



**MEETING OF FACULTY COUNCIL  
OF THE FACULTY OF MEDICINE**

A meeting of Faculty Council will be held on **Monday, October 18, 2021**, from 4:00 p.m. to 6:00 p.m. via **Zoom Virtual Meeting**.

**AGENDA**

1	<b>Call to Order</b>	Speaker
2	<b>Minutes of the previous meeting of Faculty Council – April 23, 2021</b>	Speaker
	2.1 Business Arising	
3	<b>Report from the Speaker</b>	Speaker
4	<b>Report from the Dean’s Office</b>	P. Houston
5	<b>Items for Approval</b>	
	<b>5.1 The Education Committee of Faculty Council recommends the approval of the following motions:</b>	
	“THAT the Major Program Modification to the MSc and PhD Programs in Rehabilitation Sciences be approved as submitted.”	K. Musselman A. Agur
	“THAT the proposal to close the MSc and PhD programs in Speech-Language Pathology be approved as submitted.”	K. Musselman A. Agur
6	<b>Standing Committee Annual Reports</b>	
	Medical Radiation Sciences Board of Examiners	S. Rauth
7	<b>Faculty Council Forum</b>	Speaker
	Temerty Faculty of Medicine Strategic Plan	L. Robinson L. Mitchell
8	<b>Adjournment</b>	Speaker

**NEXT MEETING: February 7, 2022**



TEMERTY FACULTY OF MEDICINE  
UNIVERSITY OF TORONTO

**FACULTY COUNCIL  
FACULTY OF MEDICINE**

Meeting Materials – October 18, 2021

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Faculty Council of the Temerty Faculty of Medicine  
Minutes of the February 8, 2021 meeting  
4:00 p.m.  
Via Zoom Videoconference

**Members Present:** Boris Steipe (Speaker), Todd Coomber, Derek Muradali, Arthur Mortha, Alis Xu, re Pascal van Lieshout, Veronica Wadey, Brenda Mori, Kyle Kirkham, Bob Bleakney, Nadiya Khosravi, Nick Reed, Glen Bandiera, Reinhart Reithmeier, Beverley Orser, Douglas Templeton, Christina MacMillan, Tao Chan, Calandra Li, Meg Connell, William Tran, Alexander Palazzo, Luc De Nil, Jonathan Pirie, Gina John, Paul Cantarutti, Jennifer Kao, Mario Ostrowski, Lisa Robinson, Rita Kandel, Vincenzo\_Deluca, Karl Zabjek, Paolo Campisi, Lynn Wilson, Andreas Schulze, Modupe Tunde-Byass, Dev Chopra, Sarah Crome, Hosanna Au, Michael Farkouh, Peeter Poldre, Suzan Schneeweiss, Margarete Akens, Trevor Young, Juan-Carlos Zúñiga-Pflücker, Jack Barkin, Rabina Parharer, Patricia Houston, Wusun Paek

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## **1 Call to Order**

## **2 Minutes of the previous meeting of Faculty Council – February 8, 2021**

The minutes of the meeting of February 8, 2021 had been previously circulated. They were approved on a motion from R. Reithmeier and seconded by V. Wadey. There was no business arising.

## **3 Report from the Speaker**

Dr. Boris Steipe noted that the Faculty Appointments Advisory Committee manual was included in the materials package, and includes a requirement that it be presented to Faculty Council for information after being approved by the Dean.

## **4 Reports from the Dean's Office**

### **3.1 Dean's Report**

Dean Young thanked the members for their work during the ongoing COVID pandemic and noted that it has lasted longer than was expected. The Dean noted the clinical faculty are struggling everyday and researchers are coming into labs but everyone continues to do great work. Provincial vaccination rates are around 37% and will continue to rise.

### **3.2 Vice Dean, Strategy and Operations**

Dr. Lisa Robinson noted there are three parts to her portfolio and she would provide a high-level summary of each.

Dr. Lisa Richardson has been appointed to the role of Associate Dean, Inclusion and Diversity and will be starting in May. A new module called Building the Foundations of Anti-Oppressive Healthcare developed jointly by the Center for Faculty Development and the Office of Inclusion and Diversity. The module provide a comprehensive suite of educational resources for faculty in areas of power and privilege, equity, diversity, and anti-oppression.

In the area of strategy, the strategic plan is now at the midpoint and the Faculty is looking at where we are, where we want to go, and if there anything that we need to differently (especially given COVID). The strategic plan is not being completely revised but rather just to think about anything that can be done to pivot slightly.

Finally, academic affairs has been looking at excellence through equity. A number of different working groups are thinking about best practices in searches, hiring, and admissions processes.

### **3.3 Vice Dean, Research and Innovation and GLSE**

Dr. Reinhart Reithmeier noted that Dr. Justin Nodwell, Chair of Biochemistry, will be taking over the portfolio on May 1.

Research activities are essentially at 50% capacity with health and safety being the number one priority. The biggest impact has been on face-to-face research with human subjects but research is continuing, and students are graduating. The Federal Government is supporting research across the country through the Research Continuity Emergency Fund which, for the University of Toronto, including the hospitals, is \$7 million. This along with the Temerty gift, has allowed research to continue.

Infrastructure investment has resulted in a cryo em coming to the microscope imaging laboratory in the medical sciences building. This lab is already a magnet for talent and the cryo em will help recruit a new faculty members. MSB will also be home to a new level three laboratory. In addition, a new division of comparative medicine, will be going into the new building with an emerging and pandemic infection consortium in partnership with other faculties across the university, as well as the hospital partners. So far, \$1.25 million has been raised that will be matched by the institutional strategic initiatives from the Vice President, Research. This funding is per annum over three years.

GLSE has launched a graduate supervisory experience survey which will allow research stream graduate students to comment on their graduate experience. GLSE has put forward a total of 45 Minor or Major Program Modifications.

Dr. Reithmeier noted that Deryk Beal from Speech Language Pathology has won the early career teaching award with the mid career award going to both Julie Claycomb from Molecular Genetics and Richard Bazinet from Nutritional Science.

### **3.4 Vice-Dean, Clinical and Faculty Affairs**

Dr. Lynn Wilson invited Dr. Pascal van Lieshout, Chair, Speech Language Pathology, to report on the rehab sector. The rehab sciences sector consists of three departments (Physical Therapy, Occupational Science and Occupational Therapy, and Speech Language Pathology) and one research institute. Over the past year the restrictions associated with the ongoing COVID pandemic has created major challenges for all programs both in terms of turning academic curriculum into online course deliveries, as well as securing clinical placements. These challenges have been met with a great amount of creativity, innovation, and effort on part of the faculty who have continued to offer innovative in class activities to support critical clinical skills training for their students.

Rehabilitation sciences has also been actively engaged in a strategic planning partnership with the Faculty of Medicine as part of the overall strategic plan development. One of the current priorities for action is to increase rehabilitation research and clinical capacity to address the burgeoning demographic needs of Canada.

Dr. Wilson indicated that the St. George vaccine clinic is up and running has addressed a number of different communities, including health professions students and healthcare workers in the community who did not have access to the vaccine in the early days. The clinic has been guided by the provincial ethical framework and Toronto Public Health. Who is vaccinated and the amount of supply that comes to the clinic is directed by Toronto Public Health. In the next couple of weeks, as the vaccine supply starts to

pick up, the clinic will be able to vaccinate more people. A typical day is currently around 400 people but capacity is about 1300. Dr. Wilson noted that it is imperative to vaccinate indigenous people as the hospitalization rate for urban indigenous individuals is about four times that of other people in Toronto. The clinic will also be vaccinating 1000 pregnant women this week. Clinic faculty, staff, and learners are also supporting mobile clinics in hotspot regions.

Dr. Wilson noted that Dr. Julie Maggi has been appointed Director, Faculty Wellness. Dr. Maggi was formerly the Director of the Office of Resident Wellness. Dr. Maggi is working to address both organizational and individual factors impacting faculty wellness and will increase the understanding of the issues for tenure and tenure track faculty. Two communities of practice have been working on leadership development with participants from all three sectors and senior leaders from the affiliated hospitals. These communities of practice are being led by Psychiatry with Dr. Maggi consulting with a number of the senior executive teams at the hospitals and doing workshops for them. The Faculty website has been updated and includes a substantial list of wellness.

Dr. Pier Bryden was appointed as the Senior Advisor, Clinical Affairs & Professional Values in September and is providing oversight on relevant policies and procedures across all three sectors and continues to lead the professional values program. Dr. Bryden lead the revision of the standards of professional behavior document that was previous brought to Faculty Council and there is now an interactive educational module that clinical faculty do as part of renewing their hospital privileges.

### **3.5 Vice-Dean, Medical Education**

Dr. Patricia Houston indicated that her office has been working on medical education alignment and integration across the MD Program, PGME, and CPD. The Vice Dean, Medical Education portfolio was created to address the need to have better integrated oversight of the data being collecting, why the data is being collected, and how that the data is used. The oversight ensures that resources aren't being used to do the same work in different areas and allows data to be shared across all areas. The Data Management Working Group convened in Spring 2020 to develop principles, guidelines and processes related to data collection, evaluation, and reporting.

The Medical Education Operations Committee was convened in Fall 2020 to provide leadership and guidance to support an integrated approach to medical education operations. Working groups from the committee have been established in the following areas: strategic planning, finance, communications, and staff talent development. The Strategic Planning Working Group is waiting for the refreshing of the Faculty strategic plan to be done. The Finance Working Group is looking at how to best manage resources, including both money and space. The Communications Working Group is trying to better understand how we communicate within our programs and outside of our programs. The Staff Talent Development Working Group is about professional development for the staff rather than for the faculty or learners.

With respect to COVID, Dr. Houston noted that all learners that are patient facing have access to the vaccine. Current data on vaccination rates is self-reported and is collected as the hospitals want this information. Next year, it will be part of the registration process for learners to report on their vaccination status. Vaccination is not mandatory, just as the flu vaccine isn't mandatory.

During the Ongoing third wave of COVID and with a rise in community spread, hospital and ICU admissions have increased. Between Blocks 1 – 11 approximately 107 residents were redeployed from 19 programs and 10 Departments through the central PGME redeployment process (not including those redeployed internally within departments). It is believed that the number of redeployments within departments exceeds the number that are coordinated centrally through PGME. Approximately 82% of these redeployments were for 4 week redeployments (the duration of the block). Every attempt has been made to distribute redeployment requests across programs and adhere to our established principles; the need to balance availability, competency profile, and clinical demands across services. This means that the impact has varied by department across different phases of the pandemic.

To aid in the COVID-19 response at the Toronto Academic Hospitals, the Clinical Extern program has been created as a voluntary employment opportunity for fourth year medical students to work in hospitals for a minimum of four weeks from late April to mid-June. Externs will be temporary, full-time employees of the hospital, reporting to a Clinical Manager, with full WSIB and liability coverage provided by the hospital. Medical students are part of a team, working as a non-regulated healthcare professional (not as a physician or a learner) and will be required as needed to do shift work.

In February, the Temerty Faculty of Medicine submitted 4 teams comprised of PGME Residents and Clinical Faculty to participate in Ornge's Operation Remote Immunity initiative with the goal of delivering and administering COVID-19 vaccines to 31 of Ontario's Northern Indigenous Communities that are remote and/or only accessible by air. Planning and logistics were completed for each community in conjunction with a community leader. Multidisciplinary teams included 1 Clinical Faculty member and 2 U of T Residents who participated in this initiative as a short-form rotation. Teams were scheduled for one-week deployments into the remote Indigenous Communities from February 27th to March 6th and March 6th to March 13th. 170 clinical faculty and 100 resident volunteers came forward.

Last year was the closest U of T has gotten to a 100% CaRMS match with 98.5% of students matched after the second iteration. This year 96.1 per cent matched in the first iteration. The second iteration match results will be announced on May 20, 2021.

The MD Accreditation site visit took place November 2 - 6, 2020. The external review team found the MD Program to be satisfactory in 93 out of the 96 elements. The unsatisfactory elements were: 3.4 Anti-Discrimination Policy; 3.6 Student Mistreatment; and 8.4 Assessment System. In addition, six elements were identified as satisfactory with monitoring (2.5 Responsibility of and to the Dean; 8.4 Program Evaluation; 8.5 Medical Student Feedback; 9.8 Fair and Timely Summative Assessment; 11.1 Academic Advising; 11.2 Career Advising)

The PGME Accreditation site visit took place November 22 – December 4, 2020. Residency training programs, AFC programs, and the PGME institution were reviewed during the visit. All programs received a preliminary recommendation for accredited program with follow-up either: at the time of the next regular survey in 8 years (59 programs); in two years by action plan outcomes report (13 programs); in 2 years by external review (5 programs); or notice of intent to withdraw accreditation with follow-up in 2 years by external review (2 programs). The finding of 'notice of intent to withdraw accreditation' means issues were identified with these programs during the last accreditation 8 years ago and they still exist now. These programs will have to demonstrate that these issues are being taken seriously.

MD Program admissions have seen application numbers consistent with past years including MD/PhD applications consistent. There was a slight decrease in Indigenous Student Application Program applications but an increase in Black Student Application Program applications.

In PGME, Dr. Glen Bandiera is coming to the end of this second term as Associate Dean, Postgraduate Medical Education and a recruitment process is currently underway for the position. Internationally, PGME continues to focus on diversification efforts of the sponsorship portfolio by engaging, supporting, and advising on new applications. COVID-19 continues to create challenges with trainees entering Canada. PGME has continued advocacy efforts for incoming international trainees beginning in training programs in our hospitals.

Continuing Professional Development has continued to develop capacity and expertise in digital production, and has delivered over 150 virtual programs, conferences, and series sessions since September 2020. CPD has been actively engaged in developing tools and resources useful for faculty to make a successful pivot to digital delivery of programming. Working with faculty from the MD Program, PGME, CPD and faculty development, a resource hub has been developed for online teaching and learning. CPD has been involved in development of a variety of unique programs and conferences, including: the 4th biennial Indigenous Health Conference; the Narrative-Based Medicine program; the IDEAS Foundation of Quality Improvement Program; and a 10-part digital series: Centering EDI in Medical Research.

## 5 Items for Approval

### 4.1 Education Committee

**THAT the Major Program Modifications to the MSc and PhD Programs in Biochemistry be approved as submitted.**

Moved: B. Mori, Seconded: R. Reithmeier

Dr. Alexander Palazzo indicated that for both the MSc and PhD programs, 48 new 0.25 FCE courses will be established to improve the breadth of knowledge of our students. In addition to taking the foundational course, BCH2101H (Scientific Skills for Biochemists), research-stream graduate students will be required to take the following number of electives: MSc students will be required to complete 0.25 FCE; PhD students will be required to complete 0.75 FCE; MSc students transferring to the PhD program will be required to take 1.25 FCE; and Direct Entry PhD students will be required to take 1.25 FCE.

BCH 2101H, Scientific Skills for Biochemists, is a new 0.25 FCE course that serves as both an orientation about important components of graduate studies in Biochemistry (i.e., how to write an effective scholarship application, how to give a 30-minute talk) and allows students to develop their own individualized development plan (IDP). Students will be engaged in collaborative tasks and peer-evaluation activities. Classes will also include information on student wellness and conflict resolution. Students are evaluated based on a series of assignments and presentations (Appendix F: Minor Modifications, New Course, BCH 2101H).

The final component of this proposal is to convert existing modules into formal 0.25 FCE courses. Similar to the MSc and PhD program in Laboratory Medicine and Pathobiology, these offerings will allow students to focus on topics that are most relevant to their educational needs, thereby promoting a more student-centred approach to their graduate program. In this proposal, 48 0.25 FCE courses are being established. Biochemistry plans to introduce more in the future.

This change in program structure also aligns with the plans of other FOM graduate departments that are formalizing their modules into 0.25 FCE (i.e., Medical Biophysics, Laboratory Medicine and Pathobiology, Institute of Medical Science). Ultimately, this provides students with the flexibility to find and take 0.25 FCE courses across different departments in the Faculty, therefore improving their breadth of knowledge and exposing them to opportunities for cross-collaboration. Students will continue to be advised to complete all course work within 18 months of registration for M.Sc. students (in order to meet reclassification and permission to write deadlines), and within 2 years of registration for Ph.D. students.

Finally, the proposal requests to change the course titles for BCH 2020Y Master's Seminar Course in Biochemistry and BCH 2022Y, PhD Seminar Course in Biochemistry. Renaming BCH 2022Y to Seminar Course in Biochemistry Level 2 avoids confusion for direct-entry PhD students. Currently, these students are required to take BCH 2020Y, Master's Seminar Course in Biochemistry. Its reference to a master's may confuse direct-entry students who are admitted into the PhD program. To avoid this confusion, BCH 2020Y will be renamed Seminar Course in Biochemistry Level 1 and BCH 2022Y will be renamed Seminar Course in Biochemistry Level 2. These will be the same course titles used for the stand-alone MSc program, MSc to PhD transfer and stand-alone PhD program. Students in the M.Sc. program will complete BCH 2020Y. Students who are admitted to the M.Sc. program and reclassify into the Ph.D. program will be enrolled in BCH 2020Y for their first 24 months of study. Following successful completion of their student seminar and transfer to the Ph.D. program, they will then be enrolled in BCH 2022Y. Students admitted to the Direct Entry Ph.D. program will be enrolled in BCH 2020Y and will be automatically enrolled in BCH 2022Y, following the completion of the BCH 2020Y and qualification exam.

The motion passed.

## **6 Standing Committee Annual Reports**

### **6.1 PGME Board of Examiners**

Dr. Jonathan Pirie reminded Council that the role of the PGME Board of Examiners is to, at the request of the Associate Dean, PGME, review cases of residents in academic difficulty and determines the best course of action which may include remediation, remediation with probation, probation or suspension and dismissal. PGME provides support to programs in the development of individually tailored remedial plans which are then presented to the BOE for approval.

Case numbers for the Board tend to stay fairly consistent year-to-year. The 2020-2021 academic year appears to show case numbers down slightly but there are still a couple of months remaining before final case totals can be tallied. Each case is reviewed when it is first presented and when a request for completion of remediation is presented. Most cases receive at least one interim report depending on the length of the assigned program of remediation.

Dr. Pirie noted there were a few dismissals in the 2017-2019 timeframe but there haven't been any in the last couple of years. These cases, though not exclusively, tend to represent the appeals of BOE decisions. The last two years with no dismissals and no appeals represent more typical years.

There has been a slight increase in cases from PGY1 and PGY2. This may be as a result of the transition to competency by design such that struggling residents are identified earlier. Dr. Pirie believes residents will continue to struggle as they enter into their senior PGY years with the increasing complexity of patient care, increased demands on supervision of other trainees, and managing teams. These skills will likely still be problematic at this level and are often not identified, either in the traditional stream or the CBD streams.

Medical Expert continues to be the most common CanMEDS role addressed by the BOE with professionalism remaining second. About half of BOE cases see residents struggling with two or more CanMEDS roles.

Over the last two years, the BOE has worked with PGME on a couple of new initiatives. The PGME Program Evaluation involved surveys sent to 33 residents (36% responded), 25 Program Directors and Remediation Coordinators (64% responded), 19 Mentors (53% responded), and 5 PGME Coaches (100% responded). 10 of 12 residents indicated that remediation provided a positive, supportive, learning environment and that they have applied their learning to practice. All groups had mostly positive comments about the remediation process and the support from the PGME office. The Program Director BOE Presentation Guide is a new guide for Program Directors to prepare for their BOE presentations with the hope that it will reduce Program Director stress and improve timing and efficiency.

Dr. Kyle Kirkham from Anesthesia will be taking over as Chair of the BOE on July 1, 2021.

### **6.2 Education Committee**

Dr. Brenda Mori began by thanking the committee members who have worked over the last two years and continue to do the work of the Education Committee remotely. The function of the Education Committee is to safeguard the standards and quality of the programs with regard to admissions, awards financial aid, and curriculum and evaluation for the MD, PGME, MRS, BScPA, and Graduate Education programs. The Committee meets four times a year. The Committee approves, on Council's behalf, Minor Program Modifications such as new courses or changes for admission requirements. The approval of Major Program Modifications such as those to the MSc and PhD Programs in Biochemistry and new program proposals are reviewed and sent to Faculty Council with a recommendation for approval.

In addition, each program is required to provide an annual report to the Education Committee focusing on the areas of oversight listed above.

Dr. Mori acknowledged Mr. Todd Coomber who, as Faculty Affairs Officers, provides administrative support aiding the Committee to function efficiently.



