RCEP
Room 3414
Email: scotty.butcher@usask.ca
Facebook: http://www.facebook.com/Dr.ScottyButcher
Twitter: http://twitter.com/InkedProfScotty

Appointments: scheduled by email as needed. Drop-ins okay if office door is open (I may need to schedule for another time).

Communication:
The instructor will use email to communicate regularly with students. Please check your email daily. The best method of contacting the instructor is by email or in person.

Guest Lecturers
Angela Busch, PhD, Professor Emerita, School of Physical Therapy
Sarah Oosman, PhD, Assistant Professor
Catherine Boden, M.L.I.S. (Liaison Librarian, HSc Library)

Class Times/Location

Wednesday: 9:30 to 11:20, Room 3450. Check detailed schedule for deviations.

Full attendance in class is expected.

Course Description:

This course is designed to build confidence as an evidence-based practitioner and to complete components of the Major Project. The course will focus on evidence based practice, literature search strategies, measurement issues and critical appraisal of different quantitative research designs used in health care research.
Course Objectives:

1. Describe the elements of evidence-based practice
2. Value the importance of evidence in the practice of physical therapy
3. Justify the application of principles of evidence-based practice to the practice of physical therapy
4. Describe the different types of research questions and the appropriate study designs used to answer them
5. Plan and implement an effective literature search strategy summarizing the results in an annotated bibliography
6. Identify and define basic concepts underlying measurement and describe the essential psychometric requirements of tests and measures as applied to physical therapy measurement instruments
7. Apply critical appraisal criteria to evaluate intervention and measurement research articles
8. Interpret the results of statistical tests commonly used to communicate results in research reports for effects of interventions (tests of difference) or assessment of test reliability and concurrent validity (correlation coefficients, standard error of the measurement)
9. Systematically interpret common graphs (stem and leaf, box and whiskers, scatter plot, dynamite plot, forest plots) found in research reports
10. Define the scope of survey research and identify the type of items and formats that may be used with questionnaires
11. Compare approaches to review, pool, and summarize primary research (systematic reviews, critically appraised topics, clinical pathways, and clinical practice guidelines) for use in clinical decision-making
12. Identify major components and considerations in developing a research ethics application
13. Display effective teamwork in small groups in developing a research project planning document (written report)

Pre-requisite and foundational knowledge in statistics:

1. Prerequisite Course: An approved statistics course or course combination is required for entrance to the MPT. The prerequisite course in statistics was determined to be essential as a basis for the MPT program. A knowledge of statistics will be beneficial in all MPT courses, but it is absolutely essential in the Evidence Based Practice Courses

2. Students are expected to review the knowledge and skills from their prerequisite course(s) such that they can explain and interpret the following concepts, methods and/or tests:
   - Descriptive Statistics – frequency distributions, central tendency, dispersion
   - Probability Concepts - The normal distribution, sampling distribution of the mean
   - Inferential Statistics - Differences between two samples (independent and paired samples t-tests, Chi Square, differences between 3 or more samples (One-way ANOVA)
   - Correlation between two variables (r, R²)
   - Post-hoc comparison of means
   - Multiple regression analysis
   - Confidence Intervals

Grading Scheme:
### Evaluation Topic | Weight | Deadline
---|---|---
**Required ETHICS COURSES**
GSR 960.0 Introduction to Ethics and Integrity | Pass/Fail | Oct. 14
GSR 961.0 Ethics and Integrity in Human Research | | 

<table>
<thead>
<tr>
<th>Assignment Details</th>
</tr>
</thead>
</table>
| **Assignment 1:** Literature Search  
Value: 20% of final grade  
Due Date: Oct 26  
Type: Written, Group  
Description: In this assignment, students will develop a focused and searchable research question and plan and conduct a literature search.  
Submission Details: t.b.a. |
| **Assignment 2:** Article Critique  
Value: 10% of final grade  
Due Date: Nov 2  
Type: Written, Group  
Description: In this assignment, students will practice critically appraising and interpreting the results of a Randomized Clinical Trial which evaluates physical therapy interventions.  
Submission Details: Submit by email (one copy per group). |
| **Assignment 3:** Project Planning Document (992 Group)  
Value: 40% of final grade  
Due Date: Nov. 23  
Type: Written, Group  
Description: The purpose of this written assignment is for students (in consultation with their research advisors) to develop an organized, comprehensive document that outlines the purpose, objectives, methods, budget, and expected timelines for completion of their 992 Major Project. It should serve as a summary of the expectations for the student group to complete the Major Project. Although this paper should focus on the current student group’s project, if the project is a component of a larger project, then some context should be provided to explain how the subproject fits with the larger study.  
Submission Details: Submit by email (one copy per group). Peer evaluation should be emailed separately by each group member individually. |
| **Final Exam**  
Value: 30% of final grade  
Date: TBA  
Length: 2 hours  
Type: Comprehensive, Open Book  
Description: More details provided in class |

### Deductions:

1. Late assignments:
The assignments for this course (“A” above) should be submitted by email to scotty.butcher@usask.ca no later than 4:30pm the day the assignment is due. Late assignments will be accepted, but will be subject to penalty of 10% of the total assignment mark allocation per 12 hours late, up to a maximum of 30%. For example, an assignment received 22 hours after the deadline would be subject to a 20% penalty; which, on a 40% assignment, would be a penalty of 8 marks out of the 40 marks allotted to the assignment. The absolute cut-off for submission of late assignments is 36 hours after 4:30pm the date the assignment is due. After this time, late assignments will receive a grade of zero. Permission to extend the deadline of the assignment up to 36 hours after the stated deadline may be granted under extenuating circumstances and is up to the discretion of the instructor. Requests for extensions must be received in writing no later than five days prior to the assignment deadline.

2. Accountability:
Outside of unusual circumstances, each student is expected to:

- pull their own weight
- review all aspects of the group papers
- act responsibly as a team member

Failure to make a substantial contribution to group projects will result in deductions and will be based on input of group members and or observations made by the instructor. To ensure the students are given proper credit for their work, students will each be asked to complete and submit a peer evaluation of their group members.

Criteria that must be met to Pass:
All components of the course must be completed in order to be considered for a passing grade. In order to pass the course four conditions must be met.

- An overall summative grade of 60% or greater is required.
- A grade of 60% or greater for the Project Planning Document is required.
- A grade of 60% or greater in the final exam is required.
- Proof of completion of both GSR 960.0 (Introduction to Ethics and Integrity) and GSR 961.0 (Ethics and Integrity in Human Research). Failure to provide School Administration (Main Office) with this proof by Oct. 14, 2016 will result in a grade of "Incomplete - Fail" until such proof has been received.

Textbooks/References/Resources
Required Textbook and Materials

Recommended Online Resources

- http://libguides.usask.ca/PhysicalTherapy
- https://www.essential evidenceplus.com/product/ebm_loe.cfm?show=oxford
- http://www.ceb m.net/
- http://www.physio-pedia.com/Evidence_Based_Practice_(EBP)
- http://www.m edicine.ox.ac.uk/bandolier/glossary.html

Uniform Procedures for Written Work and Referencing
(available on SPT web site under students / M.P.T. Student Handbook / Academic Regulations & Guidelines):
http://medicine.usask.ca/documents/physical-therapy/PTUniformProcedures.pdf

Integrity Defined
The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. All students should read and be familiar with the Regulations on Academic Student Misconduct as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals available from: http://www.usask.ca/secretariat/student-conduct-appeals/forms/student-conduct-and-appeals-forms.php

Examinations with Disability Services for Students (DSS)
Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check http://www.students.usask.ca/disability/, or contact DSS at 966-7273 or dss@usask.ca

Student Feedback:
Students will be asked to complete course and instructor evaluations on-line.

Detailed Course Schedule:
The following is an outline of topics to be covered in classes and laboratory sessions. This schedule **may be altered during the term.** Any revision of the schedule will be discussed in class and/or emailed to each student.

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Room</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weds Sept 7</td>
<td>3450</td>
<td>Introduction to PTh 860, guidelines for writing</td>
</tr>
<tr>
<td>9:30-11:20am</td>
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<td>Data collection activity</td>
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<tr>
<td>Weds Sept 14</td>
<td>3450</td>
<td>No Class – I-PASS</td>
</tr>
<tr>
<td>9:30-11:20am</td>
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<tr>
<td>Weds Sept 21</td>
<td>3450</td>
<td>Principles of evidence-based physical therapy practice</td>
</tr>
<tr>
<td>9:30-11:20am</td>
<td></td>
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</tr>
<tr>
<td>Weds Sept 28</td>
<td>3450</td>
<td>Levels of Evidence, Research Designs, Quantitative Design</td>
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<td>9:30-11:20am</td>
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<tr>
<td>Weds Oct 5</td>
<td>HSc</td>
<td>Searching databases – Catherine Boden and Lukas Miller</td>
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<td>3450</td>
<td>lib</td>
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<td>9:30-11:20am</td>
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</tr>
<tr>
<td>Weds Oct 12</td>
<td>HSc</td>
<td>Searching databases, Referencing – Catherine Boden and Lukas Miller</td>
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<tr>
<td>3450</td>
<td>lib</td>
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</tr>
<tr>
<td>9:30-11:20am</td>
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<tr>
<td>Weds Oct 19</td>
<td>3450</td>
<td>Critiquing Literature: quantitative methods; matching design with</td>
</tr>
<tr>
<td>9:30-11:20am</td>
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<td>statistics</td>
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<tr>
<td>Weds Oct 26</td>
<td>3450</td>
<td>Measurement: outcome measures (validity and reliability, sensitivity and</td>
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<tr>
<td>9:30-11:20am</td>
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<td>specificity, MCID, etc)</td>
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<tr>
<td>Weds Nov 2</td>
<td>3450</td>
<td>Qualitative and mixed-methods research designs; Critiquing Literature:</td>
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<tr>
<td>9:30-11:20am</td>
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<td>qualitative methods – Sarah Oosman</td>
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<tr>
<td>Weds Nov 9</td>
<td>3450</td>
<td>Secondary analyses – reviews, meta-analyses, clinical practice guidelines</td>
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<tr>
<td>9:30-11:20am</td>
<td></td>
<td>– Angela Busch (TBC)</td>
</tr>
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<td>Weds Nov 16</td>
<td>3450</td>
<td>Statistics and Graphing. Calculations and graphing in Excel (X-Y, line and</td>
</tr>
<tr>
<td>9:30-11:20am</td>
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<td>SD, Bland-Altman, etc)</td>
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<tr>
<td>Weds Nov 23</td>
<td>3450</td>
<td>Instructor evaluation. Review class</td>
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<td>9:30-11:20am</td>
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<td>TBA</td>
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<td>Final Exam</td>
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Course Title: \textit{Evidence Based Practice II}

Course Number (with credit units): \textit{PTH 862.2}

Term/Module/Year: \textit{Module 4, 2015}

Instructor Information:

Angela Busch, BPT, MSc, PhD  
angela.busch@usask.ca  
Office hours: in person by appointment or

Stephan Milosavljevic

Class Times/Location

Unless otherwise stated in the course schedule below, the time/place for lectures is:  
Fridays 8:30 am – 10:20 am, Room 203 St. Andrew’s College

Calendar Description

This course focuses on theory and skills of research needed to gain competence in evidence-based practice and to complete components of the Major Project. Two main components are emphasized: critical appraisal of health care research and integration of evidence-based practice concepts into clinical practice.