### **6.3 Research Committee**

Dr. Mario Ostrowski indicated that the Research Committee only met twice through email providing recommendations in regard to Major Program Modifications. Dr. Ostrowski reminded members of the Committee's previous request to the Faculty of creating a central location which describes all of the available core facilities available to researchers in hospitals and on campus. It is understood that there is such a website and the Committee will review it to see if a more central database is required.

### **7 Faculty Council Forum**

The Faculty Council Forum did not take place due to time constraints

### **8 Adjournment**

The meeting was adjourned.

# University of Toronto

## Major Modification Proposal:

### New Field or Concentration Within an Existing Graduate Program

This template should be used to bring forward all proposals for major modifications to existing graduate and undergraduate programs for governance approval under the University of Toronto’s Quality Assurance Process.

<b>Program being modified</b>	MSc and PhD Programs in Rehabilitation Sciences
<b>Proposed major modification:</b>	(1) Creating the new field called “Speech-Language Pathology” within the existing degree programs: MSc and PhD in Rehabilitation Sciences; (2) Revising the learning outcomes of the Rehabilitation Sciences programs by degree; (3) Minor modifications to the required courses of the Rehabilitation Sciences programs - MSc coursework; (4) Minor modifications to the required courses of the Rehabilitation Sciences programs - PhD coursework
<b>Department/unit (if applicable):</b>	Rehabilitation Sciences Institute
<b>Faculty/academic division:</b>	Medicine/ Division 4
<b>Dean’s office contact:</b>	Justin Nodwell, Vice Dean, Research and Graduate Education Rachel Zulla, Graduate Affairs Office
<b>Proponent:</b>	Yana Yunusova, Acting Director, Rehabilitation Sciences Institute Kristin Musselman, Chair Program and Curricula Committee Anne Agur, Member, Program and Curricula Committee
<b>Version date:</b>	August 12, 2021

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## Summary

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- Please provide a brief summary or overview of how the proposed field or concentration relates to existing fields or concentrations in the program summarizing many of the key points found in more detail elsewhere in the proposal. Please include:
- A clear statement of purpose
- Identification of existing fields or concentrations
- A description of the proposed field or concentration
- Rationale for its inclusion in the program
- The impetus for its development (including student demand) and how it fits with existing fields or concentrations
- Faculty and programmatic strength in the proposed area

The current document summarizes changes proposed for MSc and PhD programs at the Rehabilitation Sciences Institute. Two groups of changes are proposed:

- 1. A new field to be created within the existing MSc and PhD in Rehabilitation Sciences called “Speech-Language Pathology”;** this will replace the existing stand alone graduate programs in Speech-Language Pathology. These programs are closing through a separate closure proposal.
2. Revision of objectives and learning outcomes for each degree program [**Appendix A**] in the Rehabilitation Sciences as a result of a recent curricular review of the programs and their Transfer and Direct-entry options [**Appendix C**]
- 3. Modifications to courses in the existing MSc Program**
  - 3.1 Changing course title and updating course objectives for REH 1100H Theory and Research in Rehabilitation Science (0.5 FCE) [**Appendix E**]
  - 3.2 REH 2001Y - changing the content from a focus on research presentations to professional development, thereby decreasing course weight to 0.5 FCE, REH 2001H [**Appendix F**]
  - 3.3 Reducing total MSc program FCE from 2.5 to 2.0 due to changes outlined in this proposal
- 4. Modifications to courses in the existing PhD program (including direct-entry and transfer)**
  - 4.1 REH 3001Y - Reducing the FCE from 1.0 to 0.5 and changing the content from a focus on research presentations to professional development, thereby decreasing course weight to 0.5FCE, REH 3001H [**Appendix G**]
  - 4.2 Removing REH 3100H, Advanced Rehabilitation Research Issues (0.5 FCE) as a program requirement and replacing it with an elective [**Appendix H**]
  - 4.3 Above changes led to a decrease in total PhD program FCE from 2.0 to 1.5
  - 4.4 Changing the requirements for the direct-entry and transfer PhD options in alignment with the above changes

These proposed changes are driven by the need to streamline programming, enhance student educational experience, and increase flexibility in program delivery in the graduate programs in Rehabilitation Sciences. The opening of Speech-Language Pathology as a field (as opposed to a separate program, as exists currently) will align well with the other Rehabilitation Sciences disciplines, such as Occupational Science, Movement Science etc (see details below), of which Speech-Language Pathology is a related field. We see this as a purely structural adjustment, that will not result in changes to the training received by students in the research areas related to Speech-Language Pathology, nor will the proposed changes negatively impact student experiences as a whole and their ability to find employment after graduation. Please see further details in the SLP Program Closure proposal.

The updates to the PhD & MSc in Rehabilitation Sciences (i.e. well structured MSc and PhD programs, with clearly outlined learning objectives and expectations, well defined timelines and updated coursework) will result in improved student experience across all Rehabilitation fields within the Rehabilitation Sciences Institute and promote cohesion among the student body.

## Effective Date

September 1, 2022 (Fall 2022)

## Academic Rationale

- Identification of existing fields or concentrations.
- Description of the field or concentration (its intellectual focus, etc.) and its relationship to existing fields or concentrations.
- Address how the proposed field or concentration relates to the current state of the discipline or area of study. Identify pedagogical and other issues giving rise to the creation of this field/concentration. Where appropriate, speak to changes in the area of study or student needs that may have given rise to this development.
- Appropriateness and consistency of the field or concentration name.
- Distinctiveness.
- Identify any distinctive or innovative aspects of the proposed field or concentration.
- To what extent is what is being proposed “the norm”? As appropriate, speak to similar offerings elsewhere at the University of Toronto or at other universities.

### Background

The Rehabilitation Sciences Institute (RSI) currently offers graduate research-stream degree programs:

- MSc and PhD in Rehabilitation Sciences
- MSc and PhD in Speech-language Pathology

The MSc and PhD in Rehabilitation Sciences degree programs include six fields:

1. Movement Science;
2. Occupational Science;
3. Rehabilitation Health Services Studies;
4. Rehabilitation Technology Sciences;
5. Social and Cognitive Rehabilitation Sciences, and
6. Practice Science.\*

\*The Practice Science field is a stand-alone MSc and PhD field, with a unique funding structure, curriculum and program requirements. Although there is a general interest in this field, several substantial issues need to be addressed to make it viable (e.g., clear objectives, funding, more specific/ targeted curriculum, identification of faculty that will supervise these students). As such we will begin reviewing Practice Science in the 2021/ 22 academic year. **Changes proposed in the current document do not pertain to this field. There are currently no students enrolled in this field of study and admissions to it have been administratively suspended as of January 2021.**

The MSc and PhD in Speech-Language Pathology programs (MSc and PhD) are currently separate from Rehabilitation Sciences (MSc and PhD) programs. A separate proposal for the closure of these SLP programs is currently under review.

The graduate MSc research program in Rehabilitation Sciences was initially created within the Graduate Department of Rehabilitation Sciences (GDRS) in 1995, with the PhD program established in 2004. Rehabilitation Sciences Institute (RSI), as a EDU-B, was established effective January 1, 2015. The graduate programs (MSc and PhD) in Speech-Language Pathology (previously administered by the Department of Speech-Language Pathology) were administratively transferred to RSI effective September 1, 2015. At the time, it was decided to keep the Rehabilitation Sciences and Speech-Language Pathology Programs as separate programs under RSI. However, the MSc and PhD programs in Speech-Language Pathology have not been separately and uniquely defined within the Institute (e.g., have not had their own objectives) and almost fully shared the Rehabilitation Sciences Programs curricula, with one small exception - the Speech-Language Pathology PhD program has required students to take an additional elective course (0.5 FCE) in the student's area of research.

Graduate faculty members with their primary appointments across the Rehabilitation Section (i.e. Departments of Occupational Sciences and Occupational Therapy, Physical Therapy and Speech-Language Pathology), as well as the rehabilitation scientists across various other UofT departments (e.g., Medicine, Kinesiology, Psychology, Engineering etc.) and hospital-based research institutes, hold graduate faculty memberships in RSI. These faculty members (N~100) supervise graduate research students, teach and participate in administrative functions of the institute.

## **PROPOSAL**

**To streamline the programs, we currently propose positioning Speech-Language Pathology as a field of study, similar to Occupational Science and Movement Science and others, instead of a separate graduate program.** There are a number of reasons to do so:

- Rehabilitation Sciences is a multidisciplinary discipline in which Speech-Language Pathology (SLP) is one of the fields of study. The past separation between programs had historical reasons and was not routed in the conceptual framework of Rehabilitation Sciences. The full merger of the programs is the last step in the transfer of SLP to RSI that started in 2015. The intervening years has provided RSI the experience in how to best support our students, including those in SLP.
- Currently, all Rehabilitation Sciences students (including those in the Speech-Language Pathology programs) are trained in the same way – curricular differences between Rehabilitation Sciences and Speech-Language Pathology are extremely minimal (0.5 FCE as an elective course at the PhD level).
- Both conceptually and structurally, there are minimal differences across programs and as such folding in SLP to Rehab will provide more cohort building opportunities across the entire student body.
- More importantly, the job market for Rehabilitation Science graduates is in the broader Rehabilitation sector. With identical training, Speech-Language Pathology graduates should be well positioned to compete for these jobs among other rehabilitation professionals.

**In addition to the changes related to the conversion of Speech-Language Pathology from a program to a field, we propose revisions to the existing MSc and PhD programs in Rehabilitation Sciences.** The primary reason to do so is that beyond small adjustments to coursework, the core curricula of the programs in Rehabilitation Sciences has not been updated since its establishment. In addition, over the course of nearly 15 years, RSI has had increased interest in its programs through enrolment growth and an increase in faculty resources. The number of faculty has at least doubled and expanded to include many faculty members outside of the core Rehabilitation Sector (i.e., occupational, speech, physical therapy sciences, neurorehabilitation) such as biomedical engineering, neuropsychology, critical enquiry, disability studies, etc. Further, the career paths for RSI students have expanded over time – many seek employment beyond academia in health policy, government, industry, research institutes etc.

**RSI underwent the current curricular renewal in order to:**

- **Clarify essential program components and requirements driven by overall learning outcomes, and**
- **Provide a balance between good structure and flexibility in the program requirements**
- **Streamline the programs to align them with the SGS degree regulations**

## PROCESS

The process of curriculum review and renewal spanned approximately four years. A comprehensive student survey was conducted in 2017 and identified key areas for improvement, including greater clarity concerning the organization of courses, the need for acknowledging issues of equity, diversity and inclusion, and increased focus on preparing students for careers outside academia (see **APPENDIX D**). In the last two years (2018-2020), possible solutions to the identified problems were discussed in detail. An expanded Program and Curricula Committee was formed including faculty (N=5), current grad students (N=4) and alumni (N=1) to review the current program and develop the changes outlined here. Rachel Zulla, the GLSE Graduate Affairs Officer, and Jessie Richards, the Curriculum Development Specialist, were engaged by the committee for consultations. Further consultations were held with the Office of Vice-Provost, Academic Programs and the School of Graduate Studies. Proposed changes were vetted at 5 faculty town halls and the same number of student town halls, and the suggested feedback was incorporated into the updated documents. Drafts of the proposed changes were shared and written feedback was solicited from faculty and current students. **The current document is the final summary of proposed changes across various elements of the MSc and PhD programs in Rehabilitation Sciences.**

## Need and Demand

- Provide a brief description of the need and demand for the proposed field or concentration focusing, as appropriate, on student interest, societal need, employment opportunities for prospective graduates, accreditation requirements, etc.

There has been a constant need and consistent demand for research level training in Speech-Language Pathology over the years. Since 2015, the Rehabilitation Sciences Institute admitted on average 1 MSc student and 2 PhD students into the Speech-language Pathology programs. The recruitment numbers have been determined by the capacity of the faculty in the Department of Speech-Language Pathology (currently 9 graduate faculty members) to admit and fund graduate research students. By moving from a separate program to a field of study within Rehabilitation Sciences, we expect no change in the ability of faculty to recruit students, assuming approximately the same faculty compliment.

### Table 1: Graduate Enrolment Projections MSc\*



Year in Program	Academic Year 2022-23		Academic Year 2023-24		Academic Year 2024-25		Academic Year 2025-26		Academic Year 2026-27	
	Total #	# in SLP Field	Total #	# in SLP Field	#	# in SLP Field	#	# in SLP Field	#	# in SLP Field
<b>1</b>	12	1	12	1	12	1	12	1	12	1
<b>2</b>	12	1	12	1	12	1	12	1	12	1
<b>Total</b>	24	2	24	2	24	2	24	2	24	2

\*Steady state projected in 2022-23

**Table 2: Graduate Enrolment Projections PhD\***

Year in Program	Academic Year 2022-23		Academic Year 2023-24		Academic Year 2024-25		Academic Year 2025-26		Academic Year 2026-24	
	Total #	# in SLP Field	Total #	# in SLP Field	#	# in SLP Field	#	# in SLP Field	#	# in SLP Field
<b>1</b>	11	2	11	2	11	2	11	2	11	2
<b>2</b>	11	2	11	2	11	2	11	2	11	2
<b>3</b>	11	2	11	2	11	2	11	2	11	2
<b>4</b>	11	2	11	2	11	2	11	2	11	2
<b>Total</b>	44	8	44	8	44	8	44	8	44	8

\*Steady state projected in 2022-23

- Please adjust the table as necessary. Please show total registration in the program and indicate whether the addition of the new field or concentration will result in an overall increase in the total number of students or will be accommodated within the existing number of spaces. In either instance, please show the relative proportion of spaces in the proposed field or concentration.
- Below please provide any relevant information or comments on the enrolment projections above (e.g., relationship of field or concentration to existing field or concentration, etc.)

The proposed conversion of Speech-Language Pathology from a program to a field is not expected to result in changes in the overall number of students in the Institute. The proposed conversion is also not expected to cause any changes in the current relations between different fields, primarily because the students do not freely move between the fields as their choice is determined by the focus of their research work/ thesis.

## Description of the Proposed Major Modification(s)

- Admission Requirements for new field:
- Comment on the relationship of the admission requirements for the field or concentration to those of the parent program.

- If the same, describe the program admission requirements.
- If different, describe the field or concentration admission requirements; indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field or concentration, i.e., how are these admissions requirements suitable to help support the success of students.
- How will these be administered?
- Program Requirements for new field:
- Describe the requirements of the field or concentration. Please comment on the relationship of the requirements of the field or concentration to those for the program in general and any other fields or concentrations.
- Provide, as an appendix, proposed calendar copy (with all changes tracked) including the specific program requirements, required courses, electives and prerequisites.
- Provide as an appendix, where appropriate:
- A full list of the course numbers and titles, indicating clearly whether they are new or existing. Please note that new courses need to be proposed and approved separately following established Faculty/divisional procedures.
- Please describe in detail what changes are being proposed. Major modifications include changes to the program requirements that will significantly change what students will know and be able to do when they complete the program.
- Please be explicit about how the learning outcomes have changed and include both previous and proposed learning outcomes or one version of the current learning outcomes with the new learning outcome in track changes. You may wish to use Appendices A and B.
- Describe how the modification reflects universal design principles and/or how the potential need to provide mental or physical health accommodations has been considered in the development of this modification.
- Describe how the program structure and delivery methods promote student well-being and resiliency in the learning and teaching environment.
- Describe any elements that support a sense of community in the program.
- Please provide calendar copy, either in track changes or as two separate documents in appendices C and D as applicable.

**(1) CREATION OF THE NEW FIELD “SPEECH-LANGUAGE PATHOLOGY” IN THE EXISTING MSC AND PHD PROGRAMS IN REHABILITATION SCIENCES**

To streamline the programs and curricula, we propose to close the Speech-Language Pathology programs through a separate proposal, and through this proposal create the Speech-Language Pathology field of study. The field will be listed on the student’s transcript. This decision has been discussed and supported by the RSI faculty in the Department of Speech-Language Pathology, RSI Executive & Program and Curricula Committee (PCC), RSI faculty overall, as well as RSI-SLP students (survey conducted).

As a result, RSI will offer 2 programs: MSc and PhD in Rehabilitation Sciences, in seven fields:

1. Movement Science;
2. Occupational Science;
3. Rehabilitation Health Services Studies;
4. Rehabilitation Technology Sciences;
5. Social and Cognitive Rehabilitation Sciences,
6. **Speech-Language Pathology**, and
7. Practice Science (Admissions currently suspended. To be reviewed in the future).

**ADMISSIONS REQUIREMENTS:**

The admission requirement for Speech-Language Pathology, as a program, currently differ in some ways from those in the Rehabilitation Sciences Programs. Specifically, at the MSc level in Speech-Language Pathology, a mid-B average in the final year of a bachelor's program is required. In contrast, admission to the MSc program in RSI requires a B+ average in senior-level courses in the final 2 years of a bachelor's program (see below). At the PhD level in Speech-Language Pathology, a minimum B+ average is required over the course of an MSc or MA degree in Speech-Language Pathology or related discipline. In contrast, admission to the PhD program in RSI requires a minimum A- from a relevant thesis-based master's program (see below). In the recent years, admissions to all programs followed the more stringent criteria, and it worked well; therefore, this formal change is not expected to create barriers to potential SLP applicants but instead will elevate the quality of applicants overall. The new field will formally adopt the more stringent requirements of the Rehabilitation Sciences programs so that all fields will require the same academic requirements as follows:

**MSc Program Admissions:**

- Applicants must have graduated with a minimum B+ average in senior-level courses in the final two years of a four-year degree program from a recognized university, with a strong undergraduate science background including a course in research design and/or statistics. The four-year degree may be in Occupational Therapy, Physical Therapy, Speech-Language Pathology, or a related discipline. Related disciplines include basic sciences, engineering, kinesiology, nursing, psychology, social work, sociology, and physical and health education.
- Applicants must identify a faculty member who has agreed to serve as research supervisor. The research supervisor is expected to examine a completed thesis and/or manuscripts and university transcripts.
- Applicants who were educated outside Canada, whose primary language is not English, and who graduated from a university where the language of instruction and examination was not English, must demonstrate proficiency in the English language through the successful completion of one of the following tests:
  - Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE) with the following minimum scores:
    - paper based TOEFL: 600 and 5 on the TWE
    - Internet-based TOEFL (IBT): 100/120 and 22/30 on the writing and speaking sections.
  - International English Language Testing System (IELTS): minimum score of 7.5.

- Certificate of Proficiency in English (COPE): see [General Regulations, 4.3 English-Language Proficiency](#).
- U of T School of Continuing Studies academic preparation: see [General Regulations, 4.3 English-Language Proficiency](#).

**PhD Program Admissions:**

- Applicants must have graduated with a minimum A– from a relevant thesis-based master’s program, such as Occupational Therapy, Physical Therapy, Rehabilitation Sciences, and Speech-Language Pathology.
- Applicants must submit the following along with their application: a letter of intent, two confidential reference letters that indicate the applicant’s preparation and competence to conduct research, and curriculum vitae.
- Applicants may be counselled prior to admission and provided with materials regarding potential PhD supervisors. Applicants must identify a faculty member who has agreed to serve as research supervisor. The research supervisor is expected to examine a completed thesis and/or manuscripts and university transcripts.
- Applicants who were educated outside Canada, whose primary language is not English, and who graduated from a university where the language of instruction and examination was not English, must demonstrate proficiency in the English language through the successful completion of one of the following tests:
  - Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE) with the following minimum scores:
    - paper based TOEFL: 600 and 5 on the TWE
    - Internet-based TOEFL (IBT): 100/120 and 22/30 on the writing and speaking sections.
    - International English Language Testing System (IELTS): minimum score of 7.5.
  - Certificate of Proficiency in English (COPE): see [General Regulations, 4.3 English-Language Proficiency](#).
  - U of T School of Continuing Studies academic preparation: see [General Regulations, 4.3 English-Language Proficiency](#).

**(2) REVISION OF MSc and PhD PROGRAM OBJECTIVES AND LEARNING OUTCOME AND REALIGNMENT WITH SGS GUIDELINES ON TRANSFER/ DIRECT ENTRY OPTION**

The proposed changes outlined below pertain to the first six fields of study (see above, excluding Practice Science, which is currently suspended), including the proposed new field of Speech-Language Pathology. These changes also align all fields to SGS guidelines on Transfer/ Direct Entry Programs. (See SGS Regulations: [4.2.5 Transfers](#); [12.1.2.2 Five-Year PhD Program \(Direct-Entry\)](#))

As part of the curricular review, broad program objectives were developed to capture the overall goals and intentions of all RSI programs. The objectives are intended to signal the broad intents of graduate education in Rehabilitation Sciences, and they provided direction for

the development of explicit learning outcomes for each program. The program objectives state that the programs are designed to “provide a broad knowledge of rehabilitation science research as well as research skills and methodologies including acquisition of funding, formulation of research questions, discovery of new knowledge, data collection, analysis and interpretation, scholarly presentation and publication and translation of knowledge for consumption by appropriate stakeholders with a unique opportunity to explore issues and ideas related to the health of Canadians, and others, in an inter-disciplinary forum.”

### **Programs’ Objectives**

The Rehabilitation Sciences Institute aims to prepare its graduates for tomorrow’s careers in scientific research and leadership in *academia, clinical science, education, industry, and government/ administration* by achieving the following 8 program objectives:

1. Developing broad knowledge of rehabilitation research and in-depth knowledge pertaining to their field of study;
2. Developing critical thinking skills and ability to critically evaluate scientific literature;
3. Establishing a solid foundation of principles of scientific inquiry and research methodologies broadly and in the context of the chosen field, including formulation of research questions, study design, data collection, analysis, data visualization and interpretation and knowledge translation;
4. Enhancing the abilities to effectively communicate scientific knowledge orally and in writing to various knowledge users, consumer groups, stakeholders and funders;
5. Providing in-depth knowledge of ethical and responsible conduct of research;
6. Adhering to values of interdisciplinarity;
7. Including equity, diversity, and inclusion across all educational/ research opportunities;
8. Fostering the commitment to life-long learning and continuing self-education.

The work of the curricular review was to create opportunities to sequentially build essential competencies listed in the Degree-Level Expectations, mapping them to the learning outcomes and various curricular elements of the MSc and PhD programs, separately. The elements include: (1) relevant coursework (2) development and execution of research project(s) (3) supervisory committee meetings (4) competency/ transfer examinations (5) completion of scholarly outputs (presentations/ publications) (6) Research Day participation, and (6) thesis defense, etc. Please see **APPENDIX A** showing the mapping between Degree-Level Expectations, proposed learning outcomes and all elements of the curriculum.

**Current and proposed requirements of the graduate programs (MSc, PhD, PhD – Transfer, and PhD – Direct entry) are shown in APPENDIX B.** In the top panel, it shows the past outline of the core programs and, in the bottom panel, the current outline. APPENDIX B also outlines the requirements of Transfer and Direct Entry programs (described in detail in section 4.4 below).

The track-edited SGS Calendar entry provides the overall description of the updated programs - see **APPENDIX C**. A summary of the student survey conducted in 2017 served as an impetus to the proposed changes (see **APPENDIX D**).

### **(3) MINOR MODIFICATIONS TO COURSES IN THE MSC PROGRAM IN REHABILITATION SCIENCES**

#### **3.1 Changing course title and updating course objectives for REH 1100H Theory and Research in Rehabilitation Science (0.5 FCE) – APPENDIX E**

Currently, the title of REH 1100H is ‘Theory and Research in Rehabilitation’ as the course focuses on theory, but specifically social theories, which resonate with only a minority of current RSI students. The RSI consists of faculty members and students from diverse areas, such as movement science, disability studies, anatomy and engineering. An introductory course that has applicability to the variety of research fields and topics pursued by RSI students is desired, as indicated consistently in the course evaluations; many students feel the current REH 1100H is not relevant to their research field and thesis project.

The revised REH 1100H, titled ‘Introduction to Rehabilitation Research’, will provide RSI MSc students a foundational overview of the Rehabilitation Science research field, including its role and evolution within the Canadian health care system. The course will expose students to positivist, interpretivist and critical theory research paradigms, as well as a broad introduction to theories, frameworks and models in Rehabilitation. Students will consider how pre-existing theories, frameworks and models in Rehabilitation may inform a conceptual framework for their research project.

MSc students will be required to take REH 1100H in the fall term of Year 1 (0.5 FCE). The course content and assignments will contribute to program learning outcomes (PLO) 1, 2, 4, 9 and 10 (as in Appendix A, middle column) of the MSc degree in RSI. Please see further details including course syllabus in **APPENDIX E**.

#### **3.2 Reducing FCE weight of REH 2001Y from 1.0 to a 0.5 FCE course and changing the content from a focus on research presentations to professional development (REH 2001Y to REH 2001H) – APPENDIX F**

Currently, this course is known as “Presentations” because its primary assignment is to present student’s research within the duration of the course and comment on/ evaluate the presentations of peers. However, a variety of topics are covered in this course in addition to the focus on communication and presentation skills. For example, sex and gender issues in research, ethical research practice, issues of equity, diversity, and inclusion, and professional development issues are part of the course content. Students currently view the content of this course as very important but somewhat disjointed and overly stretched in time. Currently, MSc students are required to participate in the course for the duration of their program (MSc).

The revised course will emphasize professional development (RSI MSc Seminar – Foundations of Professional Development). MSc students will be required to take/ attend REH 2001H (MSc) (0.5 FCE; Credit/No Credit) during Year 1. The topics will focus on the development of professional skills related to success in graduate school and program learning outcomes (PLO) 5,7 and 8. Research communication and presentation skills will be addressed within the re-designed course, but the majority of opportunities to practice will occur elsewhere (e.g., during regular supervisory committee meetings and at Research Day). Please see further details including course syllabus in **APPENDIX F**.

### 3.3 Reducing total MSc program FCE from 2.5 to 2.0

Due to changes outlines above (shortening of REH 2001Y from 1.0 FCE to 0.5 CFE), the overall MSc program FCE will be reduced by 0.5.

## **(4) MINOR MODIFICATIONS TO COURSES IN THE EXISTING PhD PROGRAM**

### 4.1 Reducing FCE weight of REH 3001Y from 1.0 to a 0.5 FCE course and changing the content from a focus on research presentations to professional development (REH 3001Y to REH 3001H) – **APPENDIX G**

Currently, this course is know as “Presentations” course because its primary assignment is to present student’s reseach within the duration of the course and comment on/ evaluate the presentations of peers. However, a variety of topics are covered in this course in addition to the focus on communication and presentation skills. For example, sex and gender issues in research, ethical research practice, issues of equity, diversity, and inclusion, and professional development issues are part of the course content. Students currently view the content of this course as very important but somewhat disjointed and overly stretched in time. Currently, PhD students are required to participate in the course in the first two years of the program.

The revised course will emphasize professional development (RSI PhD Seminar – Foundations of Professional Development). PhD students will be required to take/ attend REH3001H (PhD) (0.5 FCE; Credit/No Credit) during Year 1. The topics will focus on the development of professional skills related to success in graduate school and program learning outcomes (PLO) 5,7 and 8. Research communication and presentation skills will be adressed within the re-designed course, but the majority of opportunities to practice will occur elsewhere (e.g., during regular supervisory committee meetings and at Research Day). Please see further details including course syllabus in **APPENDIX G**.

### 4.2 Closing a course (REH 3100H Advanced Rehabilitation Research Issues or equivalent. 0.5 FCE) and adding/ replacing it with an elective – **APPENDIX H**

Currently, REH 3100H 'Advanced Rehabilitation Research Issues' is taken in the first year of PhD studies in RSI. REH 3100H is taught concurrently with REH 1100H; the course content and assignments are the same. As mentioned above, many students view the current REH 1100H and REH 3100H as lacking relevance to their research field and thesis projects. The course focuses on social theory, which resonates with only a minority of RSI students. The RSI consists of faculty members and students from diverse fields, such as movement sciences, disability studies, anatomy and engineering. Further, the majority of PhD students in RSI have a clinical background (i.e., physical therapy, occupational therapy or speech-language pathology) or have completed a MSc (thesis-based) degree in a rehabilitation-related field. As a result, the PhD students in RSI feel that much of the content covered in REH 3100H is review (i.e., content they acquired in their prior degrees). To address this feedback, we propose removing REH 3100H from the PhD program in RSI. Instead, PhD students will be required to take an elective (0.5 FCE). PhD students have the option to take the revised REH 1100H as an elective if they are lacking a background in Rehabilitation. This decision is to be made in consultation with their Supervisory Committee.

#### 4.3 Reducing total PhD program FCE from 2.0 to 1.5

Due to changes outlines above (shortening of REH 3001Y from 1.0 FCE to 0.5 CFE), the overall PhD program FCE will be reduced by 0.5.

#### 4.4. Changing the requirements for the direct-entry and transfer PhD options in alignment with the above changes

On average, 3 students transfer from the MSc to PhD programs annually. In order to transfer, in the past, these students would have to complete all of the required MSc level coursework as well as a transfer exam and then, after the transfer is completed, to pass a comprehensive exam. In this proposal, we streamlined the course requirements of the transfer program. In the first year of study, the transfer students will be required to complete REH 1100H and Research methods/ Statistics course, prior to transfer. Those who plan to transfer will be advised to be enrolled in REH2001H (a master's level course) in the first or second year of their MSc. Upon successfully transferring into the PhD program students will be enrolled in REH3001H. The program will work with SGS to ensure the correct course designator is on the transfer students' records. Further, the students will be allowed to begin taking their PhD coursework before they complete the Transfer Examination. After the transfer, these student are not required to take an additional examination (e.g., a candidacy exam\*).

\*Please note a title change from "comprehensive" examination as was used prior to 2021/22 academic year to "candidacy" examination, which will be used beginning in 2021/22. This change was proposed and supported by RSI members during the program review process.

Although we have not had any direct-entry applicants, the Program and Curricula Committee requested to keep this PhD option open should the need arise in the future. This program is updated in allignments with the above changes to the overall curriculum. The main change



has to do with the reduction in the overall FCE due to removal of REH 1130H Theory and Research in Occupational Science or REH 1140H Theory and Research in Physical Therapy (0.5FCE). Instead the direct-entry program is maximally aligned with the transfer program, with one exception. Instead of the transfer exam, students in this program will be required to complete a candidacy exam.

In summary, we expect that the streamlined and clearly outlined programs in Rehabilitation Sciences – from program objective & learning outcomes to core courses – will support not only excellent education but also further enhance a sense of community among student body. The clarity of expectations should further support program completion and student satisfaction and well-being.

## Impact of the Change on Students

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- Outline the expected impact on continuing students, if any, and how they will be accommodated.
- Please detail any consultation with students.

We anticipate no effect on the students that are currently in the program. The proposed changes will apply only to new students who enter the MSc and PhD programs in September 2022. No significant changes to the graduate degree programs' requirements in terms of knowledge base and learning outcomes have been proposed in this curriculum revision.

The minor changes in the coursework will not affect the current students as the majority of students take all of the required coursework in the first year of their studies. The existing students who are registered in the REH2001 and REH3001 ("Presentations" course) for the duration of their program and are encouraged to attend throughout their program. Because the majority of students meet the requirements of the course in their first year, this change will have no effect on the structure or content of the course. Those who did not complete the course requirements in Year 1 will be enrolled in the course in Year 2 of their program. Logistical changes will not impact the students' ongoing activities (e.g., project completion timelines and defenses).

Consultations with the students have occurred over the last 4 academic years and included a large survey and several town halls and discussions at the PCC and the student union. All the students who participated in these activities agreed that these changes are essential as they provide greater clarity in the description of the programs, and this is the primary outcome of our updates – a number of minor changes with the goal to clarify various elements and streamline requirements. They agree that these changes will benefit the incoming students greatly.

Additionally, substantial consultation took place around the topic of changing Speech-Language Pathology from a program to a field/ specialization. RSI-SLP students were consulted through a survey, which indicated that the majority of the students are enthusiastic about the idea.

## Consultation

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- Describe the expected impact of what is being proposed on the nature and quality of the unit's/division's program of study and any impact on other units/divisions.
- Describe any consultation with the Deans of Faculties/divisions that will be implicated or affected by the creation of the proposed field or concentration.

The proposed modifications will have no impact on other professional programs within the Rehabilitation Sciences Sector. Consultation with the Chairs of the three core Rehabilitation Sector departments (Physical Therapy, Occupational Science & Occupational Therapy, and Speech-Language Pathology) have occurred. The Chairs are supportive of the proposed changes. GLSE, Vice Provost, Academic Programs as well as the School of Graduate Studies have also been consulted and feedback has been incorporated into this proposal. Jessie Richards from the Office of Vice-Provost, Innovations in Undergraduate Education at U of T was closely consulted as well.

## Resources

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- Describe any resource implications of the change(s) including, but not limited to, faculty complement, space, libraries and enrolment/admissions.
- Describe any resources that enhance the learning and teaching environment, including resources to promote student well-being and resiliency in the learning and teaching environment. *You may also wish to highlight specific aspects of the following resources and supports as appropriate for the proposed program:*
  - Library
  - Co-operative Education
  - Academic Advising (including international student advising)
  - Teaching and Learning Office
  - Technology Support for Teaching and Learning
  - Distance/Online Learning
  - Peer Learning Support
  - Disabilities/Accessibility Services
  - Student Academic Support Services
  - Academic Computing Services
  - Other unit- or program-specific supports/services

- Please be specific where this may impact significant enrolment agreements with the Faculty/Provost’s office.
- Indicate if the major modification will affect any existing agreements with other institutions or will require the creation of a new agreement to facilitate the major modification (e.g., Memorandum of Understanding, Memorandum of Agreement, etc.). Please consult with the Provost’s office ([vp.academicprograms@utoronto.ca](mailto:vp.academicprograms@utoronto.ca)) regarding any implications to existing or new agreements.

There are no known resource implications of the proposed changes. The proposed changes do not require additional faculty or more space. The Speech-Language Pathology MSc and PhD programs are closing, and the existing resources used to mount them will be redirected to the new field. The graduate faculty members in the Rehabilitation Sciences Institute who supported the Speech-language Pathology programs will continue to support the new field. The enrolment/admissions processes will not be impacted either. The proposed modification will not affect any existing agreements with other institutions (e.g., collaborative programs) or require creation of new agreements. Students will continue to be directed to UofT resources (e.g., Library, learning support, disability support services etc.)

## Faculty Complement

- Brief statement to provide evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of the program.
- Comment on the expertise of the faculty who will actively support or participate in the field or concentration and discuss the role of any adjunct or contractual faculty.
- Comment on the impact of the field or concentration on the parent program, focusing on the extent of the diversion of faculty from existing graduate courses and/or supervision.
- Comment on the provision of supervision of experiential learning opportunities, as appropriate.
- If relevant, describe the plan to provide additional faculty resources to support the program.

The RSI faculty teaching and supervising in the existing Speech-language Pathology program will fully support the new field. Below are the faculty that have supervised and will continue to supervise graduate students in SLP. All of the faculty listed hold a Graduate Faculty Appointment in RSI.

**Table 3: Detailed Listing of Committed Faculty**

Faculty Name and Rank	Home Unit	Area(s) of Specialization
Elisabeth Rochon, Professor	SLP	Adult language

Rosemary Martino, Professor	SLP	Swallowing
Pascal van Lieshout, Professor	SLP	Speech Science
Luc De Nil, Professor	SLP	Stuttering
Tim Bressmann, Assoc Prof	SLP	Voice and resonance disorders
Monika Molnar, Assist Prof	SLP	Child language
Yana Yunusova, Professor	SLP	Motor speech disorders
Catriona Steel, Professor, Adjunct	SLP & KITE	Swallowing
Deryk Beal, Assist Professor, Adjunct	SLP and Bloorview Research Institute	Neurorehabilitation

## Space/Infrastructure

- Address any unique space/infrastructure requirements including information technology, laboratory space and equipment, etc.

None are anticipated.

## UTQAP Process

The UTQAP pathway is summarized in the table below.

Steps	Approvals
Development/consultation within unit	2018 - 2020
Consultation with Dean's office	July 17, 2021
VPAP Sign-off	August 12, 2021
Unit-level approval as appropriate	Program and Curricula Committee, June 22, 2021
Faculty/divisional council	GLSE Graduate Curriculum Committee, August 17, 2021 FOM Education Committee, September 16, 2021 (pending) FOM Faculty Council (date TBA, pending)
Submission to Provost's office	
Reported to the Provost and included in annual report to AP&P	May 2022
Ontario Quality Council—reported annually	July 2022

## Appendix A: Proposed Learning Outcomes, and Degree-Level Expectations

Address how the design, structure, requirements, and delivery of the program support the program learning outcomes and degree-level expectations.

### Rehabilitation Sciences, MSc Degree Program

Degree-Level Expectations	Program Learning Outcomes (PLO)	How the Program Design/Structure Supports the Degree-Level Expectations
<p><b>Depth and Breadth of Knowledge</b> A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;</p>	<p>Depth and breadth of knowledge reflected in students who are able to...</p> <p>PLO1: Begin to critically evaluate, analyze, and synthesize in-depth knowledge pertaining to their specific project, while exploring and critiquing current thinking and practices in rehabilitation</p>	<p>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are:</p> <ul style="list-style-type: none"> <li>• Coursework (REH1100H), including an elective</li> <li>• Development and execution of a research project</li> <li>• Thesis defense</li> </ul>
<p><b>Research and Scholarship</b> A conceptual understanding and methodological competence that</p> <p>i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence, and</p>	<p>Research and scholarship are reflected in students who are able to...</p> <p>PLO2: Draw on the principles of scientific inquiry and research methodologies in the context of their research project, including formulation of research questions, experimental design, data collection, analysis, visualization, and interpretation; and</p> <p>PLO3: Analyze problems through multiple lenses and determine appropriate solutions.</p>	<ul style="list-style-type: none"> <li>▪ Coursework (e.g., Research methods/ stats; REH1100H)</li> <li>▪ Supervisor and supervisory committee meetings</li> <li>▪ Development and execution of a research project</li> <li>▪ Scholarly outputs (publication and presentations)</li> <li>▪ Thesis defense</li> </ul>

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<p>iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following:  i) The development and support of a sustained argument in written form, or  ii) Originality in the application of knowledge</p>		
<p><b>Level of Application of Knowledge</b>  Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<p>Application of knowledge is reflected in students who are able to...</p> <p>PLO4: Conduct of original research and leading a specific research project with help of a research lead</p>	<ul style="list-style-type: none"> <li>• Supervisor and supervisory committee meetings</li> <li>▪ Development and execution of a research project</li> <li>▪ Thesis defense</li> </ul>
<p><b>Professional Capacity/Autonomy</b>  a. The qualities and transferable skills necessary for employment requiring  i) The exercise of initiative and of personal responsibility and accountability; and  ii) Decision-making in complex situations; and  b. The intellectual independence required for continuing professional development;</p>	<p>Professional capacity is reflected in students who are able to...</p> <p>PLO5: Develop and demonstrate skills and strategies to promote professional development and lifelong learning in the chosen career path; and</p> <p>PLO6: Demonstrate academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research</p>	<ul style="list-style-type: none"> <li>▪ Coursework (REH 2001H), including completion of an individualized development plan</li> <li>▪ Supervisor and supervisory committee meetings</li> <li>▪ Completion of the Tri-Council ethics module or equivalent</li> <li>▪ GLSE Research Integrity Workshop</li> <li>▪ Completion of REB proposal</li> </ul>

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<p>c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>		
<p><b>Level of Communications Skills</b> The ability to communicate ideas, issues and conclusions clearly.</p>	<p>Communication skills are reflected in students who are able to...</p> <p>PLO7: Effectively communicate scientific knowledge orally and in writing, including local and national conference presentations and via writing a report suitable for a peer-review</p>	<ul style="list-style-type: none"> <li>▪ Coursework (REH2002H), including Leadership Rehab Rounds (LRR)</li> <li>▪ Supervisory committee meetings</li> <li>▪ Research Day</li> <li>▪ Conference presentations and at least one written report suitable to peer review</li> <li>▪ Thesis defense</li> </ul>
<p><b>Awareness of Limits of Knowledge</b> Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.</p>	<p>Awareness of limits of knowledge is reflected in students who are able to...</p> <p>PLO8: Demonstrate ability to judge quality of research methods, limitations and sources of implicit and explicit bias</p> <p>PLO9: Identify external factors affecting interpretation of research findings;</p> <p>PLO10: Critically reflect on their own research findings and recognize other/alternate points of view; and</p>	<ul style="list-style-type: none"> <li>▪ Coursework (REH1100H; REH 2001H), including EDI Seminar as well as Kairos Blanket Exercise for Indigenous History in Canada or similar, and Leadership Rehab Rounds</li> <li>▪ Research Day</li> <li>▪ Development and execution of a research project</li> <li>▪ Thesis defense</li> </ul>

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	<p>PLO11: Demonstrate awareness of one’s own biases, (dis)advantages, and predispositions in relation to the conduct of research, and begin to understand the ambiguity and complexity that comes with engagement with diverse perspectives</p>	
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**Rehabilitation PhD Degree Program**