Detailed Course description

Lectures, independent and small group learning activities will be used. The course will focus on building knowledge and skills required for evidence based practice (e.g., critical appraisal of health science research with emphasis on epidemiological and single subject designs, evaluating causality, and interpretation of selected descriptive and inferential statistics). Major Project requirements (practical skills for data collection and organization, group research update presentation) will be included. Students will participate in Knowledge Sharing Day and have the opportunity of engaging in discussion about an assortment of research projects carried out by faculty and students at the School of Physical Therapy.
Course Objectives EBP2

1. Value the importance of evidence in the practice of physical therapy
2. Describe and identify study designs commonly used to investigate epidemiological (cross-sectional, case-control, cohort)
3. Apply critical appraisal criteria to evaluate an epidemiological research article
4. Interpret the results of statistical tests commonly used to communicate results in epidemiological reports (odds ratios, risk ratios, logistic regression) and single subject research designs (graphical)
5. Apply criteria to evaluate causation
6. Identify common issues associated with data management (e.g., collection, storage, and appropriate retrieval of information; coding; data checking; dealing with missing data)
7. Critically appraise statistical conclusions and discuss applicability to clinical practice
8. Cooperate effectively in a group to finalize a research update presentation
9. Describe and select appropriate statistical tests for different types of research questions

Detailed Course Schedule (Class time: Fri: 8:30 - 10:20am unless otherwise indicated) Ver: March 1, 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2016-05-13</td>
<td>Course Overview,</td>
<td>Gordin – Ch 14</td>
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<tr>
<td></td>
<td>Lecture 1: Causation</td>
<td></td>
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<tr>
<td>2 2016-05-20 (exchange with CR1)</td>
<td>Lecture 2: Epidemiological research 1</td>
<td>Gordin - Ch 9, 11</td>
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<tr>
<td>3 2016-05-27</td>
<td>Lecture 3: Epidemiological research 2</td>
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<tr>
<td>4 2016-06-03</td>
<td>In Class Activity: Causation presentations</td>
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<tr>
<td>5 2016-06-10</td>
<td>Lecture 4: Data entry and interpretation issues, scrutinizing data (checking for normality, p values)</td>
<td>Carter - Ch 17, 27</td>
</tr>
<tr>
<td>6 2016-06-17</td>
<td>Lecture 5: Single Subject Design</td>
<td>Carter</td>
</tr>
<tr>
<td>7 2016-06-24 (9:00 to 12:30)</td>
<td>Knowledge Sharing Day 2014 (research symposium) Students will participate in Knowledge Sharing Day and have the opportunity of engaging in discussion about an assortment of research projects carried out by faculty and students at the School of Physical Therapy.</td>
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<tr>
<td>8 2016-07-01</td>
<td>Canada Day</td>
<td></td>
</tr>
<tr>
<td>9 2016-07-07 (Th AM – in lieu of KSD)</td>
<td>Research Update (12 minutes per group)</td>
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Midterm and Final Examination Information:
Midterm – none
Final examination – The final exam must be written on the date scheduled. Students should avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided to the instructor and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Physical Therapy examination policies and procedures, see the following link: http://www.medicine.usask.ca/pt/faculty-resources/faculty-handbook/academic-regulations-and-guidelines/Final%20Examination%20Regulations_Approved%20June%2026_09.pdf

Required Resources (Textbooks/Other):
Recommended textbook
  - http://reader.eblib.com.cyber.usask.ca/(S(e5nfyz1jdftwy33uy3i4gpsv))/Reader.aspx?p=1479993&o=2517&u=cc01Fsdv%3d&t=1456882318&h=6EB9B42054651C49870CDD5621CB9DF2743E87AC&s=42705704&ut=8485&pg=1&r=img&c=-1&pat=n&cms=-1&sd=2#

Electronic resources:
* Critiquing an epidemiological study*
  - www.twiv.tv/epi_lit_crit.ppt
  - How to assess epidemiological studies: http://pmj.bmj.com/content/80/941/140.full
  - Strengthening the Reporting of observational studies in epidemiology (STROBE): http://www.bmj.com/content/335/7624/806.pdf%2Bhtml

Statistical Tests Overview
Evaluation:

<table>
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<tr>
<th>Evaluation</th>
<th>Topic</th>
<th>Grade</th>
<th>Deadline</th>
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</thead>
<tbody>
<tr>
<td>Assignment #1 (pairs)</td>
<td>Causality Exercise</td>
<td>15%</td>
<td>June 2 - Submit PPT to blackboard</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>June 3 – Present, place tba</td>
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<tr>
<td>Assignment #2 (Individual)</td>
<td>Critical Appraisal</td>
<td>20%</td>
<td>June 17 - Post to BBLearn in MS Word</td>
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<tr>
<td>Assignment #3 (Individual)</td>
<td>Poster Evaluation</td>
<td>10%</td>
<td>June 27 – Submit print copy to</td>
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<td>collection box</td>
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<tr>
<td>992 Group Presentation</td>
<td>Research Update</td>
<td>15%</td>
<td>July 6 - Post PowerPoint to BBLearn</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>July 7 - oral presentation</td>
</tr>
<tr>
<td>Final Written Exam</td>
<td>All course material</td>
<td>40%</td>
<td>July 16</td>
</tr>
</tbody>
</table>

2 hours, not open-book, electronic devices not permitted, (mix of MCQ, abstract analysis, short essay)

Note. A penalty of 5% per day will be applied to late assignments unless prior approval or serious extenuating circumstance. The absolute cut-off date after which assignments will not be accepted – July 16.

Criteria that must be met to pass the course:
In order to pass this course, four conditions must be met.
1. All components of the course must be completed
2. Students must attend designated components of Knowledge Sharing Day
3. An overall summative grade of 60% or greater is required.
4. A grade of 60% or greater in the final exam is required.

Attendance Expectations:
Students are required to regularly attend all lectures. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback:
Students will be asked to complete some course and instructor evaluations on-line.

Integrity Defined
The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.
All students should read and be familiar with the Regulations on Academic Student Misconduct (http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (http://www.usask.ca/university_secretary/honesty/StudentNon-AcademicMisconduct2012.pdf)

For more information on what academic integrity means for students see the Student Contact and Appeals section of the University Secretary Website at http://www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf

**Examinations with Disability Services for Students (DSS)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check http://www.students.usask.ca/disability/, or contact DSS at 966-7273 or dss@usask.ca

Note: The instructors may alter any of the material in the course, as needed. Students will be informed of any changes in a timely manner.
University of Saskatchewan
School of Physical Therapy
Course Outline

Course Title: Evidence Based Practice III
Course Number: PTH 864.3
Term/Module/Year: Spring & Summer/Module IX/2016

Instructor Information
Ina van der Spuy, PhD, BScPT
St. Andrew’s College, Rm 320; Tel: 966-1223; E-mail: ina.vanderspuy@usask.ca
Office hours: Mondays: 12:00—13:30, Tuesdays: 10:30—12:00. I will be in my office for questions and advice at these times. Although drop-in may be accommodated, priority will be given to individuals or groups who book a time in advance (e-mail).

Guest Lecturers
Genevieve Chartrand RN, BSN
Jerrod Dietrich Bachelor of Education and Bachelor of Arts (Psychology)
Kalyani Premkumar MBBS, MD, MSc(MedEd), PhD
Sarah Oosman BScPT, MSc Physiology, PhD

Class Times/Location
Mondays 12:00—13:30 329
Tuesdays 10:30—12:00 329

Course Description
Through readings and project meetings, students will explore a variety of research related topics including: research design, research issues, and research methods and develop their major project.

Course Objectives
Upon completion of the course, students will be able to:

1. Evaluate the role of the physical therapist in the team approach to research and knowledge translation particularly as it relates to physical therapy practice.
2. Evaluate processes and tools for identifying and assessing readiness/willingness for evidence-informed change in clinical practice environments.
4. Explore the relationship between researchers, clinicians, and policy makers in evidence-based practice and knowledge translation.
5. Systematize a personal plan for continuing development in evidence based practice.
6. Explain the concept of rigor as applied to qualitative research.
7. Evaluate the research pertaining to a focused clinical question using evidence based practice skills.
8. Create and present an oral and poster presentation of a research project at Knowledge Sharing Day
9. Prepare a manuscript of a research paper using the format required by a peer reviewed journal.
**Detailed Course Schedule**