Degree-Level Expectations	Program Learning Outcomes	How the Program Design/Structure Supports the Degree-Level Expectations
<p>Depth and Breadth of Knowledge</p> <p>A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice</p>	<p>Depth and breadth of knowledge reflected in students who are able to...</p> <p>PLO1: Critically evaluate, analyze, and synthesize broad knowledge of rehabilitation research, and in-depth knowledge pertaining to their field of study, while exploring, critiquing and potentially challenging current thinking and practices in rehabilitation</p>	<p>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are:</p> <ul style="list-style-type: none"> <li>• Coursework (REH1100H), including electives;</li> <li>• Development and execution of multiple research projects;</li> <li>• Developing a thesis proposal and passing a candidacy exam</li> <li>• Thesis defense</li> </ul>
<p><b>Research and Scholarship</b></p> <p>a. The ability to conceptualize, design, and implement research for the Scholarship generation of new knowledge, applications, or</p>	<p>Research scholarship is reflected in students who are able to...</p> <p>PLO2: Draw on the principles of scientific inquiry and research</p>	<ul style="list-style-type: none"> <li>• Coursework (courses on Research Methods and Stats; REH3100H)</li> <li>• Supervisor and supervisory committee meetings</li> </ul>



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<p>understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;</p> <p>b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and</p> <p>c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication;</p>	<p>methodologies broadly and in the context of the chosen field, including formulation of research questions, experimental design, data collection, analysis, visualization, and interpretation, and knowledge synthesis/ translation; and</p> <p>PLO3: Analyze highly complex problems through multiple lenses and determine appropriate solutions.</p>	<ul style="list-style-type: none"> <li>• Development and execution of multiple research projects</li> <li>• Developing a thesis proposal and passing a candidacy exam</li> <li>• Thesis defense</li> </ul>
<p><b>Level of Application of Knowledge</b> The capacity to:</p> <p>i) Undertake pure and/or applied research at an advanced level; and</p> <p>ii) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials;</p>	<p>Application of knowledge is reflected in students who are able to...</p> <p>PLO4: Conduct original, independent, and collaborative interdisciplinary research and by leading their dissertation research program</p>	<ul style="list-style-type: none"> <li>• Supervisor and supervisory committee meetings</li> <li>• Development and execution of multiple research projects</li> <li>• Developing a thesis proposal and passing a candidacy/ transfer exam</li> <li>• Thesis defense</li> </ul>
<p><b>Professional Capacity/Autonomy</b> a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in</p>	<p>Professional capacity is reflected in students who are able to...</p> <p>PLO5: Develop and implement a strategic plan to promote professional development and lifelong learning in the chosen career path, and</p>	<ul style="list-style-type: none"> <li>• Coursework (REH 3001H), including completion of an individualized development plan</li> <li>• Supervisor and supervisory committee meetings</li> <li>• Completion of the Tri-Council ethics module or equivalent</li> <li>• GLSE Research Integrity Workshop</li> </ul>

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<p>complex situations;  b. The intellectual independence to be academically and professionally engaged and current;  c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research;  and  d. The ability to evaluate the broader implications of applying knowledge to particular contexts</p>	<p>PLO6: Demonstrate academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research in the historical context and the context of their program of research</p>	<ul style="list-style-type: none"> <li>• Completion of REB proposal</li> </ul>
<p><b>Level of Communications Skills</b>  The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively;</p>	<p>Communication skills are reflected in students who are able to...</p> <p>PLO7: effectively communicate scientific knowledge orally and in writing for academic audiences and engage in knowledge translation activities to various consumer groups, stakeholders, and funders. This includes presentations at seminars/ international conferences; writing of reports suitable for publication in peer-reviewed journals; writing of proposals for scholarships and writing of a research grant proposal</p>	<ul style="list-style-type: none"> <li>• Coursework (REH3002H), including Leadership Rehab Rounds (LRR)</li> <li>• Supervisory committee meetings</li> <li>• Research Day</li> <li>• Developing a thesis proposal and passing a candidacy/ transfer exam</li> <li>• Conference presentations and more than one report suitable for a peer-review</li> <li>• Thesis completion and defense</li> </ul>

<p><b>Awareness of Limits of Knowledge</b>                  An appreciation of the limitations of one’s own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.</p>	<p>Awareness of limits of knowledge is reflected in students who are able to...</p> <p>PLO8: Demonstrate ability to judge quality of research methods, limitations and sources of implicit and explicit bias;</p> <p>PLO9: Identify external factors affecting interpretation of research findings;</p> <p>PLO10: Critically reflect on their own research findings and recognize other/alternate points of view;</p> <p>PLO11: Demonstrate awareness of one’s own biases, (dis)advantages, and predispositions in relation to the conduct of research, and</p> <p>PLO12: Understand the ambiguity and complexity that comes with engagement with diverse perspectives</p>	<ul style="list-style-type: none"> <li>▪ Coursework (REH 3001H), including EDI Seminar as well as Kairos Blanket Exercise for Indigenous History in Canada or similar, and Leadership Rehab Rounds</li> <li>▪ Research Day</li> <li>▪ Developing a thesis proposal and passing a candidacy/ transfer exam</li> <li>▪ Development and execution of projects</li> <li>▪ Thesis defense</li> </ul>
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## Appendix B: Curriculum Mapping of MSc and PhD in Rehabilitation Sciences

	<b>MSc</b>	<b>PhD</b>	<b>PhD (Transfer)</b>	<b>PhD (Direct Entry)</b>
<b>Current Program</b>	<p><b>Total FCE: 2.5 FCE</b></p> <ul style="list-style-type: none"> <li>Coursework: 2.5 FCE</li> <li>Research Day, Year 2</li> <li>Thesis</li> </ul> <p>COURSES:</p> <ul style="list-style-type: none"> <li>REH 1100H Theory and Research in Rehabilitation Science (0.5 FCE)</li> <li>REH 2001Y<sup>0</sup> Rehabilitation Presentations and Proceedings (1.0 FCE; Credit/No Credit)</li> <li>Research Method or Stats (0.5 FCE)</li> <li>Course in an area related to the student's thesis (0.5 FCE)</li> </ul> <p>RST9999Y – Thesis Program Length: 6 sessions Time Limit: 3 years</p> <p>*PART-TIME OPTION EXIST for exceptional students (Max dur 5 years)</p>	<p><b>Total FCE: 2.0 FCE</b></p> <ul style="list-style-type: none"> <li>Coursework: 2.0FCE</li> <li>Research Day, Year 2, 3 and 4</li> <li>Comprehensive exam</li> <li>Thesis</li> </ul> <p>COURSES:</p> <ul style="list-style-type: none"> <li>REH 3100H Advanced Rehabilitation Research Issues or equivalent (0.5 FCE) if an equivalent was not taken at the master's level</li> <li>REH 3001Y<sup>0</sup> Advanced Rehabilitation Presentation and Proceedings (1.0 FCE; Credit/No Credit) if an equivalent was not taken at the master's level</li> <li>Advanced research methods or Stats (0.5 FCE)</li> </ul> <p>RST9999Y – Thesis</p> <p>Program Length: 4 years Time Limit: 6 years</p>	<p><b>Total FCE: 3.0 FCE</b></p> <ul style="list-style-type: none"> <li>Coursework: 3.0 FCE</li> <li>Research Day, Year 2,3,4</li> <li>Transfer exam</li> <li>Comprehensive exam</li> <li>Thesis</li> </ul> <p>COURSES:</p> <ul style="list-style-type: none"> <li>REH 1100H Theory and Research in Rehabilitation Science (0.5 FCE)</li> <li>REH 2001Y<sup>0</sup> Rehabilitation Presentations and Proceedings (1.0 FCE; Credit/No Credit)</li> <li>Research Method or Stats (0.5 FCE)</li> <li>Course in an area related to the student's thesis (0.5 FCE)</li> <li>Advanced research methods or Stats (0.5 FCE)</li> </ul> <p>RST9999Y – Thesis</p> <p>Program Length: 6 sessions Time Limit: 7 years</p>	<p><b>Total FCE: 3.5 FCE</b></p> <ul style="list-style-type: none"> <li>Coursework: 3.5 FCE</li> <li>Research Day, Year 3,4,5</li> <li>Comprehensive exam</li> <li>Thesis</li> </ul> <p>COURSES:</p> <ul style="list-style-type: none"> <li>REH 1100H Theory and Research in Rehabilitation Science (0.5 FCE)</li> <li>REH 3100H Advanced Rehabilitation Research Issues or equivalent (0.5 FCE)</li> <li>REH 3001Y<sup>0</sup> Advanced Rehabilitation Presentation and Proceedings (1.0 FCE; Credit/No Credit).</li> <li>REH 1130H Theory and Research in Occupational Science or REH 1140H Theory and Research in Physical Therapy (0.5FCE)</li> <li>REH 1120H Research Methods for Rehabilitation Science (0.5FCE)</li> <li>Advanced research methods (0.5 FCE)</li> </ul> <p>RST9999Y – Thesis</p> <p>Program Length: 5 years Time Limit: 7 years</p>

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	<b>MSc</b>	<b>PhD</b>	<b>PhD (Transfer)</b>	<b>PhD (Direct Entry)</b>
<b>Proposed Program</b>	<p><b>Total FCE: 2.0 FCE</b></p> <ul style="list-style-type: none"> <li>Coursework: 2.0 FCE</li> <li>Research Day, Year 1 and 2</li> <li>Thesis</li> </ul> <p>COURSES:</p> <ul style="list-style-type: none"> <li>CHANGE REH 1100H Introduction to Rehabilitation Research (0.5 FCE)</li> <li>CHANGE REH 2001H: RSI MSc Seminar – Foundations of Professional Development (0.5 FCE; Credit/No Credit)</li> <li>Research Methods or Statistics Course – Introductory Level (0.5 FCE)</li> <li>Elective - Course in an area related to the student's thesis (0.5 FCE)</li> </ul> <p>RST9999Y – Thesis</p> <p>Program Length: 6 sessions Time Limit: 3 years</p> <p>*PART-TIME OPTION EXIST for exceptional students (Max dur 5 years)</p>	<p><b>Total FCE: 1.5 FCE</b></p> <ul style="list-style-type: none"> <li>Coursework: 1.5 FCE</li> <li>Research Day, Year 2, 3 and 4</li> <li>Candidacy exam</li> <li>Thesis</li> </ul> <p>COURSES:</p> <ul style="list-style-type: none"> <li>CHANGE REH 3001H: RSI PhD Seminar – Foundations of Professional Development (0.5 FCE; Credit/No Credit)</li> <li>Advanced Research Methods or Stats (0.5 FCE)</li> <li>Elective - Course in an area related to the student's thesis (0.5 FCE)</li> </ul> <p>RST9999Y – Thesis</p> <p>Program Length: 4 years Time Limit: 6 years</p>	<p><b>Total FCE: 3.0 FCE</b></p> <ul style="list-style-type: none"> <li>Coursework: 3.0 FCE</li> <li>Research Day, Year 1, 3- 5</li> <li>Transfer exam</li> <li>Thesis</li> </ul> <p>COURSES:</p> <ul style="list-style-type: none"> <li>CHANGE REH 1100H Introduction to Rehabilitation Research (0.5 FCE)</li> <li>CHANGE REH 2001H/3001H: RSI PhD Seminar – Foundations of Professional Development (students will start in 2001H and be transferred to 3001H upon completing the transfer exam. (0.5 FCE; Credit/No Credit)</li> <li>Research Methods or Statistics Course – Introductory Level (0.5 FCE)</li> <li>Advanced research methods or Statistics course (0.5 FCE)</li> <li>2 ELECTIVES: Two courses in an area related to the student's thesis (1.0 FCE)</li> </ul> <p><b>Transfer requirements</b> Complete REH 1100H &amp; Research Methods or Statistics Course with B+ min; Pass Transfer exam</p> <p>RST9999Y – Thesis</p> <p>Program Length: 5 years Time Limit: 7 years</p>	<p><b>Total FCE: 3.0 FCE</b></p> <ul style="list-style-type: none"> <li>Coursework: 3.0 FCE</li> <li>Research Day, Year 2- 5</li> <li>Candidacy exam</li> <li>Thesis</li> </ul> <p>COURSES</p> <ul style="list-style-type: none"> <li>CHANGE REH 1100H Introduction to Rehabilitation Research (0.5 FCE)</li> <li>CHANGE REH 3001H: RSI PhD Seminar – Foundations of Professional Development (0.5 FCE; Credit/No Credit)</li> <li>Research Methods or Statistics Course – Introductory Level (0.5 FCE)</li> <li>Advanced research methods or Stats (0.5 FCE)</li> <li>2 ELECTIVES: Two courses in an area related to the student's thesis (1.0 FCE)</li> </ul> <p>RST9999Y – Thesis</p> <p>Program Length: 5 years Time Limit: 7 years</p>

## **Appendix C: Current Calendar Copy with changes tracked**

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See attached document

## Appendix D: 2017 RSI Student Survey

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May 30, 2017

Reviewer/report writer: LE

### RSI course evaluations summary 2012/13 – 2015-16

#### What courses included in analysis:

- REH1120: 2013, 2014, 2015, 2016
- REH 1100: 2012, 2013, 2014, 2015, 2016
- REH 3100: 2012, 2013, 2014, 2015, 2016
- REH 2001: 2011-12, 2013-14, 2014-15, 2015-16
- REH 3001: 2011-12, 2012-13, 2013-14, 2014-15, 2015-16
- REH 1510: 2012, 2014, 2015, 2016
- REH 5100: 2012, 2013, 2015, 2016

#### How this report was compiled:

- Step 1: The survey monkey quantitative and qualitative data were compiled to look at one course over all years with available information. Reviewer comments were made for each course across all years.
- Step 2: Reviewer comments for each course were compiled into a document including all courses in the above list.
- Step 3: Reviewed comments were then summarized and compiled across courses (this summary report)

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#### What students liked or want more of:

- Knowledge specific courses (e.g., 5100, 1510, 1120) in general had more favourable reviews than general courses (e.g., 1100/3100, 2001/3001). In the knowledge specific courses, students seemed to understand the course objectives, and the connection between the objectives, course content, and evaluation methods was seen as more clear.
- The courses with the most unfavourable evaluations were 1100/3100 and 2001/3001 with decreased understanding of course objectives and how objectives, course content, and assignments connected.
- Across courses there are mixed feelings about the course readings. Some students wanted more guidance in readings in courses employing student led readings, however, they also noted liking the flexibility to choose their own relevant readings. A balance between instructor assigned and student chosen readings was needed. Students appreciated courses where course readings were addressed in class content

and discussion (i.e., 5100, 1510) and in courses where this wasn't done students wanted it to be done (2001/3001). Some students noted not doing readings if they felt the readings were not going to be addressed within the course content.

- Guest lectures were generally appreciated, but only if the guest lecturers were given some guidance to make the lectures relevant to the course objectives.

<p align="center"><b>Building on strengths (likes or helpful to learning)</b></p>	<p align="center"><b>Areas for improvement (things students wanted)</b></p>
<ol style="list-style-type: none"> <li>1. Guest lectures relevant to the course objectives and course content.</li> <li>2. Opportunities for group interaction and learning from classmates (e.g., class discussions; group projects)</li> <li>3. Instructors asking questions that promote critical thinking &amp; problem solving</li> <li>4. Assignments that are relevant to career as a researcher</li> <li>5. Varied assignment types</li> <li>6. Timely and constructive feedback on assignments from peers or instructor</li> <li>7. Getting opportunities to learn principles of high-quality research and research deliverables (e.g., grants, proposals, papers); appraising “good” and “bad” examples of research deliverables. Seeing “good” examples gives students a goal to work towards and helps to self-identify areas for their improvement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Clearer course objectives (esp. 1100/3100)</li> <li>2. Link objectives to teaching content and evaluation methods</li> <li>3. Increased clarity on evaluation expectations prior to due-dates (basic rubric given beforehand); increased objectivity with marking (use of marking rubrics).</li> <li>4. Feedback on assignments that will help improve future assignments (e.g., scaffold assignments)</li> <li>5. Link to students’ current research</li> <li>6. Direct link to skills that students will need in future careers (knowledge exchange: writing of various types, presentations)</li> <li>7. Increase discussion of what rehabilitation science is, what constitutes a theory/model/framework within rehabilitation science, and how these theories/models/frameworks influence research.</li> </ol>

- **Students as adult learners:** Many of the comments are related to principles of adult learning or andragogy (Adayana, n.d.; Merriam, 2001; Ozuah, 2005)
- **Adults are self-directed learners** – students liked when their previous knowledge or interests were incorporated into the course content or assignments. Student reported class discussions to be helpful to learning.
- **Adult learners are problem-based learners (goal-oriented), not subject based learners:** Students seek information they need to know to improve for a particular problem or assignment, and they want assignments to be applicable to their future careers. They liked when assignments reflected tasks that they will need to do in their careers like doing systematic reviews, critiquing and writing grant proposals, doing article critical appraisals,



writing research protocols, giving presentations, and leading seminars. If courses did not do this, they reported wanting more of it.

- **Adult learners want learning to be meaningful, relevant and practical/useful:** Students want to see the relevancy of the learning process. They liked when there was a clear link to the course objectives and their future research careers; this includes having a clear link between objectives, course content, assignments, and readings. Students liked readings if they were directly linked to the course content and reported they found readings beneficial if they were addressed in class lectures or discussions. Students also liked or wanted more course content to link research to applications/practice (knowledge uptake/translation).
- **Adult learning is experiential and acknowledges past experience:** Students liked when their research and knowledge interests and past experiences were incorporated into course content and assignments. However, there needed to be a balance with having students' interests guide the course while still maintaining structure to the course, so students knew how to prepare and what to expect in each class. Further, students' lack of specific knowledge needed for assignments needs to be addressed. For example, in 5100, in earlier years students reported needing to know about systematic review methods for the systematic review assignment. In later years the instructors incorporated a lecture from a librarian about systematic reviews and students found this helpful in completing the assignment. In 1510, students appreciated lab opportunities to learn to use the technology used in research, but also wanted to know how this research was applied clinically.
- **Adults are pressed for time:** Students want their limited time to be acknowledged and respected. They liked when instructors were punctual and organized. They did not like when a course had multiple instructors and all instructors did not attend all or most classes. In the latter situation, students felt instructors did not keep up with course content/discussions—if students are putting time into attending class, instructors should be also. This also relates to making assigned readings practical and being addressed in class so that students' reading time was focused and useful.
- **Adults have different learning styles:** Students appreciated when a course had various ways to learn: instructor lectures, guest lectures, discussions, and learning labs.

#### References:

- Adayana (n.d.). Training principles of adult learning: solution design group. Retrieved from [https://cdns3.trainingindustry.com/media/2068131/principlesofadultlearning\\_full.pdf](https://cdns3.trainingindustry.com/media/2068131/principlesofadultlearning_full.pdf)
- Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. *New directions for adult and continuing education*, 2001(89), 3-14. doi: 10.1002/ace.3
- Ozuah, P. O. (2005). First, there was pedagogy and then came andragogy. *Einstein journal of Biology and Medicine*, 21(2), 83-87. <http://dx.doi.org/10.23861/EJBM20052190>

## Appendix E: Minor Modification, Changes to REH 1100H

# University of Toronto Minor Modification Proposal: New Graduate Courses or Changes to Existing Graduate Courses

This template should be used to: create a new graduate course; reactivate a closed/deactivated course; rename an existing course; renumber an existing course; etc.

If you have questions while you are filling out this document, please contact your Dean's Office.

<b>Graduate Department/Unit/Centre/Institute</b>	Rehabilitation Sciences Institute
<b>Faculty/academic division</b>	Medicine/Division 4
<b>Dean's Office contact</b>	Rachel Zulla

## Part 1: ROSI

Please complete this section. The data will be used to complete the ROSI record.