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Event</th>
<th>Presenter/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 18 Apr</td>
<td>12:00–13:30</td>
<td>Introduction to EBP III</td>
<td>I van der Spuy</td>
</tr>
<tr>
<td>Tue 19 Apr</td>
<td>10:30–12:00</td>
<td>Group Meeting</td>
<td>Office Hours</td>
</tr>
<tr>
<td>Mon 25 Apr</td>
<td>12:00–13:30</td>
<td>Agencies supporting EBP</td>
<td>G Chartrand (CADTH)*</td>
</tr>
<tr>
<td>Tue 26 Apr</td>
<td>10:30–12:00</td>
<td>Strategies for overcoming barriers to EBP</td>
<td>G Chartrand (CADTH)*</td>
</tr>
<tr>
<td>First two weeks of May</td>
<td>Meetings with clinicians and managers concerning your clinical population</td>
<td>Mon 2 May – 12:00–13:30 Group Meeting</td>
<td>Office Hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tue 3 May – 10:30–12:00 Rigor in Qualitative Research</td>
<td>S Oosman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mon 9 May – 12:00–13:30 Poster Design Workshop</td>
<td>J Dietrich</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tue 10 May – 10:30–12:00 Manuscript Writing</td>
<td>K Premkumar</td>
</tr>
<tr>
<td>Mon 2 May</td>
<td>12:00–13:30</td>
<td>Group Meeting</td>
<td>Office Hours</td>
</tr>
<tr>
<td>Tue 3 May</td>
<td>10:30–12:00</td>
<td>Rigor in Qualitative Research</td>
<td>S Oosman</td>
</tr>
<tr>
<td>Mon 9 May</td>
<td>12:00–13:30</td>
<td>Poster Design Workshop</td>
<td>J Dietrich</td>
</tr>
<tr>
<td>Tue 10 May</td>
<td>10:30–12:00</td>
<td>Manuscript Writing</td>
<td>K Premkumar</td>
</tr>
<tr>
<td>Mon 16 May</td>
<td></td>
<td>Victoria Day – No class</td>
<td></td>
</tr>
<tr>
<td>Tue 17 May</td>
<td>10:30–12:00</td>
<td>Group Meeting</td>
<td>Office Hours</td>
</tr>
<tr>
<td>Mon 23-May</td>
<td>12:00–13:30</td>
<td>Group Meeting</td>
<td>Office Hours</td>
</tr>
<tr>
<td>Tue 24 May</td>
<td>10:30–12:00</td>
<td>Group Meeting</td>
<td>Office Hours</td>
</tr>
<tr>
<td>Fri 27 May</td>
<td></td>
<td>Submission of Assignment 1</td>
<td></td>
</tr>
<tr>
<td>Mon 30 May</td>
<td>12:00–13:30</td>
<td>Group Meeting</td>
<td>Office Hours</td>
</tr>
<tr>
<td>Tue 31 May</td>
<td>10:30–12:00</td>
<td>Group Meeting</td>
<td>Office Hours</td>
</tr>
<tr>
<td>Mon 6 Jun</td>
<td>12:00–13:30</td>
<td>Group Meeting Draft of oral presentation and poster to Faculty Advisor</td>
<td>Office Hours</td>
</tr>
<tr>
<td>Tue 7 Jun</td>
<td>10:30–12:00</td>
<td>Group Meeting</td>
<td>Office Hours</td>
</tr>
<tr>
<td>Mon 13 Jun</td>
<td>12:00–13:30</td>
<td>Group Meeting Draft of research paper to Faculty Advisor</td>
<td>Office Hours</td>
</tr>
<tr>
<td>Tue 14 Jun</td>
<td>10:30–12:00</td>
<td>Group Meeting</td>
<td>Office Hours</td>
</tr>
<tr>
<td>Fri 17 Jun</td>
<td></td>
<td>Send an electronic copy of your poster to Stacey Lovo Grona (<a href="mailto:stacey.lovogrona@usask.ca">stacey.lovogrona@usask.ca</a>) by noon. Also send me an electronic copy of your oral presentation and poster.</td>
<td></td>
</tr>
<tr>
<td>Mon 20 Jun</td>
<td>12:00–13:30</td>
<td>Group Meeting</td>
<td>Office Hours</td>
</tr>
<tr>
<td>Tues 21 Jun</td>
<td>08:15–12:30</td>
<td>Knowledge Sharing Day: Health Science Building Rm 1130</td>
<td></td>
</tr>
<tr>
<td>Mon 27 Jun</td>
<td>12:00–13:30</td>
<td>No class</td>
<td></td>
</tr>
<tr>
<td>Tue 28 June</td>
<td>10:30–12:00</td>
<td>No class</td>
<td></td>
</tr>
<tr>
<td>Friday 1 July</td>
<td></td>
<td>Submission of final project paper</td>
<td></td>
</tr>
</tbody>
</table>

*CADTH = Canadian Agency for Drugs and Technologies in Health*
Required Resources

Textbooks (Recommended)

Assignment 1: Evidence paper

Description

<table>
<thead>
<tr>
<th>Value</th>
<th>20% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due Date</td>
<td>Electronic submission: 27 May 2016. Unless prior permission has been received, 5% per day will be deducted for late assignments. No assignments will be accepted after 3 June 2016.</td>
</tr>
<tr>
<td>Type</td>
<td>The goal of this assignment is to provide students an insight into current clinical issues. Students in groups of three will conduct a pre-arranged interview with a practitioner/manager to identify a particular topic or issue of interest that the practitioner/manager requires “evidence” about in order to help them in their current role. The students will provide a follow-up response including a short evidence summary on the topic or issue of interest/need that has been researched at their request. This summary paper will be graded prior to being forwarded to the practitioner/manager.</td>
</tr>
</tbody>
</table>

Objectives for this assignment

1. Creating an environment for a student-led “interview” with a practitioner/manager currently working in the system.
2. Linking current practitioners with students who are about to graduate.
3. Educating students through a practical assignment which looks for evidence to support current practice issues that are actual and meaningful.
4. Promoting evidence-informed clinical practice by sharing evidence in a concise and summarized way to advance clinical practice.

Process

- Students will be in groups of three to participate in a face to face interview with a practitioner/manager.
- Students are required to conduct their interviews at the pre-assigned interview time during the first two weeks of May.
- During the interview, students will gain information pertinent to their assignment by asking the practitioner/manager
  - How do you use research or evidence in your day-to-day practice/work?
  - What current topics or issues would be useful for us as students to locate that would help you with your current project or activities?
  - How is this important in your practice?
- The students will advise the manager that a search for evidence on a particular issue will be undertaken and a brief summary of clinical evidence will be sent to them by the end of the course.
- All clinical managers will know in advance that they will be asked about current research/evidence needs, so they will already have some ideas in mind. Some may also offer choices of different projects for you to pick from.
Following the face-to-face interview, students will conduct a strategic, limited online evidence search for relevant and quality research that may inform the issue or question being asked by the practitioner/manager.

After several evidence items are located, a five page summary of results (including the research protocol used for searching) will be compiled. After the paper is graded, it will be forwarded by the instructor to the practitioner/manager.

Submission

Written assignment

- Five pages maximum, excluding title page and references - double spaced, 12 point New Roman or 11 point Arial font
- Reference List (as per ICMJE format)
- Format as per School of PT Uniform Procedures for Written Work and Referencing
  - [http://www.medicine.usask/pt/faculty-resources/faculty-handbook/academic-regulations-and-guidelines/Final%20Examination%20Regulations_Approved20June%2026_09.pdf](http://www.medicine.usask/pt/faculty-resources/faculty-handbook/academic-regulations-and-guidelines/Final%20Examination%20Regulations_Approved20June%2026_09.pdf)

Title page

- Research topic title
- Completed by: Students’ names
- Completed for: Name and title
- Date

Grading Scheme

<table>
<thead>
<tr>
<th>Contents</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background</td>
<td>4</td>
</tr>
<tr>
<td>- Information gained from interview that led to this topic being requested for searching</td>
<td></td>
</tr>
<tr>
<td>- What is the intended practical usage of information by clinical manager</td>
<td></td>
</tr>
<tr>
<td>Clinical Question</td>
<td>3</td>
</tr>
<tr>
<td>- Stated as a question, using PICOT (at least population, intervention and outcome)</td>
<td></td>
</tr>
<tr>
<td>Search Strategy - point-form lists of:</td>
<td>5</td>
</tr>
<tr>
<td>- Search terms used for search</td>
<td></td>
</tr>
<tr>
<td>- Specific library resources (bibliographic data bases) searched with the time frame (chronological range) for information located</td>
<td></td>
</tr>
<tr>
<td>- High quality website areas retrieved (referenced appropriately in the reference list)</td>
<td></td>
</tr>
<tr>
<td>Overall Results Summary</td>
<td>8</td>
</tr>
<tr>
<td>- A summary of results located and their conclusions</td>
<td></td>
</tr>
<tr>
<td>- Highlighting of particularly valuable resources found</td>
<td></td>
</tr>
<tr>
<td>- Critical identification of strengths and weaknesses of resources located</td>
<td></td>
</tr>
<tr>
<td>- Should read like a literature review</td>
<td></td>
</tr>
<tr>
<td>Final mark</td>
<td>20</td>
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</tbody>
</table>

Assignment 2: Knowledge Sharing Day Oral Presentation and Poster

Description

<p>| Value | 30% (15% for oral presentation and 15% for poster) of final grade |</p>
<table>
<thead>
<tr>
<th>Due Date</th>
<th>Knowledge Sharing Day, 24 June 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Oral and poster presentations of your research to the physical therapy community of Saskatoon</td>
</tr>
</tbody>
</table>

### Design of poster in PowerPoint
- Workshop on 9 May 2015

### Preparation for Knowledge Sharing Day
- A reliable location to get your poster printed, is the Teaching Technology Centre of the College of Medicine (medicine.ttc@usask.ca)
  - They are significantly cheaper than other printers and have a fast turn-around
  - You will need to supply them with a fund number when you email your request, please get the number from Liz Scott before you send it in
- Please check in on how much time they need to complete your poster

### Knowledge Sharing Day – 21 June 2015

### Posting of oral presentations and posters
- Students to post their oral presentations and posters between 08:00 and 08:30.
- Display panels and poster clips will be provided. It is your responsibility to put up the posters and take them down. The posters would not be stored.
- Students should be available at their posters for discussions and questions between 08:30 and 08:45, and 10:45 and 11:15.
- Oral presentations
  - Each group will have 20 minutes
    - 15 minutes for presentation
    - 5 minutes for questions
- Divide up the work—each member of the group should participate in either of the oral or poster presentations.

### Submission
- A draft copy of your oral presentation and poster should be submitted to your supervisor at the latest on 6 June 2016 for discussion and revision.
- Email an electronic copy of your poster to Stacey Lovo Grona on 17 June 2015 by noon. Email: stacey.lovogrona@usask.ca.
- Email an electronic copy of your oral presentation and poster to me on 17 June 2015.
- Presentations and posters will be evaluated by me on Knowledge Sharing Day, see “Oral Presentation Review” and Poster Review” forms for details.
- Final mark: \((x/90 + x/90) \times 30\)
Oral Presentation Review

Title of the presentation: 

Presenting group: 

Grading Scale: 1 (Poor) – 5 (Excellent)

<table>
<thead>
<tr>
<th>Presentation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Overall appearance of slides</td>
<td></td>
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<tr>
<td>Easy to follow</td>
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<tr>
<td>Key points clear and concise</td>
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<tr>
<td>Answered questions knowledgably</td>
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<tr>
<td>Had a clear understanding of the project</td>
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<tr>
<td>Able to communicate the main points of the project understandably</td>
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<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Introduction appropriate</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Methods clear and understandable</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Results clearly communicated and easy to interpret</td>
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<tr>
<td>Discussion relevant and to the point</td>
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<tr>
<td>Conclusion correct</td>
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<tr>
<td>Well organized and understandable</td>
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<td><strong>Subtotal</strong></td>
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<table>
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<tbody>
<tr>
<td>Well thought out and executed</td>
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<tr>
<td>Experimental design appropriately addresses the question/hypothesis</td>
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<tr>
<td>Methodology appropriate for design</td>
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<tr>
<td>Data appropriately presented</td>
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<tr>
<td>Data properly analyzed</td>
<td></td>
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<tr>
<td>Conclusions logical based on results</td>
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<tr>
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</tbody>
</table>

Comments

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Poster Review
### Grading Scale: 1 (Poor) – 10 (Excellent)

#### Content

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Does the introduction provide sufficient background to understand problem under study. Is hypothesis or question stated clearly and concisely?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>6</th>
<th>7</th>
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<th>9</th>
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<tbody>
<tr>
<td>Methods</td>
<td>Are procedures or protocols described clearly?</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
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<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Results</td>
<td>Are results described clearly in the text? Do figures and/or tables convey data efficiently?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Discussion and conclusion</td>
<td>Are conclusions supported by the data? Is the significance of the findings discussed?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

**Subtotal** /40

#### Presentation

<table>
<thead>
<tr>
<th>Organization</th>
<th>Is the presentation organized logically? Does the information flow from the beginning to the end?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<tbody>
<tr>
<td>Print</td>
<td>Can printed material be read easily from a reasonable distance?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Figures and tables</td>
<td>Are figures and tables easy to read and interpret? Are titles and legends appropriate and informative?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Overall display: Aesthetics of the poster</td>
<td>Does the presentation style, format, etc., foster communication of the investigators’ work?</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

**Subtotal** /50

**Total** /90

### Comments

_______________________________________________________________________________________________
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### Assignment 3: Major Project Manuscript

**Description**

The major project manuscript is the written presentation of your disciplined investigation of a topic related to the practice of physical therapy over the last two years.
Reference: Course Outline PTH 992 Major Project

<table>
<thead>
<tr>
<th>Value</th>
<th>50% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due Date</td>
<td>1 July 2016</td>
</tr>
<tr>
<td>Type</td>
<td>Submission of a manuscript of your research project using the format required by a peer reviewed journal.</td>
</tr>
</tbody>
</table>

Submission

- The final draft copy of your major project manuscript should be submitted to your supervisor at least by 13 June 2016 for discussion and revision.
- Manuscript to be submitted electronically 1 July 2016 to your supervisor and myself.
- Unless prior permission has been received, 5% per day will be deducted for late assignments. No assignments will be accepted after 8 July 2016.
- The major project will be assessed by your supervisor and me using the “Evaluation of Major Project Manuscript”. The final mark will be the average of the two assessments.
# Evaluation of Major Project Manuscript

**Title of the manuscript:**  

**Members of the group:**  

<table>
<thead>
<tr>
<th>Content</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract: Succinct, conveys all critical points</td>
<td>/5</td>
</tr>
<tr>
<td>Introduction: Rationale, literature review, purpose/hypothesis</td>
<td>/10</td>
</tr>
<tr>
<td>Method: Design, participants, variables, data collection, statistical analysis</td>
<td>/15</td>
</tr>
<tr>
<td>Results: Accuracy, completeness, appropriate use of statistics</td>
<td>/15</td>
</tr>
<tr>
<td>Results: Tables and figures (appropriateness, clarity)</td>
<td>/10</td>
</tr>
<tr>
<td>Discussion: Limitations, related literature, insights</td>
<td>/10</td>
</tr>
<tr>
<td>Conclusions: Clearly stated, valid</td>
<td>/5</td>
</tr>
</tbody>
</table>

**General**

| Organization and structure                                           | /10   |
| Writing, presentation, citations and referencing                      | /10   |
| Gestalt: Overall impression of the marker                             | /10   |

**Total** /100
Criteria that must be met to pass

All components of the course must be completed to receive a passing grade. Grading of assignments will be completed using the U of S literal descriptors for graduate students: http://usask.ca/calender/gradstudies/additional/grading/. The final grade for this course is cumulative of all three assignments. Students must achieve a minimum of 60% on the cumulative final grade in order to pass the course, as well as scoring at least 60% on assignment 3, the major project manuscript.

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete some course and instructor evaluations on-line.

Integrity Defined

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (http://www.usask.ca/university_secretary/honesty/StudentNon-AcademicMisconduct2012.pdf).

For more information on what academic integrity means for students see the Student Contact and Appeals section of the University Secretary Website at http://www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check http://www.students.usask.ca/disability/, or contact DSS at 966-7273 or dss@usask.ca.
All components of the course must be completed to receive a passing grade.

**Course Coordinator**

Steve Milosavljevic, BASc, PGDMT, MMPhty, PhD

**Faculty Supervisors (Advisors)**

Cathy Arnold, B.Sc.P.T., M.Sc., Ph.D.
Brenna Bath, B.Sc.P.T., M.Sc., Ph.D.
Scotty Butcher, B.Sc.P.T., M.Sc., Ph.D.
Soo Kim, B.Sc.P.T., Ph.D.
Ayse Kuspinar, B.Sc.P.T., M.Sc., Ph.D.
Stephanie Madill, B.Sc.P.T., M.Sc., Ph.D.
Sarah Oosman, B.Sc.P.T., M.Sc., Ph.D.
Ina van der Spuy, B.Sc., M.Sc., Ph.D.

**Evidence Based Practice Course Instructors**

EBP 1: Scotty Butcher, B.Sc.P.T., M.Sc., Ph.D.
EBP 2: Angela Busch, B.P.T., M.Sc., Ph.D.
EBP 3: Ina van der Spuy, B.Sc.P.T., M.Sc., Ph.D.

**Calendar Description**

The Major Project is a progressive, supervised group experience spanning the entire M.P.T. program. It involves the disciplined investigation of topics related to the practice of physical therapy and has been designed to develop inquiry, reflection, critical thinking, critical appraisal of the literature, writing, and presentation skills.

**Course Description**

Students will work in groups and will be supervised by a Faculty Advisor. Normally there will be five students per group but group size may vary depending on class size and other factors. Progress of the project will be evaluated throughout the program by the Faculty Advisor. Feedback and evaluation will occur sequentially through various methods including:

- group meetings with project advisors
- project planning document
- ethics proposal (as required)
- seminars
• final research report
• poster presentation

Course Objectives

Upon completion of the course, students will be able to:
• plan selected components of a research project related to the practice of physical therapy
• conduct selected components of an investigation of an issue or problem related to the practice of physical therapy (examples of components that could be included are: literature search and review, problem identification, proposal development, ethics proposal, recruitment of participants, data extraction, data collection, data cleaning and analysis, interpretation/presentation of results)
• work effectively in a group to complete a research project over the course of the M.P.T. program
• collaborate to produce a final research report of the project
• prepare and present a research poster to an audience of students, faculty, and other interested individuals

Evaluation

Evaluation will be based on the active participation in a group research project. Over the duration of the MPT program, there will be a series of formative and summative evaluation components. The required formative components will ensure steady progression and ultimate completion of the project and will provide opportunities for feedback and mentorship by the Faculty Advisor.

Timing

<table>
<thead>
<tr>
<th>Timing</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>EBP1 - Project planning document (60% passing grade required)</td>
</tr>
<tr>
<td>Module 2</td>
<td>Ethics Proposal (as required) evaluated by Research Supervisor for the 992 project</td>
</tr>
<tr>
<td>Module 4</td>
<td>EBP2 – Research Update (60% passing grade required)</td>
</tr>
<tr>
<td>Module 9</td>
<td>EBP3 Research Report and Poster (60% passing grade required)</td>
</tr>
</tbody>
</table>

By the end of Module 2, Faculty Advisors must submit a Program of Studies document to the Academic Program Assistant that will provide:

• Title of project
• Community Consultants (if any)
• Whether Ethics Approval is needed (has been obtained)
Textbooks/References/Resources

Additional - as determined by the Faculty Advisor

Special Requirements
The rubric for the final written research report will be determined by the Faculty advisor and the Course coordinators in Module 4 and will be based on the nature of the project. Written work will conform to the School of Physical Therapy Guidelines for written work. (see Student Handbook on the School of Physical Therapy Website)
The University policies for academic dishonesty and student appeal will be applied.

Selection of Projects
As much as possible, students will be given their choice of research projects. Prior to Orientation Day, students will receive short descriptions of the possible research projects (topic, study methodology, student role). Students will indicate their project preferences by rank ordering the projects. As much as possible, student preferences will be considered when making the selection. Early Module I, students will meet with their faculty supervisor to discuss the research project.

Expectations of Faculty and Students

992 Research Supervisor
The Research Supervisor provides advice and assistance in the refinement of the research question and the development of the Major Project. The supervisor will:

• Discuss the course outline with students assigned to the research project
• Provide a basic description of the project
• Determine/Approve the research problem and study design
• Recruit an appropriate community consultant (as needed)
• Ensure necessary procedures with respect to permission, ethics, institutional, and academic requirements are met. (Note: Normally, the Research Supervisor is the Principal Investigator (PI) for the project; therefore, the Research Supervisor is responsible for submitting the Ethics Proposal and Consent Form for review by the appropriate ethics review committee.)
• Saskatoon Health Region (SHR) Administrative Approval (as needed) – Any projects involving SHR patients, personnel or resources must be approved by SHR. Please discuss with Suzanne Sheppard, Director of Physical Therapy.
• Ethics (as needed) -- Oversee preparation of Ethics Application (proposal and consent form), submit ethics application for approval before the start of data collection
• Provide formative feedback for:
  o Project Planning Document
  o Ethics Proposal (as required)
  o Sharing Seminar (Module 4)
• Ensure the project is at the appropriate level
- statistical analyses are basic so that supervisors can help students with this part (eg. t-tests, oneway ANOVA, correlations, chi square, and non-parametric equivalents, simple reliability)
- scope of the project is not too large

- Read and comment on progressive documents of the project. Faculty Advisors should discuss turn-around times and any special requirements they have related to the formative feedback
- Attend the final research day presentation
- Assisting with grading the final report (PTH 864 Evidence Based Practice 3)
- Monitor progress
- Provide information to the Academic Program Assistant for the Program of Studies Document required by CGSR (Module 2)
- Oversee budget and reporting of expenditures (see Policies and Procedures for Funding for PTH 992 Projects)

**Community Consultant (Optional)**

A health care professional (e.g., physical therapist, physician, occupational therapist, podiatrist, nurse, social worker, psychologist) working in the community (e.g., hospital, clinic, community) in the area of service delivery (e.g., direct care, management, consulting) may be appointed as a community consultant to assist in the development of the project. The role of the clinical consultant will be advisory and may include reading and commenting on progressive documents of the project, attending research meetings and the final presentation.

**Students**

Responsibilities of the students will be determined by the Faculty Advisor at the outset of the project and may include:

- Develop problem statement and discuss the design of the study
- Conduct literature search and literature review
- Design data collection/extraction forms
- Pre-test and rehearse data collection/extraction techniques
- Recruit participants
- Data collection/extraction
- Data analysis appropriate to the study design
- Arrange meetings with advisor as needed
- Practice good team work/develop a productive team
- Prepare progress reports as required
- Written report, presentation
- Prepare budget, balance sheets, and adhere to Policies and Procedures for Funding for PTH 992 Projects
Integrity Defined
The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

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For more information on what academic integrity means for students see the Student Contact and Appeals section of the University Secretary Website at http://www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf

Student Feedback:
This course will be evaluated by means gathering student feedback through online evaluation or a focus group.