Changes to an Existing Course fill out applicable fields	
<b>Current course designator and number (required)</b> (e.g., HIS 5XXXH)	REH 1100H
<b>Deactivated course designator, number and weight</b> (e.g., HIS 5XXXH)	n/a
<b>Splitting or amalgamating courses</b> (list course designators, numbers and weights)	n/a
<b>New designator and number</b> (e.g., HIS 5XXXH)	n/a
<b>New/renamed full course title for transcript</b> (max 60 characters)	REH 1100H: Introduction to Rehabilitation Research
<b>New/renamed abbreviated title</b> (max 30 characters)	Intro to Rehab
<b>New FCE weight</b> of an elective course (e.g., 0.5, 1.0)	0.5FCE
<b>Change to grading scale</b> (from letter grades to CR/NCR or vice versa)	n/a; (for letter grade)
<b>Change to course type</b> (from regular to continuous, modular, extended, etc.)	n/a

## Effective Date

**Required Field—Effective date must be September 1, January 1 or May 1 and not retroactive.**

September 1, 2022 (Fall 2022)

## Part 2: Other Changes to Existing Courses

**Optional Field—This section may be used to describe other types of changes to existing courses your Faculty/Division tracks.**

n/a

## Part 3: New Course Documentation

**For Faculty/Divisional approval of new courses, please append the approved course documentation, or complete the template below.**

### Course Description

Current Course Description:

Theory and Research in Rehabilitation (REH1100H/REH3100H) will introduce students to a broad spectrum of theories, approaches, frameworks, orientations used in rehabilitation science research. The purpose of the course is to assist students to develop greater skill in using these broad approaches in their work. In using theory or parts of theory/concepts as the foundation for research inquiry, researchers need to demonstrate: the rationale for using a particular theory or concept (why is it important?); what are the philosophical foundations of the theory (ontology and epistemology?); what are the assumptions of the approach (explicit or implicit?); what are the limitations of using this approach? (what I am paying attention to and what I am not?); and how does my theoretical orientation/approach/framework inform my research question(s), methodology and dissemination of my work? In addition, rehabilitation is a multidisciplinary field of study that focuses on human experiences of differences in different contexts. How do we work collaboratively with other researchers, practitioners, clients and/or communities to conduct respectful and inclusive research?

New Course Description:

This course will provide a foundational overview of the Rehabilitation Science research field, including its role and evolution within the Canadian health care system. It will discuss the role of science in the progress of a health discipline. The course will examine historical, current, and emerging theories, frameworks and models in Rehabilitation, framing them in the context of problems currently facing the field. The construction of a conceptual

framework and its role in the planning of a research study will be discussed. Students will consider how pre-existing theories, frameworks and models in Rehabilitation may inform a conceptual framework for their research project.

REH 1100H (“Intro to Rehab”) will be conducted in the fall term of Year 1 of the MSc program in Rehabilitation Sciences. It will provide students with the necessary foundational information about the discipline of Rehabilitation.

## Academic Rationale

Through the course evaluations, student survey from 2017, and student town halls held over the past year, it has become apparent that many students view the current REH 1100H course as lacking relevancy to their research field and thesis project. The course focuses on social theory, which resonates with only a minority of RSI students. The RSI consists of faculty members and students from diverse areas, such as movement science, disability studies, anatomy and engineering. An introductory course that has applicability to the variety of research fields and topics pursued by RSI students is desired. Further, as many MSc students enter RSI with no background in Rehabilitation, the students requested that introductory content on rehabilitation as a discipline and the Canadian health care system be included in REH 1100H. As this content is not covered in other RSI courses, it has been added to the new REH 1100H.

## Learning Outcomes (if applicable)

Please refer to course syllabus.

## Similarity/Overlap with Other Courses & Consultation

Consultation has included faculty and student town halls and regular meetings of the RSI Programs and Curriculum Committee (PCC). At the town halls, the proposed changes to the RSI courses were presented and feedback was solicited. The PCC then incorporated this feedback into a revised proposal for changes to RSI courses. This was an iterative process that involved approximately four town hall meetings with faculty and four town hall meetings with students.

## Resources

None.

## Governance Approval

<b>Unit Sign-Off</b> (Committee name and meeting date)	RSI Program and Curricula Committee (PCC) April 23, 2021
<b>Faculty/Division Council (or delegated body) approval, if applicable</b> (name and date)	GLSE Graduate Curriculum Committee, August 17, 2021

	FOM Education Committee, September 16, 2021 (pending)
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**REH 1100H: Introduction to Rehabilitation Research**

**2022 –2023 Course Outline**

**Meeting times: Weekly, during Fall Semester**

**Course type: Required for MSc cohort**

**In-person course (unless specified otherwise)**

**Course co-ordinator(s): TBD**

**Teaching Assistant: TBD**

**Course Description**

This course will provide a foundational overview of the Rehabilitation Science research field, including its role and evolution within the Canadian health care system. It will discuss the role of science in the progress of a health discipline. The course will examine historical, current, and emerging theories, frameworks and models in Rehabilitation, framing them in the context of problems currently facing the field. The construction of a conceptual framework and its role in the planning of a research study will be discussed. Students will consider how pre-existing theories, frameworks and models in Rehabilitation may inform a conceptual framework for their research project.

**Course Learning Outcomes:**

By the end of this course, the student will be able to:

- 1) Identify and critically evaluate current theories, models and frameworks in rehabilitation.
- 2) Reflect on the theories, frameworks and methods applicable to their research project, including the disadvantages, limitations and potential sources of bias.
- 3) Construct a conceptual/theoretical framework that informs the planning of their research project.
- 4) Link theoretical foundations of rehabilitation science to common methodologies used in rehabilitation research.
- 5) Introduce students to diverse modes of knowledge production in rehabilitation outside of dominant Western approaches.

**MSc student enrollment:** All Year 1 MSc students will be automatically enrolled in the REH 1100H course for the Fall semester.

**PROPOSED TOPICS:**

**WEEK 1: Rehabilitation in the Canadian healthcare system**

- What is rehabilitation? Current and historical contexts

- Introduction to rehabilitation disciplines
- Introduction to the Canadian healthcare system
- ICF
- Issues of equity
- Current and emerging issues/challenges in Rehabilitation

Example reading: Martin, D, et al. Canada's universal health-care system: achieving its potential. *Lancet* 2018; 391: 1718-35.

### **WEEK 2: Philosophy of Science**

- What is science? What are its purpose and implications?
- Introduction to epistemology and ontology
- Theory, models, concepts and their relations
- How conceptualizations of 'theory' and 'model' may differ across rehabilitation disciplines
- Generating evidence: empiricism, hypothesis testing, data, deduction/induction/abduction
- Conceptual frameworks and their roles in the planning, execution and interpretation of a research study

Example reading: Maxwell J. Conceptual Framework: What do you think is going on? In *Qualitative Research Design: An Interactive Approach 3<sup>rd</sup> ed* 2012. pg. 39-72.

### **WEEK 3: Epistemological Perspectives**

- Introduction to positivist, interpretivist and critical research paradigms
- Mapping quantitative, qualitative, and other methodologies onto the paradigms
- Historical context and example of current application in Rehabilitation Sciences
- Radical shifts and tensions in scientific progress

Example reading: Ryan, G. Introduction to positivism, interpretivism and critical theory. *Nurse Researcher* 2018; 25: 41-49.

### **WEEK 4: Application of Positivism in Rehabilitation Science: Part 1**

- Discussion of example theories and models in the context of Rehabilitation (e.g., Theories of Motor Control and Motor Learning, Social Cognitive Theory, Transtheoretical Model of Behavior Change, Theories and models guiding technology development)
- Critical appraisal of theories and models introduced

### **WEEK 5: Application of Positivism in Rehabilitation Science: Part 2**

- Discussion of example theories and models in the context of Rehabilitation (e.g., Theories of Motor Control and Motor Learning, Social Cognitive Theory, Transtheoretical Model of Behavior Change, Theories and models guiding technology development)
- Critical appraisal of theories and models introduced

### **WEEK 6: Application of Interpretivism in Rehabilitation Science: Part 1**

- Discussion of example theories and models in the context of Rehabilitation (e.g., Constructivism, Phenomenology, Existentialism, Symbolic Interactionism)
- Critical appraisal of theories and models introduced

**WEEK 7: Application of Interpretivism in Rehabilitation Science: Part 2**

- Discussion of example theories and models in the context of Rehabilitation (e.g., Constructivism, Phenomenology, Existentialism, Symbolic Interactionism)
- Critical appraisal of theories and models introduced

**WEEK 8: Application of Critical Theory in Rehabilitation Science: Part 1**

- Discussion of example theories and models in the context of Rehabilitation (e.g., Social Model of Disability, Post-colonial Theory, Critical Race Theory, Posthumanism)
- Critical appraisal of theories and models introduced

**WEEK 9: Application of Critical Theory in Rehabilitation Science: Part 2**

- Discussion of example theories and models in the context of Rehabilitation (e.g., Social Model of Disability, Post-colonial Theory, Critical Race Theory, Posthumanism)
- Critical appraisal of theories and models introduced

**WEEK 10: Knowledge Translation Theories and Models**

- Discussion of example theories, models and frameworks (e.g., CIHR Model of Knowledge Translation, Knowledge to Action Framework) in the area of knowledge translation and their applicability to Rehabilitation
- Discussion of the relevance of knowledge translation to the three research paradigms previously discussed

**WEEK 11: Student Led Seminars**

**WEEK 12: Student Led Seminars**

**WEEK 13: Student Led Seminars**

**ASSIGNMENTS:**

**Assignment #1: Reflective (20%)**

Write a short reflective piece (750 words) on a radical shift or tension in your field of study and how your understanding of this shift contributes to the development of your MSc research topic. Papers should be fully referenced, APA style, Times New Roman 12 font, doubled spaced with ¼ inch margins and submitted electronically.

**Due:** [insert date and time]

**Evaluation of Critique:**

Reflection of what you have learned	10
Quality of discussion of how new content will impact your research	10
<b>Total Marks</b>	<b>20</b>

**Assignment #2: Student Led Seminar (35%)**

Student groups (3-4 students per group) will prepare and lead an interactive seminar on a designated current or emerging issue in their field of study in Rehabilitation Sciences (e.g., movement science, occupational science, rehabilitation health services studies, rehabilitation technology sciences, Speech-language pathology and social and cognitive rehabilitation sciences). Students will select which seminar they would like to participate in by the end of the third class. The topics are: [topics to be updated each year to reflect current issues/challenges in Rehabilitation that are introduced in the first lecture]. An expert will be assigned as a resource to the groups for each topic. The resource expert will be available to each group for 1-2 meetings only. The expert will also attend the seminar and assist in the marking. The seminars should stimulate class discussion through discussion of relevant literature and issues, constructive critique, as well as suggestions for future developments within and across rehabilitation.

**Due:** [insert dates of seminars, i.e., final 3 lectures]

**Evaluation of Seminars:**

Peer evaluation by class and student group	5
Use of interactive teaching format	5
Content Presented (e.g., relevance, appropriateness, raise issues)	5
Quality of discussion generated	5
<b>Total Marks</b>	<b>20</b>

**Assignment #3: Term Paper (45%)**

Students will write a short essay [specify range in length here] on the conceptual framework that will inform their MSc research project. A conceptual framework is typically constructed through consideration of pre-existing theories and models and previous literature relevant to their research topic. For example, how is the research question and methodology informed by theories, models or relevant concepts(s) discussed in this course? What are the strengths and weaknesses of the theories, models and/or concepts in relation to the research question? In the paper one should also discuss the relevance of your work to Rehabilitation Science research and/or practice. Papers should be fully referenced, APA style, Times New Roman 12 font, double-spaced, ¾ inch margins and submitted electronically.

**Due:** [insert date and time]

**Evaluation of Papers:**



- Students will be assessed on their ability to:
- Write a clear purpose to your paper and what you intend to demonstrate in the paper.
- Write a strong rationale about investigating relevant theories, models and/or concepts and previous literature that may apply to your research (include limitations of existing theories in your discipline).
- Describe the synthesis of relevant theories, models, concepts and/or previous literature to form the conceptual framework guiding your MSc research.
- Discuss implications and how this work will contribute to Rehabilitation Science research and/or practice.

**Total marks: 45**

**Note:** Late assignments will be penalized 5% per business day.

## Appendix F: Minor Modification, Changes to REH 2001Y

# University of Toronto Minor Modification Proposal: New Graduate Courses or Changes to Existing Graduate Courses

This template should be used to: create a new graduate course; reactivate a closed/deactivated course; rename an existing course; renumber an existing course; etc.

If you have questions while you are filling out this document, please contact your Dean's Office.

<b>Graduate Department/Unit/Centre/Institute</b>	Rehabilitation Sciences Institute
<b>Faculty/academic division</b>	Medicine/Division 4
<b>Dean's Office contact</b>	Rachel Zulla

## Part 1: ROSI

Please complete this section. The data will be used to complete the ROSI record.

Changes to an Existing Course fill out applicable fields	
<b>Current course designator and number (required)</b> (e.g., HIS 5XXXH)	REH 2001Y
<b>Deactivated course designator, number and weight</b> (e.g., HIS 5XXXH)	REH 2001Y
Splitting or amalgamating courses (list course designators, numbers and weights)	n/a
<b>New designator and number</b> (e.g., HIS 5XXXH)	REH 2001H
<b>New/renamed full course title for transcript</b> (max 60 characters)	REH 2001H: RSI MSc Seminar – Foundations of Professional Development
New/renamed abbreviated title (max 30 characters)	REH 2001H MSc Seminar
<b>New FCE weight</b> of an elective course (e.g., 0.5, 1.0)	0.5
<b>Change to grading scale</b> (from letter grades to CR/NCR or vice versa)	CR/NCR
<b>Change to course type</b> (from regular to continuous, modular, extended, etc.)	Change from a continuous course over the length of the program to a half-course offered over two terms

## Effective Date

**Required Field—Effective date must be September 1, January 1 or May 1 and not retroactive.**

September 1, 2022 (Fall 2022)

## Part 2: Other Changes to Existing Courses

**Optional Field—This section may be used to describe other types of changes to existing courses your Faculty/Division tracks.**

n/a

## Part 3: New Course Documentation

**For Faculty/Divisional approval of new courses, please append the approved course documentation, or complete the template below.**

### Course Description

Current course description:

This course is intended to focus upon the oral reporting of each student's Master's thesis work. All students will be required to enroll in this course during four terms, and will present their work-in-progress at least once. The course is designed to enable students to: a) practice the presentations and critical thinking skills they will use in defending their completed thesis; b) convey to fellow students and graduate faculty the context of their thesis project; and c) engage their audience in scholarly discussion about their selected research topic. In addition to practicing presenting and critiquing, currently this course covers a variety of topics. For example, sex and gender issues in research, ethical research practice and issues of equity, diversity, and inclusion, professional development issues are part of the course content. Guests are invited to speak to students about their professional development in and outside of academia. REH2001Y is taught jointly to MSc and PhD students; the attendance requirements differ between the two student cohorts.

New course description:

The revised course will focus on the development of professional skills related to success in graduate school and beyond. This Seminar focuses on introducing students to basic competencies and skills essential to succeed in graduate school and beyond. The course aims to conceptualize MSc studies as part of students' life-long professional development journey in the field of Rehabilitation Sciences. During the course, MSc students will begin to acquire essential academic skills and professional attributes as well as establish foundations of critical thinking and cultural competencies (i.e. around marginalized communities,

gender/sex etc.) in an interdisciplinary collaborative learning environment. Please see new syllabus attached for details on each topic and assignments.

REH2001H will be conducted in Year 1 in order to serve as a platform to launch successful graduate studies.

## Academic Rationale

Based on the course evaluations and students survey from 2017, the students view the content of the existing course as very helpful but also somewhat disjointed/ without a clear focus and stretched in time. The current attendance requirements span two years, with presentations given at the end of the second year, instead of much earlier. At the same time students express a need to have a course which lays foundations for their academic success and develops their ability to navigate academia and prepare for landing a job. In the recent town hall students voiced a strong preference for a course focused on professional development.

## Learning Outcomes (if applicable)

Please refer to course syllabus.

## Similarity/Overlap with Other Courses & Consultation

There is no similarity with other courses in our institute. The course is designed to be similar to a first year Biochemistry course: <http://biochemistry.utoronto.ca/graduate-studies/igs/>

A faculty and student town halls were devoted to the discussion of the courses and the change was discussed and fully supported.

## Resources

None.

## Governance Approval

<b>Unit Sign-Off</b> (Committee name and meeting date)	RSI Program and Curricula Committee (PCC) April 23, 2021
<b>Faculty/Division Council (or delegated body) approval, if applicable</b> (name and date)	GLSE Graduate Curriculum Committee, August 17, 2021 FOM Education Committee, September 16, 2021 (pending)

**REH 2001H: REH 2001H: RSI MSc Seminar – Foundations of Professional Development**

**Course Outline, 2022 –2023**

**Meeting times: Biweekly, during Fall & Winter Semesters**

**Synchronized and scheduled after the Leadership Rehab Rounds (LRR)\***

<https://rsi.utoronto.ca/leadership-rehab-rounds>

**Course type: Required for both MSc cohorts**

**In-person course (unless specified otherwise)**

\*3 to 4 sessions of the course will be linked to the Leadership Rehab Rounds (LRR) presentation series, which takes place every other Wednesday, October to May <https://www.rsi.utoronto.ca/leadership-rehab-rounds> Presentations and research articles by the established rehab researchers featured at LRR will form bases for discussion of critical appraisal, scientific writing and speaking skills and strategies, as well as discussing the issues of diversity in research methods, approaches, and as well perspectives, including those outside of the Western way of thinking.

The course instructors will be expected to connect with the LRR organizing committee for lecture topics and schedule.

\*\*MSc and PhD students will meet at the same time but as separate groups. The instructors will co-ordinate certain session where there might be joint lectures by experts/ invited speakers. Occasional discussions will be held as one single group to introduce students to the breadth and depth of research prospective.

**Course co-ordinators: TBD**

**Teaching Assistant: TBD**

**Course Description**

This Seminar Series focuses on introducing students to basic competencies and skills essential to succeed in graduate school and beyond. The course aims to conceptualize MSc studies as part of students' life-long professional development journey in the field of Rehabilitation Sciences. During the course, MSc students will begin to acquire essential academic skills and professional attributes as well as establish foundations of critical thinking and cultural competencies (i.e., around marginalized communities, gender/sex etc.) in an interdisciplinary collaborative learning environment.

**Course Learning Outcomes**

This course will:

- 1) Introduce students to literature organization, searching and appraisal and provide opportunities for critical appraisal of oral presentations and scientific articles
- 2) Introduce concepts of academic integrity and guidelines for responsible conduct of research
- 3) Introduce students to diverse perspectives through exposure a range of rehabilitation research and applications, including those that exist outside of the Western prospective
- 4) Introduce principles of scientific writing and help develop strategies for writing effectively and productivity
- 5) Introduce principles of scientific speaking and help develop strategies for effective presenting and engaging with various audiences
- 6) Introduce students to tools and practices to develop career goals and action plans required for current and future professional growth

**Student enrollment:** All Year 1 MSc students will be automatically enrolled in the REH2001H course for the duration of the year (Fall & Winter semesters).

### TENTATIVE TOPICS

#### WEEK 1a: Introductions

Meet your instructors and student colleagues; outline basic knowledge and skills that are needed to succeed in research and in graduate school and in research; review syllabus and rank your knowledge and skill level on the topics to be discussed during the course

Suggested Readings:

- 1) Rules for surviving the zombie apocalypse or your first year of grad school -- <https://hbcuconnect.com/cgi-bin/custom/gradschool.cgi?read=291403>
- 2) Thrive not survive -- <https://www.insidehighered.com/blogs/gradhacker/thrive-not-survive>

#### WEEK 1b: Working Together Effectively: Mentoring and Being Mentored

Suggested Readings:

- 1) When It Comes to Mentoring, the More the Merrier -- <https://chroniclevitae.com/news/326-when-it-comes-to-mentoring-the-more-the-merrier>
- 2) You Need More Than a Mentor -- <https://chroniclevitae.com/news/794-you-need-more-than-a-mentor>
- 3) The Importance of Asking for Help -- [https://www.insidehighered.com/blogs/gradhacker/importance-asking-help -- although written more towards the grad school experience, still applicable for a job](https://www.insidehighered.com/blogs/gradhacker/importance-asking-help--although-written-more-towards-the-grad-school-experience,-still-applicable-for-a-job)

**WEEK 2: Literature search as a foundational skill of a scientist: How to organize and stay on top of your literature. Intro to reference management systems.**

Suggested Readings:

- 1) How to read a lot -- <http://getalifephd.blogspot.com/2013/10/how-to-read-lot.html>
- 2) Reading like a graduate student -- <http://chronicle.com/article/Reading-Like-a-Graduate/47922/>
- 3) How to read for grad school -- <http://miriamsweeney.net/2012/06/20/readforgradschool/>
- 4) Writing a literature review: Six steps to get you from start to finish – <https://www.wiley.com/network/researchers/preparing-your-article/writing-a-literature-review-six-steps-to-get-you-from-start-to-finish>
- 5) Check out Mendeley as an option for organizing your articles -- <http://www.mendeley.com/>

**WEEK 3: Introduction to MyIDP: identification of gaps and goal setting.**

Suggested Readings:

- 1) <http://www.apa.org/education/grad/individual-development-plan.aspx> It's labeled Where do you Start? and is about ¼ down the webpage.
- 2) IDP tool at sciencecareers.org -- <http://myidp.sciencecareers.org/>

**WEEK 4: Introduction to principles of critical appraisal in a context of a research article & oral research presentation (Leadership Rehab Rounds) (Part I).**

Suggested Readings:

**TBD**

**WEEK 5: Introduction to research integrity and ethics (linked to the GLSE Ethics Workshop)**

Suggested Readings:

**TBD**

**Note:** The students will be required to complete CIHR modules (Courses 1, 2 and 3) relevant to sex and gender in health research (<http://www.cihr-irsc.gc.ca/e/49347.html>). Students will email certificates of completion to Loida Ares ([rsi.admin@utoronto.ca](mailto:rsi.admin@utoronto.ca)).