Examinations with Disability Services for Students (DSS)
Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check http://www.students.usask.ca/disability/, or contact DSS at 966-7273 or dss@usask.ca
APPENDIX V

2012 ACCREDITATION STANDARDS for

PHYSIOTHERAPY EDUCATION PROGRAMS

in CANADA
ROLE 6.6 SCHOLARLY PRACTITIONER
The program prepares students to be life long learners in order to improve client outcomes through seeking, creating, applying, disseminating, and translating knowledge to physiotherapy practice.

CRITERION 6.6.1
Use a reflective approach to practice.

Explanatory notes
The program prepares students to:
- Use self-evaluation and feedback from instructors, clinical preceptors, clients, and other providers to reflect upon actions and decisions to continuously improve knowledge and skills.
- Use a clinical reasoning/problem-solving approach to make decisions and take action.
- Recognize how own background, education, experiences, perspectives, values, and beliefs impact decision-making.
- Incorporate experiences, education, research, and best available resources to plan and deliver physiotherapy services.

CRITERION 6.6.2
Engage in scholarly inquiry.

Explanatory notes
The program prepares students to:
- Understand the principles of research, research ethics, and research methods and the importance of research to advance practice.
- Engage in aspects of the research process (e.g., critically appraise literature, conduct a systematic search for evidence, develop a research question and/or proposal, collect and/or analyze data, integrate and/or disseminate research results).

ROLE 6.7 PROFESSIONALISM
The program prepares students to demonstrate ethical practice, support of the profession, and high personal standards of behaviour.

CRITERION 6.7.1
Conduct self within legal/ethical requirements.

Explanatory notes
The program prepares students to:
- Provide services within physiotherapy scope of practice and personal competence.
- Maintain a professional therapeutic relationship with clients (e.g., maintain professional boundaries, integrity, and act in the best interest of the client).
- Provide services while upholding professional codes of ethics, standards of practice and other professional obligations.
- Inform the client regarding all uses of collected personal and health data and obtain client consent.
- Maintain client confidentiality/privacy as required by applicable legislation.
APPENDIX VI: McGill U  POTH 624 MASTER’S PROJECT

Credits: 6

Coordinator: Barbara Mazer, BSc(OT), PhD (Co-coordinator)
Richard Preuss, BSc(PT), PhD (Co-coordinator)

Course Structure: Team Projects (typically four or five students per project) will be supervised by Faculty and Clinical Supervisors.

TIME FRAME: Fall M1 – End of Summer M2

General course requirements: Course content within the Advanced Research Methods course will include information and assignments related to the conduct of the individual research projects, when possible. Class sessions will take place throughout the year and content may include the following:

- U3/QY April: information session to discuss project execution
- M1 September: orientation to the course, including guidelines for submission to a Research Ethics committee, project development and requirements
- M1 Fall within POTH 612: one block on development of a protocol for the project will specifically target methodology related to protocol development and requirements for submission to Research Ethics Committee. Other blocks will provide information on research methodology, analysis, etc.

Specific course requirements: Each team will be required to meet with their Supervisor(s) consistently over the year:

- Development of an action plan, complete agreement forms (September, M1)
- Project progress report(s) (October-December, M1)
- Completion of documents for ethics submission (December, M1, at end of POTH-612, and submission by February-March, M1)
- Project progress report(s) (March-April, M1)
- Team meetings during data collection period, as necessary; approximately once per month (May-July, M2)
- Submission of rough draft of paper, in article format, for a specific journal (end July, M2)
- Final Paper, including Individual Component (end of August, M2)
- Oral Presentation (end of August, M2)

Purpose and Objectives: The purpose of this Master’s project is to conduct a scholarly piece of work that yields information related to rehabilitation. The specific goal for the student is to develop research knowledge and skills that are clinically relevant. Upon completion of this course, the student will be able to:
Scholarly Practitioner:

1. Design a research question that is pertinent to rehabilitation or to the development of a clinical program
2. Conceptualize a project that is pertinent to rehabilitation
3. Conduct a research study that yields information related to rehabilitation, and that can be presented at national or international conferences, and/or is suitable for publication in a clinically related journal

Communicator:

1. Describe in a clear and comprehensive manner aspects of the research project, using verbal and written forms of communication
2. Understand and use relevant information and communication technologies for the research project (e.g. databases, software).

Collaborator:

1. Work collaboratively in an intra- and/or inter-professional research team

Examples of Project Categories:

1. Survey: Plan and conduct a survey of students, patients, informal caregivers, health professionals and others on a topic related to rehabilitation
2. Qualitative Study: a proposal that would include rationale, literature review and methods for qualitative research of a question relevant to rehabilitation that may include collection and/or analysis of data in a limited scope (preliminary focus groups etc).
3. Clinical Practice Guidelines (CPG) Take existing clinical guidelines, or a critical care map for a specific condition, and review and update supporting evidence in a formal written recommendation for practice that includes a full and documented rationale.
4. Program Evaluation: In collaboration with a clinical department, plan an evaluation of a specific program that might include development of a survey, analysis of pre-existing data sets, development of data sets, review of the literature, case studies or preliminary data.
5. Systematic Review: Systematically examine the research related to a specific clinical question using a defined protocol and criteria for evaluation, review the evidence on a topic, and prepare your findings for publication and presentation.
6. Knowledge Translation: Develop a website or CD module related to rehabilitation for use by patients, caregivers, teachers or health professionals. Develop a teaching aid for patients, caregivers, or health professionals.
7. Measurement Development: Evaluate the psychometric properties of a measure or tool used in the practice of physical or occupational therapy. May include a small pilot study requiring data collection and/or data analysis.
8. Quantitative Study: Development and implementation of research methodology, and collection and analysis of data to answer a specific research question.
**Required Text:** No specific text is required. Students are expected to read information relevant to their specific topic and to the methodology used.

**Student Assignment and Evaluation:** There is a written and oral part to the evaluation; the written portion is worth 70% (Report: 50%; Individual component 20%) and the oral portion is worth 30%. The project must include at least 10 of the 33 learning objectives listed below. In addition, the following are required:

- Attendance and active participation at group meetings
- Summary reports of the group meetings and key decisions
- Each participant will have to write an additional component independently; this will be graded separately.
- Attendance at class meetings for POTH 624

Students must successfully pass the 3 parts of the evaluation: the written report, the individual component, and the oral presentation.

The **oral presentation** must be done at the clinical site where the project is conducted or for any other appropriate audience. The presentation takes place at the end of August and should be approximately 30-35 minutes long. There should also be time for a question and answer period.

The **written report** is written as a manuscript for submission to a scientific journal for publication, if applicable. This will provide an experience of writing for publication and will facilitate submission to a journal. It should include all sections that would normally be in an article (abstract, introduction, literature review, methods, results, discussion, tables and figures). If this is not appropriate (e.g. design of a clinical program), then the project should be written as a research report. In all cases, an abstract must be included. The written report is due before the beginning of the M2 clinical placements; date must be confirmed with the Faculty supervisor.

The **individual component** is required. The aim is to enable each student to demonstrate their knowledge of the material and integration of the findings. Each student may select a topic of interest to them that is related to the research project; it can be an overall discussion of the results, a more in-depth discussion of a particular aspect of the results, methodology, measurement, or clinical implications of the study. Topics must be approved by the Faculty supervisor.

Faculty supervisors are responsible for evaluating all aspects of the project. The grade reported on the student transcript is either a Pass or Fail and Supervisors must submit the final grade to the Course Coordinators at the completion of the project. Supervisors are required to provide feedback throughout the project as well as on the final written report and the presentation. The following guideline may be helpful for feedback purposes:
Written Presentation (70%)
- Introduction (research question, rationale)
- Background / literature review
- Methodology
- Results
- Discussion
- *Individual component (as determined by the supervisors) 20%
- General presentation (quality of language, organization of text)

Comments:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

TOTAL: /70

Oral Presentation (30%)
Visual presentation
- Appropriateness of material (tables, figures, etc.)
- Quality of language
- Organization of information and overall appearance

Oral presentation
- Selection of important aspects of project
- Demonstration of knowledge
- Clarity of presentation
- Capacity to answer questions

TOTAL: /30

Comments:
______________________________________________________________________________
______________________________________________________________________________

Learning Objectives/Evaluation Criteria
Must meet a minimum of 10 of 33 learning objectives, including the 5 marked “required”

<table>
<thead>
<tr>
<th>INTRODUCTION / BACKGROUND</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulate a research question / program objective</td>
<td>Required</td>
</tr>
<tr>
<td>Conduct a literature search</td>
<td>Required</td>
</tr>
<tr>
<td>Review the literature (overview of the literature)</td>
<td>Required</td>
</tr>
<tr>
<td>Extensive and critical review of the literature</td>
<td></td>
</tr>
<tr>
<td>Develop background information supporting research question/program</td>
<td></td>
</tr>
<tr>
<td>Present/ apply a theoretical model of the relationships under study</td>
<td></td>
</tr>
</tbody>
</table>

McGill University Master of Science, Applied (Occupational Therapy) Course Guide 2016-17
Conduct a systematic literature review

**METHODOLOGY/ DATA COLLECTION**

- Choose measures to answer the question / evaluate clinical program
- Develop a measure
- Develop or refining a questionnaire
- Test the measurement properties of a measure or questionnaire
- Write a consent form/prepare documents for ethics committee
- Develop clinical program plan
- Develop promotional or educational material for clinical program
- Implement clinical program
- Evaluate clinical program
- Recruit subjects into a research study
- Collect data through interviews / physical tests / focus groups
- Manage and co-ordinate study
- Choose a design to answer the question
- Create a computerized method of managing the data (database design)
- Enter data into a computerized data base
- Verify accuracy and completeness of data

**RESULTS AND ANALYSIS**

- Manipulate data to create new variables
- Calculate descriptive statistics
- Perform basic inferential statistics (e.g. t-tests, Chi-square tests, etc.)
- Use complex statistical models
- Perform basic qualitative analyses (e.g. categorizing and contextualizing, reflexivity, transparency, constant comparison, etc.)
- Perform complex qualitative analyses (e.g. ethnography, art-based analyses, etc.)

**PRESENTATION OF RESULTS AND CONCLUSION**

- Interpret results from statistical or qualitative analyses / systematic literature review
- Create tables to present results
- Create graphs of results
- Create PowerPoint presentation for conference or clinical rounds  
  Required
- Write article for journal publication

**Project Selection Process**

A list of projects is available for selection by each student in late May (M1). The students will attend an orientation meeting where the projects will be briefly described and the selection process explained to them. Each student will select 5 projects that are of interest to them. Prior to the first week of school in September, the project teams will be announced.

*NB: Students must select a project that is identified as being within their discipline (PT or OT) or interdisciplinary (PT and OT).* Faculty and
Clinicians will identify how many OT and PT students are required for each project

The projects will be selected from a list of projects put forth by clinicians and faculty, and the final selection will be determined by the breadth and diversity of the projects as well as the balance for Occupational and Physical Therapy students.

The Advisory Committee

Students will develop their group projects under the direction of their Project Advisory Committee and the coordinator of the POTH 624 course. The committee will be made up of a Supervisor from the Faculty of SPOT, and a clinical supervisor/consultant, if applicable.

Specific Duties

**Primary Faculty Supervisor:** The primary faculty supervisor provides advice and assistance in refining the research question (with the clinical consultant), that will be developed by the student group, into a research project. The supervisor is responsible for the following:

- Ensuring necessary procedures with respect to permission, ethics, institutional and academic requirements are met
- Reading and commenting on progressive documents of the project
- Assisting with arrangements for research committee meetings
- Attending research committee meetings and the final research day presentation
- Grading of the project
- Liaising with any outside consultants or agencies required for completion of the project

**Clinical Supervisor/Consultant:** If appropriate, a health care professional (Physical Therapist, Occupational Therapist, Physician, etc) in rehabilitation or other area of service delivery, will be appointed as a clinical supervisor to assist in the development and completion of the project. S/he will serve as an advisor and will contribute to the evaluation of the completed project. The role of the clinical consultant will include reading and commenting on progressive documents of the project, attending relevant research meetings and the final research day presentation.

Timeline for project completion

August - September M1
- Selection of projects completed
- POTH 612: selection of blocks
- Meeting 1 with Advisory committee

September M1 - December M1
- Initial work on research projects (e.g. literature review, ethics proposal, etc)
• Meetings with advisors, development of project in conjunction with assigned modules in POTH 612; organize paper work for scientific review and ethics (where necessary)
• Final requirement for POTH 612 includes completing a concept map for the project, conducting and writing up a short literature review (2-3 pages), a brief research proposal including a summary of the methods, and a timeline of the project (preparation for ethics submission)

March-April M1
• Meeting with Supervisory committee to evaluate progress, finalize plan for data collection, target goals for winter semester, and to complete Ethics forms if necessary
• Present project to Ethics Committee where necessary and make corrections as required

May – July M2
• Conduct the project/ Data collection
• Meetings with Advisory Committee to discuss progress, present and discuss results, and prepare written report and presentation

August M2
• Writing of final report (journal article) (50%) and individual component (20%) [Total= 70%]
• Submission of abstract to McGill
• Powerpoint presentation to be presented at the clinical site (30%)
• Short presentation (7 minutes + 2 minutes for questions) at McGill during Research Presentation Day (no grade) (Date to be determined)
  o Determination of award winners
• Evaluation of projects: oral and written

Funding:
Each project has a budget of $250 to be used toward expenses related to the project. **Receipts must be retained** in order to be reimbursed. At the end of the project, the faculty supervisor should reimburse the students for any expenses they incurred and they then can submit their receipts to McGill. Only faculty may submit receipts for reimbursement.

Literature Review:
All groups must use the program Endnote for their literature searches and literature review. This program will facilitate keeping track of the literature and recording of the references in the written report.
Website
The abstracts of all Masters Research projects will be uploaded onto the McGill School of Physical and Occupational website.

Guidelines for Time Commitment for Working on the Project and For Summer Vacation:

All students must plan to be available to work on their project approximately 35-40 hours per week with at least 25 hours available during weekday daytime hours (Monday-Friday 8-5) in order to work together with their team supervisors, and to complete the tasks that must be done during the work day (meeting with staff, doing data collection, etc).

Each student is entitled to 2 weeks of vacation over the 4 months of summer (May-August). The timing of this vacation must be approved by the Faculty Supervisor as well as the other students in the group to ensure that their absence will not affect the progress of the project.

Special Requirements for Course Completion and Program Continuation:

In order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. Students must pass the each of the three parts of the evaluation: the oral presentation, the written report, and the individual written component.

Plagiarism/Academic Integrity: "McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information.)

"L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/)."

Dress Code: Professionalism with respect to dress is required throughout the course of the semester. It is each student’s responsibility to have appropriate attire during all class assignments and learning activities.

Right to submit in English or French written work that is to be graded: In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.
“Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue).”

Disability: “If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 398-6009 before you do this.”

Technology in Class: Your respectful attentive presence is expected, therefore while you are permitted to use your laptop in class, it is understood that you will not be using your laptop or cell-phone for social purposes during class time (e.g. email, msn, sms). Your cell phone should be on silence during class time and phone calls should only take place during the break or after class.

In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.
AWARDS
Students may apply for the following awards related to the Masters Projects, as appropriate. Additional information is available on the SPOT website: https://www.mcgill.ca/spot/about/convocation-awards

1. Dr. Alice Chan Yip Multiculturalism Award

Purpose and objective of the Award:
To recognize a student who has conducted an outstanding clinical, community-based, or research project related to international development or multiculturalism, that embodies the principles of cultural competency in rehabilitation.

This award was established in 2011 by the donor, in recognition of the importance of cultural competency in professional practice in rehabilitation, both in the domestic and the international arenas. Awarded by the School of Physical and Occupational Therapy to a student enrolled in the School's professional Occupational or Physical Therapy programs or to students registered in the Master’s or PhD programs in Rehabilitation Science.

Eligibility: Two categories of students are eligible to apply for this award:

1. Students enrolled in the School’s Professional OT or PT programs who have implemented (cannot be in the planning stages) an outstanding clinical, community-based or research project demonstrating a) cultural sensitivity related to international development or b) promoting cultural competency and health in the field of rehabilitation.

2. Students enrolled in the Graduate Programs in Rehabilitation Science (MSc or PhD) who have implemented (not in the planning stages) an outstanding research project demonstrating a) cultural sensitivity related to international development or b) promoting cultural competency and health in the field of rehabilitation.

Evaluation Criteria:

- Degree of correspondence between the student’s project and the award objectives
- Quality and impact of the project
- Student’s role within the project (leadership, innovation, contribution)

Value of the award: $850

2. Patricia Ann MacDonald Wells Van daele Award

Purpose and Objective of the Award:
To recognize a student who has conducted an outstanding clinical, community-based, or research project related to the aging population and/or clinical education.

This award was established in 2003 by family, friends and colleagues of Patricia Ann MacDonald Wells Van daele as well as graduates of the School of Physical and Occupational Therapy. Awarded by the School of Physical and Occupational Therapy to a student enrolled in
the School's professional Occupational or Physical Therapy programs or to students registered in the Master’s or PhD programs in Rehabilitation Science.

**Eligibility:** Two categories of students are eligible to apply for this award:

1. **Students enrolled in the School's Professional OT or PT Programs** who have implemented (cannot be in the planning stages) an outstanding clinical, community-based or research project related to the aging population and/or clinical education.
2. **Students enrolled in the Graduate Programs in Rehabilitation Science** (MSc or PhD) who have implemented (not in the planning stages) an outstanding research project related to the aging population and/or clinical education.

**Evaluation Criteria:**

- Degree of correspondence between student project and award objectives
- Quality and impact of the project
- Student’s role within project (leadership, innovation, contribution).

**Value of the Award:** $500

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3. **The Association Physio Montreal Travel Award**  
   School of Physical and Occupational Therapy

**Purpose and Objective of the Award:**  
To recognize students in the professional Physical Therapy Program who demonstrate outstanding commitment to their chosen profession.  
The Travel Award was established in 2013 through a donation from the Association Physio Montréal. It is awarded to Physical Therapy students by the School of Physical and Occupational Therapy to support expenses related to presenting their research as well as representing McGill University and their profession at a major provincial, national or international professional congress/conference (e.g. OPPQ, CPA, WCPT). Other conferences will be considered if approved by the Chair of the Awards Committee.

**Eligibility:**

- Students who completed their professional Physical Therapy Degree in the fall previous to the award application (e.g. completed in fall 2015 for a February 28 2016 application).  
- Students who are authors of poster or podium presentations at the targeted conference.  
- Students will only be considered for one award per degree program (unless unused funds are available).

**Evaluation Criteria:** The selection of one or more students is based on the quality of their research as presented in their abstract, and a letter of support from their research supervisor.

**Value of the Award:** Each year, a sum of up to $1,500.00 will be available for the School’s professional program in Physical Therapy.
4. The SPOT Alumni Travel Award School of Physical and Occupational Therapy

**Purpose and Objective of the Award:**
To recognize students in the professional Occupational Therapy Program who demonstrate outstanding commitment to their chosen profession. The Travel Award was established in 2013 through a donation from the *School of Physical and Occupational Therapy Alumni Fund*. It is awarded to Occupational Therapy students by the School of Physical and Occupational Therapy to support expenses related to presenting their research as well as representing McGill University and their profession at a major provincial, national or international professional congress/conference (e.g. OEQ, CAOT). Other conferences will be considered if approved by the Chair of the Awards Committee.

**Eligibility:**
- Students who completed their professional Occupational Therapy Degree in the fall previous to the award application (e.g. completed in fall 2015 for a February 26 2016 application).
- Students who are authors of poster or podium presentations at the targeted conference.
- Students will only be considered for one award per degree program (unless unused funds are available).

**Evaluation criteria:** The selection of one or more students is based on the quality of their research as presented in their abstract, and a letter of support from their research supervisor.

**Value of the Award:** Each year, a sum of up to $1,500.00 will be available for the School’s professional program in Occupational Therapy.

5. AQPMO (Quebec Manual Therapy Organization)

AQPMO is offering each university PT program in Quebec paid registration for 2 students to present a poster of the Masters Project at their annual symposium. (November 2016 in Montreal). A project related to manual therapy/MSK will be selected at the Masters Projects Presentation Day in August. The names of the 2 students representing McGill must be submitted by September 16, 2016. One project selected by the public and the organizing committee will receive a prize.
Students must achieve an acceptable level of competence in an area of the research process as determined by the faculty supervisor.

**Guiding Principles**
1. Students engage in a critical enquiry project under the guidance of a faculty member in order to allow them an opportunity to experience portions of the critical enquiry process.
2. A critical enquiry project may be:
   a) Comprehensive review and critical appraisal of existing literature,
   b) Participation in the data collection and analysis of a research project that is currently underway,
   c) Participation in a secondary analysis project using data already collected,
   d) Participation in/contribution to a full research project, or
   e) Another format of critical inquiry analysis as determined by the faculty supervisor.
3. All critical enquiry activities must culminate in a final scholarly product (e.g. paper, translational video, digital product) as approved by the faculty supervisor.
4. All projects will be associated with a faculty member’s research and/or teaching interests.
5. The number of students per project will vary depending on the nature of the project and is at the discretion of the faculty supervisor.