**WEEK 6: Introduction to principles of critical appraisal in a context of a research article & oral research presentation at the Leadership Rehab Rounds (Part II). Diversity of perspective in Rehabilitation Sciences (Leadership Rehab Rounds)**

At least one of the presentations in the yearly cycle is devoted to issues of Equity, Diversity & Inclusion as well as non-Western perspective on Rehab as a field.

Suggested Readings:

**TBD**

### **WEEK 7: Introduction to scientific writing. Scholarship applications.**

#### Suggested Readings:

- 1) Ten ways you can write everyday -- <http://getalifephd.blogspot.com/2010/05/seven-ways-youcan-write-every-day.html>
- 2) How to get into the writing zone -- <http://getalifephd.blogspot.com/2014/01/how-to-get-inwriting-zone.html>
- 3) How to overcome writer's block: Seven strategies that work -- <http://getalifephd.blogspot.com/2013/02/how-to-overcome-writers-block-seven.html>
- 4) How to enhance your writing productivity with a pomodoro timer -- <http://getalifephd.blogspot.com/2011/10/how-to-enhance-your-writing.html>

### **WEEK 8: Introduction to academic publishing: How to publish an article**

#### Suggested Readings:

- 1) How to publish an article in an academic journal -- <http://getalifephd.blogspot.com/2014/05/how-to-publish-article-in-academic.html>
- 2) How to respond to a revise and resubmit from an academic journal: Ten steps to a successful revision -- <http://getalifephd.blogspot.com/2011/03/how-to-respond-to-revise-and-resubmit.html>

### **WEEK 9: Mastering Academic Time Management - Align Your Time with Your Priorities**

#### Suggested Readings:

- 1) <https://studentlife.utoronto.ca/task/time-management-and-goal-setting/>
- 2) [https://www.sgs.utoronto.ca/resources-supports/cgpd/#section\\_2](https://www.sgs.utoronto.ca/resources-supports/cgpd/#section_2)

### **WEEK 10: Introduction to scientific oral communication/ presentation skills**

#### Suggested Readings:

- 1) How to give a fabulous academic presentation: Five tips to follow --
- 2) <http://getalifephd.blogspot.com/2011/04/how-to-give-fabulous-academic.html>
- 3) How to deliver an outstanding public lecture -- <http://getalifephd.blogspot.com/2013/04/how-to-deliver-outstanding-public.html>
- 4) Preparing presentations with PowerPoint --
- 5) <https://www.insidehighered.com/blogs/gradhacker/preparing-presentations-powerpoint>
- 6) 5 Pointers for a better poster -- <https://www.insidehighered.com/blogs/gradhacker/5-pointers-better-poster>
- 7) Managing public speaking anxiety --
- 8) <https://www.insidehighered.com/blogs/gradhacker/managing-public-speaking-anxiety>

### **WEEK 11: Presentations – with introducer and discussant**



**WEEK 12: Presentations – with introducer and discussant**

**WEEK 13: Planning your professional career: Professional development seminars/ offerings at SGS. Program alumni panel.**

**Course summary, rating the level of skill established/ learned in the course, course feedback**

**ASSIGNMENTS**

- 1) MyIDP completion
- 2) CIHR ethics module (or comparable) as well as GLSE research integrity workshop completion
- 3) CIHR sex and gender module completion
- 4) Conference abstract submission
- 5) Short research presentation (in small groups)
- 6) OGS application completion
- 7) Academic CV completion

**MSc research abstracts/ presentations**

Abstract: Maximum of 250 words, suitable for submission to a scientific conference.

Acknowledging funding agencies for the research. The abstract must be e-mailed to course TA **one week prior to the presentation**. The abstract will be emailed to the introducer and discussant and uploaded to Quercus by the course TA.

Length: 10 minutes (This time limit must be adhered to, if a speaker exceeds the time limit the presentation will be terminated by the course coordinator in attendance). This will be followed by about 10 minutes of discussion.

Presentation (typical conference presentation/ thesis defense format):

- Consist of the following sections (as relevant to research)
- Title slide, with affiliations, e.g., RSI
- Background (review of previous literature and other relevant information if pertinent to project)
- Short summary of gaps in the literature
- Aims/ Hypotheses
- Methods (The first slide of this section should outline the demographics of the study group and briefly address any sex/gender and equity criteria that could not be met and why)
- Results (if any, or expected results)
- Discussion
- Conclusions (contributions to the field of study)
- Acknowledgements

Directly following each presentation and discussion period all students will complete an evaluation/feedback form and send it immediately to the course TA. The evaluations provide formative feedback to the presenter and must be written in a professional manner.

### **Credit/ No Credit Grade**

Students officially enrolled in the course will receive either a Credit or No Credit grade after completing REH2001Y or REH3001Y. A MSc student who transfers into the PhD program (usually during the 2<sup>nd</sup> of the MSc program) must meet the requirements for REH3001Y, previously completed components of REH2001Y will not be carried forward into the PhD course.

To receive credit for this course, students must:

- 1) Provide a 250-word structured abstract one week prior to the presentation.
- 2) Deliver their presentation using the format above and answer questions following the presentation. A minimum mean score of 7/10 is required on the evaluation submitted by all attendees directly following the presentation.
- 3) Submit a completed evaluation form to the course TA following each presentation.
- 4) Attend Leadership Rehab Rounds and all sessions in the course schedule, with no more than **2 absences**. If there are extenuating circumstances, contact the course coordinators.
- 5) Carry out concise speaker/supervisor introduction in an interesting and professional manner demonstrating knowledge of the individuals' backgrounds.

### **Students with Disabilities**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach us or the Accessibility Services Office as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let them and us know your needs, the quicker we can assist you in achieving your learning goals in this course.

### **Equity Statement**

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As the course coordinators, we will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

## Appendix G: Minor Modification, REH 3001Y

# University of Toronto Minor Modification Proposal: New Graduate Courses or Changes to Existing Graduate Courses

This template should be used to: create a new graduate course; reactivate a closed/deactivated course; rename an existing course; renumber an existing course; etc.

If you have questions while you are filling out this document, please contact your Dean's Office.

<b>Graduate Department/Unit/Centre/Institute</b>	Rehabilitation Sciences Institute
<b>Faculty/academic division</b>	Medicine/Division 4
<b>Dean's Office contact</b>	Rachel Zulla

## Part 1: ROSI

Please complete this section. The data will be used to complete the ROSI record.

Changes to an Existing Course fill out applicable fields	
<b>Current course designator and number (required)</b> (e.g., HIS 5XXXH)	REH 3001Y
<b>Deactivated course designator, number and weight</b> (e.g., HIS 5XXXH)	REH 3001Y
Splitting or amalgamating courses (list course designators, numbers and weights)	n/a
<b>New designator and number</b> (e.g., HIS 5XXXH)	REH 3001H (0.5 FCE)
<b>New/renamed full course title for transcript</b> (max 60 characters)	REH 3001H: RSI PhD Seminar – Foundations of Professional Development
New/renamed abbreviated title (max 30 characters)	REH 3001H – PhD Seminar
<b>New FCE weight</b> of an elective course (e.g., 0.5, 1.0)	0.5
<b>Change to grading scale</b> (from letter grades to CR/NCR or vice versa)	CR/NCR

<b>Change to course type</b> (from regular to continuous, modular, extended, etc.)	Change from a continuous course over the length of the program to a half course offered over two terms
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## Effective Date

**Required Field—Effective date must be September 1, January 1 or May 1 and not retroactive.**

September 1, 2022 (Fall 2022)

## Part 2: Other Changes to Existing Courses

**Optional Field—This section may be used to describe other types of changes to existing courses your Faculty/Division tracks.**

The course titled ‘Advanced Rehabilitation Presentations and Proceedings’ (3001Y in the current PhD program, respectively) is proposed to be reduced to 0.5 FCE:

REH 3001H: RSI PhD Seminar – Foundations of Professional Development (0.5 FCE, Year 1)

## Part 3: New Course Documentation

**For Faculty/Divisional approval of new courses, please append the approved course documentation, or complete the template below.**

### Course Description

Current description:

**REH3001Y:** PhD students will be required to conduct a written critical analysis of two seminars, for feedback by peers and/or the master’s students, taking into account the current literature. The review will take the form of a grant review process to enhance skills for development of individuals who will serve on future grant review panels. (PhD students will attend for two years).

In addition to practicing presenting and critiquing, currently this course covers a variety of topics. For example, sex and gender issues in research, ethical research practice and issues of equity, diversity, and inclusion, professional development issues are part of the course content. Guests are invited to speak to students about their professional development in and outside of academia. REH3001Y is taught jointly to MSc and PhD students; the attendance requirements differ between the two student cohorts.

New description:

This Seminar focuses on establishing core competencies and skills to succeed in graduate school and beyond. The course aims to conceptualize graduate studies as part of students’ life-long professional development journey in the field of Rehabilitation Sciences. During the course, students will consolidate foundations of the essential academic skills (e.g., critical

appraisal) and professional attributes (e.g., scientific writing, speaking, time/ project management), while deepening critical thinking abilities and expanding cultural competencies (i.e. around marginalized communities, gender/sex etc.) in an interdisciplinary collaborative learning environment. Please see new syllabus attached for details on each topic and assignments.

REH3001H will be conducted in Year 1 in order to serve as a platform to launch successful graduate studies.

## Academic Rationale

Based on the course evaluations and students survey from 2017, the students view the content of the existing course as very helpful but also somewhat disjointed/ without a clear focus and stretched in time. The current attendance requirements span two years, with presentations sometimes given in years 3 or 4 of the PhD program, when students are suggested to remain in the course, instead of much earlier. At the same time students express a need to have a course which lays foundations for their academic success and develops their ability to navigate academia and prepare for landing a job. In the recent town hall students voiced a strong preference for a course focused on professional development

## Learning Outcomes (if applicable)

Please refer to course syllabus.

## Similarity/Overlap with Other Courses & Consultation

There is no similarity with other courses in our institute. The course is designed to be similar to a first year Biochemistry course: <http://biochemistry.utoronto.ca/graduate-studies/igs/>

The Program and Curricula Committee proposed the change based on the course feedback and discussions during faculty and student town halls.

## Resources

None.

## Governance Approval

<b>Unit Sign-Off</b> (Committee name and meeting date)	RSI Program and Curricula Committee (PCC) April 23, 2021
<b>Faculty/Division Council (or delegated body) approval, if applicable</b> (name and date)	GLSE Graduate Curriculum Committee, August 17, 2021 FOM Education Committee, September 16, 2021 (pending)

REH 3001H: RSI PhD Seminar – Foundations of Professional Development

**Meeting times: Biweekly, during Fall & Winter Semesters**

**Synchronized and scheduled after the Leadership Rehab Rounds (LRR)\***

**<https://rsi.utoronto.ca/leadership-rehab-rounds>**

**Course type: Required for PhD cohorts**

**In-person course (unless specified otherwise)**

\*3 to 4 sessions of the course will be linked to the Leadership Rehab Rounds (LRR) presentation series, which takes place every other Wednesday, October to May <https://www.rsi.utoronto.ca/leadership-rehab-rounds> Presentations and research articles by the established rehab researchers featured at LRR will form bases for discussion of critical appraisal, scientific writing and speaking skills and strategies, as well as discussing the issues of diversity in research methods, approaches, and as well prospective, including those outside of the Western way of thinking.

The course instructors will be expected to connect with the LRR organizing committee for lecture topics and schedule.

\*\*MSc and PhD students will meet at the same time but as separate groups. The instructors will co-ordinate certain session where there might be joint lectures by experts/ invited speakers. Occasional discussions will be held as one single group to introduce students to the breadth and depth of research perspective.

**Course co-ordinators: TBD**

**Teaching Assistant: TBD**

**Course Description**

This Seminar Series focuses on establishing core competencies and skills to succeed in graduate school and beyond. The course aims to conceptualize graduate studies as part of students' life-long professional development journey in the field of Rehabilitation Sciences. During the course, students will consolidate foundations of the essential academic skills (e.g., critical appraisal) and professional attributes (e.g., scientific writing, speaking, time/ project management), while deepening critical thinking abilities and expanding cultural competencies (i.e., around marginalized communities, gender/sex etc.) in an interdisciplinary collaborative learning environment.

**Course Learning Outcomes: PhD**

This course will:

- 1) Establish strong critical appraisal skills of oral presentations and relevant scientific articles in a context of Leadership Rehab Rounds

- 2) Provide opportunity for in-depth discussion of concepts of scientific integrity and guidelines for responsible conduct of research, including completion of an ethics protocol
- 3) Establish principles of scientific writing and help develop strategies for writing effectively and productivity
- 4) Establish principles of scientific speaking and help develop strategies effective presenting and engaging with various audiences
- 5) Develop students to tools and practices to develop career goals and action plans required for current and future professional growth
- 6) Establish foundation of basic project management skills and strategies in a context of multiple projects
- 7) Introduce students to diverse perspectives through exposure to and constructive appraisal of a range of rehabilitation research and applications, including those that exist outside of the Western perspective

PhD students in Year 1 of the program will be automatically enrolled in the REH3001H course for the duration of the year (Fall & Winter semesters). Those students who transfer from MSc to PhD program, will take the MSc level Seminar course in Year 1 of their MSc and the PhD level Seminar course in Year 3 of their program.

## **PROPOSED TOPICS**

### **WEEK 1a: Introductions**

Meet your instructors and student colleagues; outline basic knowledge and skills that are needed to succeed in research and in graduate school and in research; review syllabus and rank your knowledge and skill level on the topics to be discussed during the course

Suggested Readings:

- 1) Rules for surviving the zombie apocalypse or your first year of grad school -- <https://hbcuconnect.com/cgi-bin/custom/gradschool.cgi?read=291403>
- 2) Taking charge of your PhD -- <https://www.insidehighered.com/blogs/gradhacker/taking-charge-your-phd>
- 3) Thrive not survive -- <https://www.insidehighered.com/blogs/gradhacker/thrive-not-survive>

### **WEEK 1b: Working Together Effectively: Mentoring and Being Mentored**

Suggested Readings:

- 1) How to be the mentor you always wanted -- <https://www.insidehighered.com/blogs/gradhacker/how-be-mentor-you-always-wanted>



- 2) How Long Can You Rely on Your Dissertation Advisor -- <http://getalifephd.blogspot.com/2014/12/how-long-can-you-rely-on-your.html>
- 3) When It Comes to Mentoring, the More the Merrier -- <https://chroniclevitae.com/news/326-when-it-comes-to-mentoring-the-more-the-merrier>
- 4) You Need More Than a Mentor -- <https://chroniclevitae.com/news/794-you-need-more-than-a-mentor>
- 5) The Importance of Asking for Help -- <https://www.insidehighered.com/blogs/gradhacker/importance-asking-help> -- although written more towards the grad school experience, still applicable for a job

## **WEEK 2: Working Together Effectively: Creating and Being a Member of a Productive Research Team**

### **Suggested Readings:**

- 1) Building and managing a research team -- <https://www.vitae.ac.uk/doing-research/leadership-development-for-principal-investigators-pis/building-and-managing-a-research-team> -- You don't have to do the activities
- 2) Q&A on ResearchGate about leadership Style -- [https://www.researchgate.net/post/For every leader of a research team how do you share your experience in leading your team](https://www.researchgate.net/post/For_every_leader_of_a_research_team_how_do_you_share_your_experience_in_leading_your_team) -- Skim and read answers that are interesting to you
- 3) Leading an effective research team -- <http://cnx.org/contents/RuCUEGbD@1/Leading-an-Effective-Research->
- 4) Motivate your lab members: how to run an efficient and creative lab without micromanaging -- <http://www.the-scientist.com/?articles.view/articleNo/32082/title/Motivate-Your-Lab/>
- 5) Lead your diverse research team while managing effectively -- <https://principalinvestigators.org/no-124-lead-your-diverse-research-team-while-managing-effectively/>

## **WEEK 3: Advanced literature search strategies for grad school and beyond**

### **Suggested Readings:**

- 1) How to read a lot -- <http://getalifephd.blogspot.com/2013/10/how-to-read-lot.html>
- 2) Reading like a graduate student -- <http://chronicle.com/article/Reading-Like-a-Graduate/47922/>
- 3) How to read for grad school -- <http://miriamsweeney.net/2012/06/20/readforgradschool/>
- 4) Writing a literature review: Six steps to get you from start to finish -- <https://www.wiley.com/network/researchers/preparing-your-article/writing-a-literature-review-six-steps-to-get-you-from-start-to-finish>
- 5) Check out Mendeley as an option for organizing your articles -- <http://www.mendeley.com/>

**WEEK 4: MyIDP: identification of gaps and goal setting; Planning your professional career: Professional development seminars/ offerings at SGS**

Suggested Readings:

- 1) <http://www.apa.org/education/grad/individual-development-plan.aspx> It's labeled Where do you Start? and is about ¼ down the webpage.
- 2) IDP tool at sciencecareers.org -- <http://myidp.sciencecareers.org/>

**WEEK 5: Advanced critical appraisal in a context of a research article & oral research presentation (Leadership Rehab Rounds)**

Suggested Readings:

**TBD**

**WEEK 6: Advanced critical appraisal in a context of a research article & oral research presentation at the Leadership Rehab Rounds (Part II). Diversity of perspective in Rehabilitation Sciences (Leadership Rehab Rounds).**

**Equity and diversity in research. Analysis of research perspectives in a multi-cultural world.**

At least one of the presentations in the yearly cycle is devoted to issues of Equity, Diversity & Inclusion as well as non-Western prospective on Rehab as a field.

Suggested Readings:

**TBD**

**WEEK 7: Advanced scientific writing: How to write well and a lot**

Suggested Readings:

- 1) Silvia, P. (2007). How to write a lot: A practical guide to productive academic writing.
- 2) Boker, J. (1998). Writing your dissertation in fifteen minutes a day: A guide to starting, revising, and finishing your doctoral thesis.
- 3) Ten ways you can write everyday -- <http://getalifephd.blogspot.com/2010/05/seven-ways-youcan-write-every-day.html>
- 4) How to get into the writing zone -- <http://getalifephd.blogspot.com/2014/01/how-to-get-inwriting-zone.html>
- 5) How to overcome writer's block: Seven strategies that work --
- 6) <http://getalifephd.blogspot.com/2013/02/how-to-overcome-writers-block-seven.html>
- 7) How to enhance your writing productivity with a pomodoro timer --
- 8) <http://getalifephd.blogspot.com/2011/10/how-to-enhance-your-writing.html>
- 9) Writing boot camps -- <https://www.insidehighered.com/blogs/gradhacker/writing-boot-camps>

### **WEEK 8: Introduction to academic publishing: How to publish an article and how to review an article**

#### Suggested Readings:

- 1) How to publish an article in an academic journal --
- 2) <http://getalifephd.blogspot.com/2014/05/how-to-publish-article-in-academic.html>
- 3) How to respond to a revise and resubmit from an academic journal: Ten steps to a successful revision -- <http://getalifephd.blogspot.com/2011/03/how-to-respond-to-revise-and-resubmit.html>
- 4) Publon Peer-review Training: <https://publons.com/blog/publons-academy/>

### **WEEK 9: Grant and proposal writing skills**

#### Suggested Readings:

**TBD**

### **WEEK 10: Research integrity and ethics (linked to the GLSE Ethics Workshop) – Writing your ethics proposal**

#### Suggested Readings:

**TBD**

### **WEEK 11: Scientific oral communication/ presentation skills**

#### Suggested Readings:

- 1) How to give a fabulous academic presentation: Five tips to follow --
- 2) <http://getalifephd.blogspot.com/2011/04/how-to-give-fabulous-academic.html>
- 3) How to deliver an outstanding public lecture --  
<http://getalifephd.blogspot.com/2013/04/how-to-deliver-outstanding-public.html>
- 4) Preparing presentations with PowerPoint --
- 5) <https://www.insidehighered.com/blogs/gradhacker/preparing-presentations-powerpoint>
- 6) 5 Pointers for a better poster -- <https://www.insidehighered.com/blogs/gradhacker/5-pointers-better-poster>
- 7) Managing public speaking anxiety --
- 8) <https://www.insidehighered.com/blogs/gradhacker/manaqing-public-speaking-anxiety>

### **WEEK 12: Presentations – with introducer and discussant**

### **WEEK 13: Planning your professional career. Post-doctoral fellowships. Employment opportunities. Alumni panel discussion.**

### **Course summary, feedback**

Developed by the Office of the Vice-Provost, Academic Programs

Template last updated March 2, 2017

**Other potential topics for consideration:**

- Academic CV
- Post-degree job opportunities and application process
- Creating and Building your Social Media & Online Networking Presence
- Project management
- Data management

**ASSIGNMENTS:**

- 1) Academic CV completion
- 2) MyIDP completion
- 3) CIHR ethics module (or comparable) as well as GLSE research integrity workshop completion
- 4) Ethics application completion
- 5) CIHR sex and gender module completion
- 6) Conference abstract submission
- 7) Short research presentation (in small groups)
- 8) OGS/ Tri-Council scholarship application completion

**PhD research presentations:**

Abstract: Maximum of 250 words, suitable for submission to a scientific conference. Acknowledging funding agencies for the research. The abstract must be emailed to course TA **one week prior to the presentation**. The abstract will be emailed to the introducer and discussant and uploaded to Quercus by the course TA.