**Process/Timing for Assigning Supervisors:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blocks 4 &amp; 5</td>
<td>April 28, 2015 Lists of faculty and topics posted</td>
</tr>
<tr>
<td>May 5, 2015</td>
<td>Students submit selections (prioritize from 1st through to 8th choice)</td>
</tr>
<tr>
<td>May 12, 2015</td>
<td>Student/supervisors assignments to be distributed</td>
</tr>
</tbody>
</table>

**Timelines for Completion of Project**

<table>
<thead>
<tr>
<th>Available Times for Working on the Project</th>
<th>Occupational Therapy</th>
<th>Physical Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 6/7, year 1</td>
<td></td>
<td>Block 6 / 7, year 1</td>
</tr>
<tr>
<td>Block 8, year 2</td>
<td></td>
<td>Block 8, year 2</td>
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<tr>
<td>Block 10, year 2</td>
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<td>Block 10, year 2</td>
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<tr>
<td>Block 11, year 2</td>
<td></td>
<td>Block 13, year 2</td>
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<tr>
<td>Block 12/13/14, year 2</td>
<td></td>
<td>Block 14, year 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEADLINE FOR SUBMISSION</th>
<th>Occupational Therapy</th>
<th>Physical Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, June 17, 2016</td>
<td></td>
<td>Friday, June 17, 2016</td>
</tr>
</tbody>
</table>

**Evaluation:**
The faculty supervisor will assess a PASS/FAIL of the submitted final product for reporting to the students’ transcripts. Excellent products may be nominated for honours and awards.
OTPT898 CLASS OF 2016  
CRITICAL ENQUIRY PROJECT  
REQUIREMENTS FOR SUCCESSFUL COMPLETION

Each student, whether working with another student or with a group of students, must demonstrate participation in and scholarly contribution to a portion of the critical enquiry process which is acceptable at a Masters level.

WHAT IS ACCEPTABLE?
The following are examples of how students' work may achieve the learning objectives and guiding principles. Supervisors may substitute other products that are of equivalent scholarly rigour.

Reviews
- Clear indication of search strategy and criteria for selection of documents for the review
- Ability to critically appraise the evidence
- Ability to integrate the material from the literature (documents)
- Ability to provide a written document which demonstrates a critical analysis and integration of the relevant information

Data Collection/Analysis (quantitative)
- Comprehension of the measurement tool and values obtained (whether it be primary or secondary data collection)
- Ability to statistically analyse and interpret the findings
- Ability to present the data in graphical and/or tabular format
- Ability to clearly and succinctly describe the findings in a written format

Data Collection/Analysis (qualitative)
- Development of an appropriate interview guide given the research question
- Ability to perform an interview and collect relevant data
- Transcription of interview data
- Ability to analyse data and provide a critical assessment of the outcomes
- Ability to clearly and succinctly describe the findings in a written format

Discussion of Findings
- Provide an overview of the primary findings of the study and relevance to the field
- Indicate clinical relevance of the findings (to the field, to the patient population, etc)
- Discuss findings relative to the literature (things to consider)
  - Measure same construct and use same tool
  - Measure same construct but use different tool
  - Same population, different population
  - Types of interventions
  - Sample sizes
- Conclusion/Summary paragraph highlighting clinical relevance and next steps

Translational Product (i.e. video, pamphlet, digital product)
- Clear and detailed description of the methods used to develop the product
  - Content: literature review, consultations, interviews, etc.
  - Presentation Format: supporting evidence for why this format is optimal versus other formats for the specific audience/use group
  - Implementation: description of how this product will be used and the related clinical relevance and benefit
OT898  PT898 (circle applicable course number)

CRITICAL INQUIRY PROJECT – CLASS OF 2016
COMPLETION FORM

TITLE OF PROJECT: ____________________________________________

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>Contribution to the Research Process</th>
<th>PASS (P)</th>
<th>FAIL (F)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

☐ The students have uploaded a copy of the final product to Rehab Central
☐ The students have provided the supervisor with a copy of the final product

______________________________   ________________________________
Supervisor                      Signature of Supervisor

______________________________
Date
APPENDIX VIII
Argument for Removal of NURS 993.3 – Publishable Paper Course

NURS 993.3 was originally the capstone course for the Master of Nursing Course-Based program (concentration: Education/Leadership) and Master of Nursing (MN)-Nurse Practitioner (NP) programs. One of the original purposes of NURS 993.3 – Publishable Paper was to ensure course-based MN students were attaining the scholarly writing expectations of graduate students. Increasingly, there has been recognition within the College of Nursing of the importance of developing scholarly writing skills throughout graduate education, not merely as a capstone course. As such, NURS 993.3 – Publishable Paper has been eliminated and the content integrated throughout other core masters courses.

Within the MN-NP curriculum, development of student scholarly writing skills for publication has been integrated in the core NP courses NURS 883.3, NURS 885.3, NURS 880.3, NURS 888.3 and NURS 878.3. For an MN-NP student in full-time studies, this results in one course per term that specifically addresses and evaluates scholarly writing.

The first course within the MN-NP and PGDSPC-NP programs, NURS 883.3, introduces and lays the foundations for scholarly writing with subsequent courses continuing to develop and refine these writing skills. For example, in NURS 883.3 students are introduced to expectations of scholarly writing, writing for publication and write 2-3 scholarly paper assignments, with detailed feedback on each assignment to help advance writing skills. The following term, in NURS 885.3, the Library Liaison reviews how to conduct a literature search using CINHAL and other databases and then students are given the opportunity to practice and apply these skills in writing a scholarly paper assignment on counselling strategies used in primary care. In the first and second clinical practicum courses, NURS 880.3 and NURS 888.3, students write a Clinical Case Report using the specific authorship guidelines of a peer-reviewed journal. It is intended that with feedback and revision through collaboration with Faculty, students may then go on to submit the clinical case report for publication in the selected journal. To conclude development of writing scholarship, in the final clinical course NURS 878.3, students are introduced to grant proposal writing. See Table 1-1: Scholarly writing integration in NP curriculum for details on the scholarly writing components in each of these NP courses.

<table>
<thead>
<tr>
<th>Year, Term</th>
<th>Course</th>
<th>Scholarly Writing Component(s)</th>
<th>Associated Learning Outcome</th>
</tr>
</thead>
</table>
| Year 1, Term 1 | NURS 883.3 | • Introduction to scholarly writing and writing for publication  
• Library services orientation: evaluating quality of sources; literature search, referencing, plagiarism | • Explore scholarly writing for publication including the importance for advancing the art and science of nursing, challenges and opportunities; and strategies for developing publications |
<table>
<thead>
<tr>
<th>Year, Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>NURS 885.3</td>
<td>2-3 scholarly paper assignments on topics of NP Theory, Roles &amp; Responsibilities</td>
<td>Explore and apply skills in scholarly writing (i.e. PICO, literature search, APA, writing for publication).</td>
</tr>
<tr>
<td></td>
<td>NURS 880.3</td>
<td>Clinical case report assignment written as per authorship guidelines for peer-reviewed journal</td>
<td>Develop and apply skills in scholarly writing for publication.</td>
</tr>
<tr>
<td>2, 1</td>
<td>NURS 888.3</td>
<td>Clinical case report assignment written as per authorship guidelines for peer-reviewed journal</td>
<td>Develop and apply skills in scholarly writing for publication.</td>
</tr>
<tr>
<td>2, 2</td>
<td>NURS 878.3</td>
<td>Discuss grant proposal and program evaluation development</td>
<td>Develop and apply knowledge and skills in scholarly writing for funding proposals.</td>
</tr>
</tbody>
</table>

Given this integration of scholarly writing throughout the program, the College no longer feels a capstone course related to scholarly writing is necessary. NURS 878.3, the final clinical practicum course for MN-NP and PGDSPC-NP students, is more appropriately the capstone course in the MN-NP and PGDSPC-NP programs, as it consolidates and evaluates desired learning outcomes for the graduate NP. A comprehensive exam is written in the NURS 878.3 course, evaluating knowledge gained throughout all NP courses and ensuring students’ possess necessary knowledge to pass the national Canadian Nurse Practitioner Certification Exam (CNPE) which they go on to write if they successfully complete NURS 878.3.

**Example Publishable Course Assignment #1: Case Study Report Assignment**

**Value:** 20%

**Due Date:** October 27th, 2016 by midnight (Saskatchewan Time)

**Type:** Scholarly publishable paper

**Description:** Use the guidelines for submission of a Case Report from the journal *Clinician Reviews* to write the case report on a case seen in your clinical practicum that was interesting and/or provided a valuable learning experience. As per *Clinician Reviews* submission guidelines available at [http://www.clinicianreviews.com/corporate-links/journal-info/information-for-authors.html](http://www.clinicianreviews.com/corporate-links/journal-info/information-for-authors.html) click on Grand Rounds

Case Reports must be structured as per the Ground Rounds specifications. The article is an actual case presentation of a client from your clinical practice. This paper is the presentation of an actual case study, does not require an abstract or an introduction. It begins with a detailed patient presentation: history and
physical, test results, diagnosis, treatment, and outcome. This is followed by a discussion of the diagnosed condition, including the differential diagnosis, treatment options, and management, as in other clinical manuscripts. Details that might make it possible to identify the patient should be omitted.

The case description should give a concise, chronological account of the case, including only relevant, diagnostically important data of which the outcome is known. (For example, do not include tests or consultations for which the results are unknown). Be careful to protect confidentiality and not to use identifying data when describing the case.

The discussion section should consider relevant literature and applicable clinical practice guidelines. Describe the literature search, including databases, MeSH words and years searched. Select only those articles/guidelines strictly relevant to the case and discussion. Consider why the case is important and what lessons can be learned. The conclusion should describe the key points, clinical pearls and/or changes to primary care practice resulting from the case discussion.

Maximum length of the case report is to be 1700 words excluding references. Excluding references means excluding the reference page. Excluding references does not mean subtracting in text citations from the word count of the paper. Although the journal uses a different style for referencing - this report must use APA referencing format. Word count for the paper must be included after the last line of the conclusion. Marks will be deducted for going over the 1700 word count. Please note that journals will not accept an article with a word count higher than the maximum allotted.

Example Major Assignment#2 : Grant Proposal for NP Position

Value: 20%
Due Date: Letter of Intent: January 30, 2017; Full Proposal March 25, 2017.
Type: This major assignment will involve writing a project (grant) proposal for a Nurse Practitioner employment position.
Details: The project proposal for Nurse Practitioner (NP) services is to be aligned with the Saskatchewan Ministry of Health’s strategic priorities for the health system (or your provincial ministry if outside of Saskatchewan). Proposals will support the optimized utilization of NPs and recognize the contribution of NPs through their primary health care skills, competencies and collaborative inter-professional relationships with physicians and other health care providers. Proposals should address the need for increased access to primary health care services for high need priority populations (e.g., elderly, chronic co-morbid conditions, mental health and substance use issues, women’s health & maternity care, and patients in rural or remote communities who do not have daily access to a general practitioner). This paper will be a maximum of 3500 words in length excluding references and appendixes.
Proposals need to address how NP services could be measured and evaluated. The Institute for Healthcare Improvement Triple Aim Measures provides one example of an evaluation framework to guide health care improvement initiatives. Specific outcome measures may include, but are not limited to:

- Improved patient, caregiver, and family experience
- Improved provider services (i.e. evidence-based care)
- Expanded or increased access to primary care
• Decreased hospitalization and emergency department usage
• Community supports that reduce admissions to continuing care facilities among other
• Decreased healthcare costs (direct or indirect)
• Improved patient outcomes (i.e. morbidity, mortality)


Letter of Intent – Due January 30th, 2017: Write a maximum 2 page letter of intent briefly describing the project proposal to seek out potential interest from funders. You will receive detailed feedback on your letter of intent to help guide your final Proposal

Final Proposal - Due March 25th, 2017. The final proposal should include the following elements:

Cover Page: In addition to the required format for submission of papers, include a title for the proposal.

Abstract: Summary of proposed position.

Table of Contents: Outline for proposal.

Specific Aims: Provide a summary of the purpose for the proposed the NP position and services. Include a problem statement, community need(s), background, significance and a general overview of the proposed plan for addressing needs. This section should answer the question “Why is the proposed NP position needed and important?”

Alignment with Saskatchewan Health Strategic Aims (or your provincial ministry if outside of Saskatchewan): Identify which strategic objectives the proposal addresses.

Literature Review: Provide a summary of relevant literature related to an NP position in the proposed setting. Include NP Position Description and an Appendix detailing position posting.

Target Population: Describe the target population including community statistics, target population demographics and current access concerns.

Approaches and Methods: Include the project goal(s)/objective(s), a detailed plan of activities required to achieve the set goals/objectives and timelines (i.e. Gantt Chart). Consider what activities are necessary prior, during and after implementation of the position to ensure success.

Non-practice Supports and Site Specific Operational Readiness to integrate an NP: Include information about people it would be necessary to receive support from for the position to be successful.

Budget: For the NP Position and any required additions to present services (such as salaries, travel, facilities, equipment, supplies, knowledge transfer costs and any other costs associated with the project).

Evaluation Plan: Describe your plan for evaluating the proposal i.e. How will you know if the integration of a NP in this setting is successful? Consider process (formative) and outcome (impact) evaluation measures.

References: literature referenced in your paper.
Appendices: Link each appendix in your proposal. Examples of appendixes include: timeline diagram for project, project activities description, Description of NP position, logic model, and budget justification for all expenses.
Consultation with the Registrar Form
(New Programs and New Majors / Minors / Concentrations)

Title: Removal of PTH 992.6 (Major Project) from MPT-P-GP Program

NOTE: The above change requires the deletion of the current MPT-P-GP (project based) program and requires the creation of a new MPT-C-GP (course based) program.

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1. Is this a new degree, diploma, or certificate? Yes [ ] No [x]
   Is an existing degree, diploma, or certificate being renamed? Yes [x] No [ ]
   If you’ve answered NO to each of the previous two questions, please continue on to the next section.

2. What is the name of the new degree, diploma, or certificate?

3. If you have renamed an existing degree, diploma, or certificate, what is the current name?

4. Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement? Yes [ ] No [x]

5. If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program? Yes [ ] No [x]

6. If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

7. Which College is responsible for the awarding of this degree, diploma, or certificate?

8. Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these

9. Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.
   One major is required on all programs [4 characters for code and 30 characters for description]

10. If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New Program for Existing or New Degree / Diploma / Certificate Information
1 Is this a new program?  
Yes No

2 Is an existing program being revised?  
Yes No

If you’ve answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?  
Master of Physical Therapy [MPT]

3 What is the name of this new program?  
Master of Physical Therapy (course-based); Master Physical Therapy-Course [MPT-C-GP] in Banner

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?  
College of Graduate and Postdoctoral Studies [GP] / School of Rehabilitation Science [RSC]

6 Is this a replacement for a current program?  
Yes No

7 If YES, will students in the current program complete that program or be grandfathered?  
Current students will complete current program (assuming this as they start PTH 992.6 in the 1st term of 1st year)

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?  
Course-based

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?  
Yes No

If yes, choose one of the following:

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).  
Joint Degree
Dual Degree
Professional Internship Program
Faculty-Led Course Abroad
Term Abroad Program

The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?  
Yes No

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?
Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1. Is this a new or revised major, minor, or concentration attached to an existing degree program? Yes □ No X □ Revised □
   If you've answered NO, please continue on to the next section.

2. If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3. What is the name of this new / revised major, minor, or concentration?

4. Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5. Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1. Is this a new or revised disciplinary area area attached to an existing graduate degree program? Yes □ No X □ Revised □
   If you've answered NO, please continue on to the next section.

2. If YES, what is the name of this new / revised disciplinary area?

3. Which Department / School is the authority for this new / revised disciplinary area?

4. Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Section 6: New College / School / Center / Department or Renaming of Existing

1. Is this a new college, school, center, or department? Yes □ No X □
   Is an existing college, school, center, or department being renamed? Yes □ No X □
   Is an existing college, school, center, or department being deleted? Yes □ No X □
   If you've answered NO to each of the previous two questions, please continue on to the next section.

2. What is the name of the new (or renamed) college, school, center, or department?
3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (i.e., New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information - as per current set-up

1 Is there a new subject area(s) or course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions?
   Yes [ ] No [ ]
   If NO, please describe.

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?
   Yes [ ] No [ ]
   If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up

1 Will students apply on-line? If not, how will they apply?

2 What term(s) can students be admitted to?

3 Does this impact enrollment?
4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

5 Can classes towards this program be taken at the same time as another program?

6 What is the application deadline?

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

8 What is the selection criteria? (IE. If only average then 100% weighting, if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

13 Will the standard application fee apply?

14 Will all applicants be charged the fee or will current, active students be exempt?

Section 9: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

| Standard Undergraduate per credit |
| Standard Graduate per credit |
| Standard Graduate per term |
| Non standard per credit*         | X |
| Non standard per term*          |
| Other *                          |
| Program Based*                   |

* See attached documents for further details

NOTE - No change from current tuition of $18,975.
2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

9 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

10 Does proponent's proposal contain detailed information regarding requested tuition? If NO, please describe.

11 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

12 IPA Additional comments?

3 Will students outside the program be allowed to take the classes?

4 If YES, what should they be assessed? (This is especially important for program based.)

5 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

6 Do standard cancellation fee rules apply?

7 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for each new course with additional fees.

Section 10: Government Loan Information - as per current set-up

NOTE: Federal provincial government loan programs require students to be full time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2 If this is a new program, do you intend that students be eligible for student loans?

Section 11: Convocation Information (only for new degrees)

1 Are there any 'ceremonial consequences' of this proposal (i.e. New degree hood, special convocation, etc.)?
2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 12: Schedule of Implementation Information

1 What is the start term?
   September 2018 [201809]
   Yes [ ] No [x]

2 Are students required to do anything prior to the above date?
   If YES, what and by what date?

Section 13: Registration Information - as per current set-up

1 What year in program is appropriate for this program (NA or a numeric year)?

2 Will students register themselves?
   If YES, what priority group should they be in?
   Yes [ ] No [ ]

Section 14: Academic History Information - as per current set-up

1 Will instructors submit grades through self-serve?
   Yes [ ] No [ ]

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 15: T2202 Information (tax form) - as per current set-up

1 Should classes count towards T2202s?
   Yes [ ] No [ ]

Section 16: Awards Information - as per current set-up

1 Will terms of reference for existing awards need to be amended?
   Yes [x] No [ ]

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?
**Section 17: Program Termination**

1. Is this a program termination?  
   Yes [x]  No [ ]  
   If yes, what is the name of the program?  
   Master of Physical Therapy (project) [MPT-P-GP]

2. What is the effective date of this termination?  
   September 2018 [201809]

3. Will there be any courses closed as a result of this termination?  
   Yes [x]  No [ ]  
   If yes, what courses?  
   PTH 992.6 Major Project

4. Are there currently any students enrolled in the program?  
   Yes [x]  No [ ]  
   If yes, will they be able to complete the program?  
   Yes

5. If not, what alternate arrangements are being made for these students?  

6. When do you expect the last student to complete this program?  
   August, 2019 - Fall Convocation 2019

7. Is there mobility associated with this program termination?  
   Yes [ ]  No [x]  
   If yes, please select one of the following mobility activity types.  
   Dual Degree Program  
   Joint Degree Program  
   Internship Abroad Program  
   Term Abroad Program  
   Taught Abroad Course  
   Student Exchange Program  
   partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?  
   Yes [ ]  No [x]  

**Section 18: SESD - Information Dissemination (internal for SESD use only)**

1. Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?  
   Yes [ ]  No [x]  

2. Has SESD, Admissions, been informed about this new / revised program?  
   Yes [ ]  No [x]  

3. Has CGSR been informed about this new / revised program?  
   Yes [ ]  No [x]  

4. Has SESD, Transfer Credit, been informed about any new / revised courses?  
   Yes [ ]  No [x]  

5. Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?  
   Yes [ ]  No [x]  

6. Has the Library been informed about this new / revised program?  
   Yes [ ]  No [x]
7 Has ISA been informed of the CIP code for new degree/program/major?  Yes ☐ No ☐
8 Has Room Scheduling/Scheduling Hub/Senior Coordinator or Scheduling been informed of unique space requirements for the new courses?  Yes ☐ No ☐
9 Has the Convocation Coordinator been notified of a new degree?  Yes ☐ No ☐
10 What is the highest level of financial approval required for this submission? Check all that apply.
   a. None - as it has no financial implications  ☐
   OR
   b. Fee Review Committee  ☐
   c. Institutional Planning and Assessment (IPA)  ☐
   d. Provost’s Committee on Integrated Planning (PCIP)  ☐
   e. Board of Governors  ☐
   f. Other  ☐

SIGNED

Date: 23 Oct 2017

Registrar (Russell Isinger):  

College / Department Representative(s):  

IPA Representative(s):  

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