Length: 20 minutes (This time limit must be adhered to, if a speaker exceeds the time limit the presentation will be terminated by the course coordinator in attendance). This will be followed by about 20 minutes of discussion, starting with the designated PhD student discussant.

Presentation (typical conference presentation/ thesis defense format):

Consist of the following sections (as relevant to research)

- Title slide
- Background (review of previous literature and other relevant information if pertinent to project)
- Short summary of gaps in the literature
- Aims/ Hypotheses
- Methods (The first slide of this section should outline the demographics of the study group and briefly address any gender and equity criteria that could not be met and why)
- Results
- Discussion
- Conclusions (contributions to the field of study)

## Acknowledgements

Each PhD student enrolled in the course will also be appointed as the initial discussant for another student's research presentation on an assigned date. As discussants, PhD students will lead the discussion by modelling skill in constructive criticism. Participation of PhD students in the general discussion following each presentation is an essential part of the course. Directly following each presentation and discussion period all students will complete an evaluation/feedback form and send it immediately to the course TA. The evaluations provide formative feedback to the presenter and must be written in a professional manner.

### **Credit/ No Credit Grade**

Students officially enrolled in the course will receive either a Credit or No Credit grade

To receive credit for this course, students must:

- 1) Provide a 250-word structured abstract one week prior to the presentation
- 2) Deliver their presentation using the format above and answer questions following the presentation. A minimum mean score of 7/10 is required on the evaluation submitted by all attendees directly following the presentation.
- 3) Submit a completed evaluation form to the course TA following each presentation
- 4) Attend Leadership Rehab Rounds and all sessions in the course schedule, with no more than **2 absences**. If there are extenuating circumstances, contact the course coordinators.
- 5) Carry out discussant role demonstrating the use of critical thinking to formulate relevant questions to initiate discussion, in an interesting and professional manner, following the presentation.

### **Students with Disabilities**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach us or the Accessibility Services Office as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let them and us know your needs, the quicker we can assist you in achieving your learning goals in this course.

### **Equity Statement**

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As the course coordinators, we will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

## Appendix H: Minor Modification, Changes to REH 3100H

# University of Toronto Minor Modification Proposal: New Graduate Courses or Changes to Existing Graduate Courses

This template should be used to: create a new graduate course; reactivate a closed/deactivated course; rename an existing course; renumber an existing course; etc.

If you have questions while you are filling out this document, please contact your Dean's Office.

<b>Graduate Department/Unit/Centre/Institute</b>	Rehabilitation Sciences Institute
<b>Faculty/academic division</b>	Medicine/Division 4
<b>Dean's Office contact</b>	Rachel Zulla

## Part 1: ROSI

Please complete this section. The data will be used to complete the ROSI record.

Changes to an Existing Course fill out applicable fields	
<b>Current course designator and number (required)</b> (e.g., HIS 5XXXH)	REH 3100H
<b>Deactivated course designator, number and weight</b> (e.g., HIS 5XXXH)	REH 3100H; to be replaced with a 0.5FCE elective
Splitting or amalgamating courses (list course designators, numbers and weights)	n/a
<b>New designator and number</b> (e.g., HIS 5XXXH)	n/a
<b>New/renamed full course title for transcript</b> (max 60 characters)	n/a
New/renamed abbreviated title (max 30 characters)	n/a
<b>New FCE weight</b> of an elective course (e.g., 0.5, 1.0)	n/a
<b>Change to grading scale</b> (from letter grades to CR/NCR or vice versa)	n/a
<b>Change to course type</b> (from regular to continuous, modular, extended, etc.)	n/a

## Effective Date

**Required Field—Effective date must be September 1, January 1 or May 1 and not retroactive.**

September 1, 2022 (Fall 2022)

## Part 2: Other Changes to Existing Courses

**Optional Field—This section may be used to describe other types of changes to existing courses your Faculty/Division tracks.**

n/a

## Part 3: New Course Documentation

**For Faculty/Divisional approval of new courses, please append the approved course documentation, or complete the template below.**

### Course Description

Current Course Description:  
Theory and Research in Rehabilitation (REH1100H/REH3100H) will introduce students to a broad spectrum of theories, approaches, frameworks, orientations used in rehabilitation science research. The purpose of the course is to assist students to develop greater skill in using these broad approaches in their work. In using theory or parts of theory/concepts as the foundation for research inquiry, researchers need to demonstrate: the rationale for using a particular theory or concept (why is it important?); what are the philosophical foundations of the theory (ontology and epistemology?); what are the assumptions of the approach (explicit or implicit?); what are the limitations of using this approach? (what I am paying attention to and what I am not?); and how does my theoretical orientation/approach/framework inform my research question(s), methodology and dissemination of my work? In addition, rehabilitation is a multidisciplinary field of study that focuses on human experiences of differences in different contexts. How do we work collaboratively with other researchers, practitioners, clients and/or communities to conduct respectful and inclusive research?

We propose removing REH 3100H from the PhD program in Rehabilitation Sciences and replacing this program requirement with a 0.5FC Elective to better meet the needs of extremely diverse groups of students in Rehabilitation Sciences.

### Academic Rationale

Through the course evaluations, student survey from 2017, and student town halls held over the past year, it has become apparent that many students view REH 3100H as lacking

relevance to their research field and thesis projects. The course focuses on social theory, which resonates with only a minority of RSI students. The RSI consists of faculty members and students from diverse fields, such as movement sciences, disability studies, anatomy and engineering. Further, the majority of PhD students in RSI have a clinical background (i.e., physical therapy, occupational therapy or Speech-language pathology) or have completed a MSc (thesis-based) degree in a rehabilitation-related field. As a result, the PhD students in RSI feel that much of the content covered in REH 3100H is review (i.e., content they acquired in their prior degrees).

### Learning Outcomes (if applicable)

n/a

### Similarity/Overlap with Other Courses & Consultation

REH 3100H was taught with REH 1100H; hence, the learning outcomes and course content were identical for these two courses. The sole difference was that MSc students were enrolled into REH 1100H and PhD students were enrolled into REH 3100H.

Consultation has included faculty and student town halls and regular meetings of the RSI Programs and Curriculum Committee (PCC). At the town halls, the proposed changes to the RSI courses were presented and feedback was solicited. The PCC then incorporated this feedback into a revised proposal for changes to RSI courses. This was an iterative process that involved approximately four town hall meetings with faculty and four town hall meetings with students.

### Resources

None.

### Governance Approval

<b>Unit Sign-Off</b> (Committee name and meeting date)	RSI Program and Curricula Committee (PCC) April 23, 2021
<b>Faculty/Division Council (or delegated body) approval, if applicable</b> (name and date)	GLSE Graduate Curriculum Committee, August 17, 2021 FOM Education Committee September 16, 2021 (pending)



## 2022-23 SGS Calendar

### Rehabilitation Sciences

Rehabilitation Sciences: Introduction  
Faculty Affiliation

Medicine

### Degree Programs

#### Rehabilitation Science

##### **MSc and PhD**

- Fields:
  - Movement Science;
  - Occupational Science;
  - Practice Science (admissions have been administratively suspended);
  - Rehabilitation Health Services Studies;
  - Rehabilitation Technology Sciences;
  - Speech and Cognitive Rehabilitation Sciences;
  - Speech-Language Pathology

#### Speech-Language Pathology

##### **MSc and PhD**

### Collaborative Specializations

The following collaborative specializations are available to students in participating degree programs as listed below:

- [Aging, Palliative and Supportive Care Across the Life Course](#)
  - Rehabilitation Science, MSc, PhD
  - Speech-Language Pathology, MSc, PhD
- [Bioethics](#)
  - Rehabilitation Science, MSc, PhD
- [Biomedical Engineering](#)
  - Rehabilitation Science, MSc, PhD
- [Cardiovascular Sciences](#)
  - Rehabilitation Science, MSc, PhD

- [Global Health \(U of T Global Scholar\)](#)
  - Rehabilitation Science, MSc, PhD
- [Health Services and Policy Research](#)
  - Rehabilitation Science, MSc
- [Musculoskeletal Sciences](#)
  - Rehabilitation Science, MSc, PhD
- [Neuroscience](#)
  - Rehabilitation Science, MSc, PhD
  - Speech-Language Pathology, MSc, PhD
- [Resuscitation Sciences](#) (admissions have been administratively suspended)
  - Rehabilitation Science, MSc, PhD
- [Women's Health](#)
  - Rehabilitation Science, MSc, PhD
- [Workplace Learning and Social Change](#)
  - Rehabilitation Science, MSc, PhD

## Overview

Rehabilitation sciences is a multidisciplinary, integrated science dedicated to the study of human function and participation and its relationship to health and well-being. Using basic and applied methods, the science is focused on phenomena at the level of the cell, [muscle/ brain](#), person, family, community, or society to develop and evaluate theories, models, processes, measures, interventions, and policies to prevent, reverse, or minimize impairments, enable activity, and facilitate participation.

The academic activities of students in the Rehabilitation Sciences Institute (RSI) cover the full breadth of rehabilitation sciences with over 100 RSI faculty who are distributed throughout the University of Toronto, including teaching hospitals and research institutes.

There are five ~~seven~~ areas of research in the Rehabilitation Sciences program:

- ~~Movement science;~~
- ~~Occupational science;~~
- ~~Practice sScience;~~
- ~~Rehabilitation health services studies;~~
- ~~Rehabilitation technology sciences;~~
- ~~Social and cognitive rehabilitation sciences;s-~~
- ~~Speech Language Pathology;~~

There are four areas of research in the Speech-Language Pathology program:

- ~~Alternative and augmentative communication sciences~~
- ~~Hearing and aural rehabilitation sciences~~
- ~~Language, voice, and speech sciences~~
- ~~Swallowing sciences.~~

## Contact and Address

Web: [www.rsi.utoronto.ca](http://www.rsi.utoronto.ca)  
Email: [rsi.admin@utoronto.ca](mailto:rsi.admin@utoronto.ca)  
Telephone: (416) 946-8582  
Fax: (416) 946-8762

Rehabilitation Sciences Institute  
University of Toronto  
Rehabilitation Sciences Building  
Room 160, 500 University Avenue  
Toronto, Ontario M5G 1V7  
Canada

## Rehabilitation Sciences: Rehabilitation Science MSc

### Master of Science

#### Program Description

The MSc program is designed for graduate students who ultimately want research-related careers as independent scientists in health science related disciplines. It can also serve as a stepping stone on the pathway to advanced research training for students planning to pursue a PhD in Rehabilitation Science or related fields.

The program is offered in the following fields: 1) Movement Science; 2) Occupational Science; 3) Practice Science (currently administratively suspended); 4) Rehabilitation Health Services Studies; 5) Rehabilitation Technology Sciences; 6) Social and Cognitive Rehabilitation Sciences; and (7) Speech-Language Pathology.

The MSc has the option to be completed through part-time registration is mainly may be taken on a full-time or part-time basis. A part-time option is available in exceptional situations and applicants interested in the part-time option should contact the program to discuss this option. Part-time applicants should be aware that it is the student's responsibility to modify their work schedule to accommodate required coursework since course times are not flexible.

#### Fields:

Movement Science;  
Occupational Science;  
Rehabilitation Health Services Studies;  
Rehabilitation Technology Sciences;  
Social and Cognitive Rehabilitation Sciences;

## Speech-Language Pathology

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Rehabilitation Sciences Institute's additional admission requirements stated below.
- Applicants must have graduated with a minimum B+ average in senior-level courses in the final two years of a four-year degree program from a recognized university, with a strong undergraduate science background including a course in research design and/or statistics. The four-year degree may be in Occupational Therapy, Physical Therapy, Speech-Language Pathology, or a related discipline. Related disciplines include basic sciences, engineering, kinesiology, nursing, psychology, social work, sociology, and physical and health education.
- Applicants must identify a faculty member who has agreed to serve as research supervisor. The research supervisor is expected to examine a completed thesis and/or manuscripts and university transcripts.
- Applicants who were educated outside Canada, whose primary language is not English, and who graduated from a university where the language of instruction and examination was not English, must demonstrate proficiency in the English language through the successful completion of one of the following tests:
  - **Test of English as a Foreign Language (TOEFL)** and the **Test of Written English (TWE)** with the following minimum scores:
    - paper-based TOEFL: 600 and 5 on the TWE
    - Internet-based TOEFL (IBT): 100/120 and 22/30 on the writing and speaking sections.
  - **International English Language Testing System (IELTS)**: minimum score of 7.5.
  - **Certificate of Proficiency in English (COPE)**: see [General Regulations, 4.3 English-Language Proficiency](#).
  - **U of T School of Continuing Studies academic preparation**: see [General Regulations, 4.3 English-Language Proficiency](#).

### Program Requirements

- **Coursework.** Students must complete **2.05 full-course equivalents (FCEs)** as follows:
  - REH1100H *Theory and Research in Rehabilitation Science* [Introduction to Rehabilitation Research](#) (0.5 FCE).
  - REH2001HY0 *Rehabilitation Presentations and Proceedings RSI MSc Seminar: Foundations of Professional Development* (1.0-0.5 FCE; Credit/No Credit). Students are expected to attend for one year.
  - 0.5 ~~graduate~~ FCE in research methods or statistics.
  - 0.5 ~~graduate~~ FCE in an area related to the student's thesis.
  - ~~Students may be required to take extra courses in addition to the degree requirements listed above.~~
- Submission of a **thesis** and completion of an **oral examination** of the thesis.

- ~~Minimum of 12 months of full-time study. Students should be aware that the completion of the thesis may take longer.~~
- ~~Exceptional students may be considered for enrolment in a part-time option. Requirements are the same as for the full-time MSc option with the following exceptions:~~
  - ~~Residency requirements (full-time, on-campus attendance) are waived.~~
  - ~~Coursework must be completed within two years of initial registration.~~
  - ~~Program must be completed within five years of registration.~~
  - ~~Completion of an annual learning contract and program map planned with the supervisor.~~
  - ~~Part-time students should be aware that it is the student's responsibility to modify his or her work schedule to accommodate required coursework since course times are not flexible.~~

~~Reclassification (transfer). MSc students who demonstrate outstanding potential for advanced research in the discipline may be recommended by their supervisory committee for a reclassification examination which, when passed, allows them to transfer into the PhD program. The examination is normally undertaken following the completion of at least one session and within 18 months of registration in the MSc program.~~

#### Program Length

6 sessions full-time (typical registration sequence: F/W/S/F/W/S);  
15 sessions part-time

#### Time Limit

3 years full-time;  
6 years part-time

\*Course that may continue over a program. Credit is given when the course is completed

## Field: Practice Science

**Effective January 2021, admissions to the field in Practice Science have been administratively suspended.**

#### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Rehabilitation Sciences Institute's additional admission requirements stated below.
- Applicants must have graduated with a minimum B+ average in senior-level courses in the final two years of a four-year degree program from a recognized university, with a strong undergraduate science background including a course in research design and/or statistics. The four-year degree may be in Occupational Therapy, Physical Therapy, Speech-Language Pathology, or a related discipline. Related disciplines include basic sciences, engineering, kinesiology, nursing, psychology, social work, sociology, and physical and health education.
- Applicants must identify a faculty member who has agreed to serve as research supervisor. The research supervisor is expected to examine a completed thesis and/or manuscripts and university transcripts.

- Applicants who were educated outside Canada, whose primary language is not English, and who graduated from a university where the language of instruction and examination was not English, must demonstrate proficiency in the English language through the successful completion of one of the following tests:
  - **Test of English as a Foreign Language (TOEFL)** and the **Test of Written English (TWE)** with the following minimum scores:
    - paper-based TOEFL: 600 and 5 on the TWE
    - Internet-based TOEFL (IBT): 100/120 and 22/30 on the writing and speaking sections.
  - **International English Language Testing System (IELTS)**: minimum score of 7.5.
  - **Certificate of Proficiency in English (COPE)**: see [General Regulations, 4.3 English-Language Proficiency](#).
  - **U of T School of Continuing Studies academic preparation**: see [General Regulations, 4.3 English-Language Proficiency](#).

#### Program Requirements

- **Coursework.** Students must complete **3.5 full-course equivalents (FCEs)** as follows:
  - REH1100H *Theory and Research in Rehabilitation Science* (0.5 FCE).
  - REH2001Y<sup>0</sup> *Rehabilitation Presentations and Proceedings* (1.0 FCE; Credit/No Credit). Students are expected to attend for one year.
  - 0.5 graduate FCE in research methods.
  - REH3301H *Knowledge Translation in Rehabilitation: Foundational Knowledge and Innovative Applications* (0.5 FCE).
  - REH3302H *Determinants of Rehabilitation Practice* (0.5 FCE).
  - REH3303H *Rehabilitation Clinical Practicum* (0.5 FCE).
  - Students may be required to take extra courses in addition to the degree requirements listed above.
- Submission of a **thesis** and completion of an **oral examination** of the thesis.
- Minimum of 12 months of full-time study. Students should be aware that the completion of the thesis may take longer.
- The part-time option is not available in the Practice Science field.
- **Reclassification (transfer).** MSc students who demonstrate outstanding potential for advanced research in the discipline may be recommended by their supervisory committee for a reclassification examination which, when passed, allows them to transfer into the PhD program. The examination is normally undertaken following the completion of at least one session and within 18 months of registration in the MSc program.

#### Program Length

6 sessions full-time (typical registration sequence: F/W/S/F/W/S)

#### Time Limit

3 years full-time

<sup>0</sup> Course that may continue over a program. Credit is given when the course is completed.

Rehabilitation Sciences: Rehabilitation Science PhD;

Fields: 1) Movement Science; 2) Occupational Science; 3) Practice Science; 4) Rehabilitation Health Services Studies; 4) Rehabilitation Technology Sciences; ~~5) Social and Cognitive Rehabilitation Sciences;~~ and 7) Speech-Language Pathology

## Doctor of Philosophy

### Program Description

The PhD program will prepare candidates ~~for-to have~~ a career ~~in scientific research as an independent scientist~~; that is, graduates will feed the demand for rehabilitation scientists in government, industry, or academia and academic faculty in Canada and the global market. Graduates will be expected to acquire autonomy in conducting research and developing an independent research program. The program is designed to provide a broad knowledge of rehabilitation science research as well as advanced research skills and methodologies including acquisition of funding, formulation of research questions, discovery of new knowledge, data collection, analysis and interpretation, scholarly presentation, and publication and translation of knowledge for consumption by appropriate stakeholders.

The program is offered in the following fields: 1) Movement Science; 2) Occupational Science; 3) Practice Science; 4) Rehabilitation Health Services Studies; 5) Rehabilitation Technology Sciences; 6) Social and Cognitive Rehabilitation Sciences; and 7) Speech-Language Pathology.

Applicants may enter the PhD program via one of ~~three~~ routes: 1) following completion of an appropriate master's degree; ~~or 2) transfer from the University of Toronto MSc program; or 3) 2) direct entry following completion of a BSc degree.~~

### Fields:

1) Movement Science;  
2) Occupational Science;  
~~3) Practice Science~~ 3) Rehabilitation Health Services Studies;  
4) Rehabilitation Technology Sciences;  
5) Social and Cognitive Rehabilitation Sciences;  
6) Speech-Language Pathology

## PhD Program

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Rehabilitation Sciences Institute's additional admission requirements stated below.
- Applicants must have graduated with a minimum A– from a relevant thesis-based master's program, such as Occupational Therapy, Physical Therapy, Rehabilitation Sciences, and Speech-Language Pathology.
- Applicants must submit the following along with their application: a letter of intent, two confidential reference letters that indicate the applicant's preparation and competence to conduct research, and curriculum vitae.
- Applicants may be counselled prior to admission and provided with materials regarding potential PhD supervisors. Applicants must identify a faculty member who has agreed to serve as research supervisor. The research supervisor is expected to examine a completed thesis and/or manuscripts and university transcripts.
- Applicants who were educated outside Canada, whose primary language is not English, and who graduated from a university where the language of instruction and examination was not English, must demonstrate proficiency in the English language through the successful completion of one of the following tests:
  - **Test of English as a Foreign Language (TOEFL)** and the **Test of Written English (TWE)** with the following minimum scores:
    - paper-based TOEFL: 600 and 5 on the TWE
    - Internet-based TOEFL (IBT): 100/120 and 22/30 on the writing and speaking sections.
  - **International English Language Testing System (IELTS)**: minimum score of 7.5.
  - **Certificate of Proficiency in English (COPE)**: see [General Regulations, 4.3 English-Language Proficiency](#).
  - **U of T School of Continuing Studies academic preparation**: see [General Regulations, 4.3 English-Language Proficiency](#).

### Program Requirements

- **Coursework.** A minimum of **2.01.5 full-course equivalents (FCEs)** as follows:
  - ~~REH3100H Advanced Rehabilitation Research Issues or equivalent (0.5 FCE) if an equivalent was not taken at the master's level.~~
  - ~~REH3001Y0H RSI PhD Seminar – Foundations of Professional Development~~ ~~Advanced Rehabilitation Presentation and Proceedings (1.00.5 FCE; Credit/No Credit).~~ Attendance is expected during ~~the first two y~~ **Years 1** of the program. ~~Students remain enrolled and are encouraged to attend until completion of the degree.~~
  - **0.5 FCE in An advanced research methods or statistics course (0.5 FCE).**
  - **0.5 graduate-FCE in an area related to the student's thesis.**



~~○ Students may be required to take extra courses in addition to the degree requirements listed above.~~

- A **candidacy comprehensive examination**, with written and oral components, to be taken in the first 18 months of the program.
- Completion and defence of a **thesis**.
- Students are encouraged to participate in student and faculty **research seminars** in addition to their regular course requirements.
- **Residence**. Students are expected to be on campus and participating full-time until all program requirements are completed.

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#### Program Length

4 years

#### Time Limit

6 years

## PhD Program (Transfer)

### Transfer Requirements

Transfer applicants must:

- Be enrolled in the MSc program in Rehabilitation Science. Excellent students with high academic standing (normally a minimum **A-B+** average on MSc courses) who have clearly demonstrated the ability to do research at the doctoral level may be considered for transfer to the PhD program. Recommendation of the advisory committee is required.
- Successfully complete a reclassification transfer exam within **24** months of starting the MSc program.
- Successfully complete REH1100H *Introduction to Rehabilitation Research* and REH2001H *RSI MSc Seminar – Foundations of Professional Development* (Credit/No Credit) course code, a research methods or statistics course at the master's level, and be concurrently enrolled in REH2001H *RSI MSc – Foundations of Professional Development* (Credit/No Credit).

### Program Requirements

- **Coursework**. A minimum of **3.0 full-course equivalents (FCEs)** as follows:
  - REH1100H *Introduction to Rehabilitation Research* (0.5 FCE)
  - REH3001H *RSI PhD Seminar – Foundations of Professional Development* (0.5 FCE; Credit/No Credit)
  - 0.5 FCE in research methods or statistics
  - 0.5 FCE in advanced research methods or statistics
  - 1.0 FCE in an area related to the student's thesis.
- A **transfer examination**, with written and oral components, to be taken in the first ~~XX~~18 months of the program.
- Completion and defence of a **thesis**.

- Students are encouraged to participate in student and faculty **research seminars** in addition to their regular course requirements.
- **Residence.** Students are expected to be on campus and participating full-time until all program requirements are completed.

#### Program Length

5 years

#### Time Limit

7 years

## PhD Program (Direct-Entry)

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Rehabilitation Sciences Institute's additional admission requirements stated below.
- Well-qualified students with excellent research potential holding a BSc degree may be considered for direct admission to the PhD program. These applicants must:
  - Have a minimum A+/A average (GPA 4.0) in an undergraduate program from a recognized university;
  - Have previous relevant research experience, outstanding references, and a personal recommendation from a potential supervisor.
- Applicants must submit the following along with their application: a letter of intent, two confidential reference letters that indicate the applicant's preparation and competence to conduct research, and curriculum vitae.
- Applicants may be counselled prior to admission and provided with materials regarding potential PhD supervisors. Applicants must identify a faculty member who has agreed to serve as research supervisor. The research supervisor is expected to examine a completed thesis and/or manuscripts and university transcripts.
- Applicants who were educated outside Canada, whose primary language is not English, and who graduated from a university where the language of instruction and examination was not English, must demonstrate proficiency in the English language through the successful completion of one of the following tests:
  - **Test of English as a Foreign Language (TOEFL)** and the **Test of Written English (TWE)** with the following minimum scores:
    - paper-based TOEFL: 600 and 5 on the TWE
    - Internet-based TOEFL (IBT): 100/120 and 22/30 on the writing and speaking sections.
  - **International English Language Testing System (IELTS):** minimum score of 7.5.
  - **Certificate of Proficiency in English (COPE):** see [General Regulations, 4.3 English-Language Proficiency](#).

- o **U of T School of Continuing Studies academic preparation:** see [General Regulations, 4.3 English-Language Proficiency](#).

#### Program Requirements

- **Coursework.** A minimum of **3.05 full-course equivalents (FCEs)** as follows:
  - o [REH1100H Introduction to Rehabilitation Research \(0.5 FCE\)](#)
  - o [REH3001H RSI PhD Seminar – Foundations of Professional Development \(0.5 FCE; Credit/No Credit\)](#). Attendance is expected during ~~the~~ **Yfirst year 1** of the program.
  - o ~~0.5graduate~~ FCE in research methods or statistics:
  - o ~~0.5 FCE in advanced research methods or statistics~~
  - o ~~1.0 graduate~~-FCE in an area related to the student's thesis.
  - o ~~REH3100H Advanced Rehabilitation Research Issues or equivalent (0.5 FCE).~~
  - o ~~REH3001Y0 Advanced Rehabilitation Presentation and Proceedings (1.0 FCE; Credit/No Credit)~~. Attendance is expected during the first two years of the program. Students remain enrolled and are encouraged to attend until completion of the degree.
  - o ~~REH1100H Theory and Research in Rehabilitation Science (0.5 FCE).~~
  - o ~~REH1120H Research Methods for Rehabilitation Science (0.5 FCE).~~
  - o ~~REH1130H Theory and Research in Occupational Science or REH1140H Theory and Research in Physical Therapy (0.5 FCE).~~
  - o ~~An advanced research methods course (0.5 FCE). Students may be required to take extra courses in addition to the degree requirements listed above.~~
- A ~~candidacy~~**comprehensive examination**, with written and oral components, to be taken in the first 2.5 years of the program.
- Completion and defence of a **thesis**.
- Students are encouraged to participate in student and faculty **research seminars** in addition to their regular course requirements.
- **Residence.** Students are expected to be on campus and participating full-time until all program requirements are completed.

#### Program Length

5 years

#### Time Limit

7 years

~~o Course that may continue over a program. Credit is given when the course is completed.~~

## Rehabilitation Sciences: Rehabilitation Science PhD; Field: Practice Science

### Doctor of Philosophy

#### Program Description

The PhD program will prepare candidates for a career in scientific research; that is, graduates will feed the demand for rehabilitation scientists and academic faculty in Canada and the global market. Graduates will be expected to acquire autonomy in conducting research and developing an independent research program. The program is designed to provide a broad knowledge of rehabilitation science research as well as advanced research skills and methodologies including acquisition of funding, formulation of research questions, discovery of new knowledge, data collection, analysis and interpretation, scholarly presentation, and publication and translation of knowledge for consumption by appropriate stakeholders.

The program is offered in the following fields: 1) Movement Science; 2) Occupational Science; 3) Practice Science; 4) Rehabilitation Health Services Studies; 5) Rehabilitation Technology Sciences; [and](#) 6) Social and Cognitive Rehabilitation Sciences.

Applicants may enter the PhD program via one of two routes: 1) following completion of an appropriate master's degree or 2) direct entry following completion of a BSc degree.

## Field: Practice Science

**Effective January 2021, admissions to the field in Practice Science have been administratively suspended.**

## PhD Program

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Rehabilitation Sciences Institute's additional admission requirements stated below.
- Applicants must have graduated with a minimum A– from a relevant thesis-based master's program, such as Occupational Therapy, Physical Therapy, Rehabilitation Sciences, and Speech-Language Pathology.
- Applicants must submit the following along with their application: a letter of intent, two confidential reference letters that indicate the applicant's preparation and competence to conduct research, and curriculum vitae.
- Applicants may be counselled prior to admission and provided with materials regarding potential PhD supervisors. Applicants must identify a faculty member who has agreed to serve as research supervisor. The research supervisor is expected to examine a completed thesis and/or manuscripts and university transcripts.
- Well-qualified students with excellent research potential holding a BSc degree may be considered for direct admission to the PhD program. These applicants must:
  - Have a minimum A+/A average (GPA 4.0) in an undergraduate program from a recognized university;
  - Have previous relevant research experience, outstanding references, and a personal recommendation from a potential supervisor.

- Applicants who were educated outside Canada, whose primary language is not English, and who graduated from a university where the language of instruction and examination was not English, must demonstrate proficiency in the English language through the successful completion of one of the following tests:
  - **Test of English as a Foreign Language (TOEFL)** and the **Test of Written English (TWE)** with the following minimum scores:
    - paper-based TOEFL: 600 and 5 on the TWE
    - Internet-based TOEFL (IBT): 100/120 and 22/30 on the writing and speaking sections.
  - **International English Language Testing System (IELTS)**: minimum score of 7.5.
  - **Certificate of Proficiency in English (COPE)**: see [General Regulations, 4.3 English-Language Proficiency](#).
  - **U of T School of Continuing Studies academic preparation**: see [General Regulations, 4.3 English-Language Proficiency](#).

#### Program Requirements

- **Coursework.** A minimum of **3.5 full-course equivalents (FCEs)** as follows:
  - REH3100H *Advanced Rehabilitation Research Issues* or equivalent (0.5 FCE) if an equivalent was not taken at the master's level.
  - REH3001Y<sup>0</sup> *Advanced Rehabilitation Presentation and Proceedings* (1.0 FCE; Credit/No Credit). Attendance is expected during the first two years of the program. Students remain enrolled and are encouraged to attend until completion of the degree.
  - REH3301H *Knowledge Translation in Rehabilitation: Foundational Knowledge and Innovative Applications* (0.5 FCE).
  - REH3302H *Determinants of Rehabilitation Practice* (0.5 FCE).
  - REH3303H *Rehabilitation Clinical Practicum* (0.5 FCE).
  - An advanced research methods course (0.5 FCE).
  - Students may be required to take extra courses in addition to the degree requirements listed above.
- A **comprehensive examination**, with written and oral components, to be taken in the first 18 months of the program.
- Completion and defence of a **thesis**.
- Students are encouraged to participate in student and faculty **research seminars** in addition to their regular course requirements.
- **Residence.** Students are expected to be on campus and participating full-time until all program requirements are completed.

#### Program Length

4 years

#### Time Limit

6 years

<sup>0</sup> Course that may continue over a program. Credit is given when the course is completed.

## PhD Program (Direct-Entry)

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Rehabilitation Sciences Institute's additional admission requirements stated below.
- Well-qualified students with excellent research potential holding a BSc degree may be considered for direct admission to the PhD program. These applicants must:
  - Have a minimum A+/A average (GPA 4.0) in an undergraduate program from a recognized university;
  - Have previous relevant research experience, outstanding references, and a personal recommendation from a potential supervisor.
- Applicants must submit the following along with their application: a letter of intent, two confidential reference letters that indicate the applicant's preparation and competence to conduct research, and curriculum vitae.
- Applicants may be counselled prior to admission and provided with materials regarding potential PhD supervisors. Applicants must identify a faculty member who has agreed to serve as research supervisor. The research supervisor is expected to examine a completed thesis and/or manuscripts and university transcripts.
- Applicants who were educated outside Canada, whose primary language is not English, and who graduated from a university where the language of instruction and examination was not English, must demonstrate proficiency in the English language through the successful completion of one of the following tests:
  - **Test of English as a Foreign Language (TOEFL)** and the **Test of Written English (TWE)** with the following minimum scores:
    - paper-based TOEFL: 600 and 5 on the TWE
    - Internet-based TOEFL (IBT): 100/120 and 22/30 on the writing and speaking sections.
  - **International English Language Testing System (IELTS)**: minimum score of 7.5.
  - **Certificate of Proficiency in English (COPE)**: see [General Regulations, 4.3 English-Language Proficiency](#).
  - **U of T School of Continuing Studies academic preparation**: see [General Regulations, 4.3 English-Language Proficiency](#).

### Program Requirements

- **Coursework.** A minimum of **5.0 full-course equivalents (FCEs)** as follows:
  - REH3100H *Advanced Rehabilitation Research Issues* or equivalent (0.5 FCE) if an equivalent was not taken at the master's level.
  - REH3001Y<sup>0</sup> *Advanced Rehabilitation Presentation and Proceedings* (1.0 FCE; Credit/No Credit). Attendance is expected during the first two years of the program. Students remain enrolled and are encouraged to attend until completion of the degree.

- REH3301H *Knowledge Translation in Rehabilitation: Foundational Knowledge and Innovative Applications* (0.5 FCE).
- REH3302H *Determinants of Rehabilitation Practice* (0.5 FCE).
- REH3303H *Rehabilitation Clinical Practicum* (0.5 FCE).
- REH1100H *Theory and Research in Rehabilitation Science* (0.5 FCE).
- REH1120H *Research Methods for Rehabilitation Science* (0.5 FCE).
- REH1130H *Theory and Research in Occupational Science* or REH1140H *Theory and Research in Physical Therapy* (0.5 FCE).
- An advanced research methods course (0.5 FCE).
- Students may be required to take extra courses in addition to the degree requirements listed above.
- A **comprehensive examination**, with written and oral components, to be taken in the first 2.5 years of the program.
- Completion and defence of a **thesis**.
- Students are encouraged to participate in student and faculty **research seminars** in addition to their regular course requirements.
- **Residence**. Students are expected to be on campus and participating full-time until all program requirements are completed.

#### Program Length

5 years

#### Time Limit

7 years

<sup>0</sup> Course that may continue over a program. Credit is given when the course is completed.

## Rehabilitation Sciences: Rehabilitation Science MSc, PhD Courses

Since not all courses are offered each academic year, the department should be consulted each session as to [course offerings](#).

REH1100H	<del>Theory and Research in Rehabilitation Science</del> <a href="#">Introduction to Rehabilitation Research</a>
REH1120H	Research Methods for Rehabilitation Science
<del>REH1130H</del>	<del>Theory and Research in Occupational Science</del>
<del>REH1140H</del>	<del>Theory and Research in Physical Therapy</del>
REH1510H	Disordered and Restorative Motor Control

REH2000H	Individual Reading and Research Course
<del>REH2001H</del> <sup>4</sup> REH2001H	<del>Rehabilitation Presentations and Proceedings</del> RSI MSc Seminar – Foundations of Professional Development
<del>REH3001H</del> <sup>4</sup> REH3001H	<del>Advanced Rehabilitation Presentation and Proceedings</del> RSI PhD Seminar – Foundations of Professional Development
REH3100H	Advanced Rehabilitation Research Issues
REH3140H	Disability, Embodiment, and Voice in the Rehabilitation Science Context
REH3301H	Knowledge Translation in Rehabilitation: Foundational Knowledge and Innovative Applications
REH3302H	Determinants of Rehabilitation Practice
REH3303H	Rehabilitation Clinical Practicum
REH3400H	Therapeutic Exercise in Rehabilitation: Emerging Trends and Research Approaches
REH3500H	Gender, Work, and Health
REH5100H	Introduction to Cognitive Rehabilitation Neuroscience I: Basic Science to Clinical Applications
REH3600H	Synthesis Toolkit: Approaches and Methodologies
JRP1000H	Theory and Method for Qualitative Researchers: An Introduction

<sup>4</sup>Course that may continue over a program. Credit is given when the course is completed.

## Rehabilitation Sciences: Speech Language Pathology MSc

### Master of Science

#### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies.
- Applicants must also satisfy the Rehabilitation Sciences Institute's additional admission requirements stated below.
- An appropriate bachelor's degree in speech language pathology or a related discipline, with a minimum of a mid-B in the final year of the program.
- Prior to admission, an applicant must identify a faculty member who has agreed to serve as research supervisor. The research supervisor may want to examine a completed thesis and/or manuscripts and university transcripts.
- Applicants who were educated outside Canada, whose primary language is not English, and who graduated from a university where the language of instruction and examination was not English, must demonstrate proficiency in the English language through the successful completion of one of the following tests:
  - Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE):
    - \* paper-based TOEFL: minimum 600 and 5 on the TWE
    - \* Internet-based TOEFL (IBT): minimum 100/120 and 22/30 on the writing and speaking sections
  - International English Language Testing System (IELTS): minimum score of 7.5
  - Certificate of Proficiency in English (COPE): see General Regulations, section 4.3 English Language Proficiency



- U of T School of Continuing Studies Academic English preparation: see General Regulations, section 4.3 English Language Proficiency.

### Program Requirements

- **Coursework.** Normally, students must complete a minimum of **2.0 full-course equivalents (FCEs)** as follows:
  - At least 1.0 FCE in research design and methodology.
  - At least 1.0 FCE in the area of research interest.
  - Course requirements are determined by the student's supervisory committee.
- Participate in student and faculty **research seminars**.
- Submission of a **thesis** based on the student's research, and completion of an **oral examination** of the thesis.
- Minimum of 12 months of full-time study. Students should be aware that completion of the thesis may take longer.
- Reclassification. MSc students who demonstrate outstanding potential for advanced research in the discipline may be recommended by their supervisory committee for a reclassification examination which, when passed, allows them transfer into the PhD program. Examination normally is undertaken following the completion of at least one session and within 18 months of registration in the MSc program.

### Program Length

6 sessions full-time (typical registration sequence: FAW/S/FAW/S)

### Time Limit

3 years full-time

## Rehabilitation Sciences: Speech Language Pathology PhD

### Doctor of Philosophy

Applicants may enter the PhD program via one of two routes: 1) following completion of an appropriate master's degree or 2) transfer from the University of Toronto MSc program.

### PhD Program

#### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies.
- Applicants must also satisfy the Rehabilitation Sciences Institute's additional admission requirements stated below.
- Normally, applicants are expected to have completed an MSc or MA degree in speech language pathology or a related discipline, with a minimum of a B+ average over the course of the program.
- Applicants must submit the following with their application: a letter of intent, two confidential reference letters that indicate the applicant's preparation and competence to conduct research, and curriculum vitae.
- Demonstrated advanced research qualifications in speech and language sciences.
- Applicants may be counselled prior to admission and provided with materials regarding potential PhD supervisors. Applicants must identify a faculty member who has agreed to serve as research supervisor. The research supervisor is expected to examine a completed thesis and/or manuscripts, reference letters, and university transcripts.
- Applicants who were educated outside Canada, whose primary language is not English, and who graduated from a university where the language of instruction and examination was not English, must demonstrate proficiency in the English language through the successful completion of one of the following tests:
  - Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE):
    - \* paper-based TOEFL: minimum 600 and 5 on the TWE
    - \* Internet-based TOEFL (IBT): minimum 100/120 and 22/30 on the writing and speaking sections
  - International English Language Testing System (IELTS): minimum score of 7.5
  - Certificate of Proficiency in English (COPE): see General Regulations, section 4.3 English Language Proficiency
  - U of T School of Continuing Studies Academic English preparation: see General Regulations, section 4.3 English Language Proficiency.
- Students who graduated from a university outside North America are strongly encouraged to contact the Coordinator of Graduate Studies before applying.
- Reclassification. MSc students who demonstrate outstanding potential for advanced research in the discipline may be recommended by their supervisory committee for a reclassification examination which, when passed, allows them transfer into the PhD program. Examination normally is undertaken following the completion of at least one session and within 18 months of registration in the MSc program.

#### Program Requirements

- **Coursework.** Students must complete a minimum of **2.0 full-course equivalents (FCEs)** as follows:
  - REH3100H *Advanced Rehabilitation Research Issues* (0.5 FCE) if an equivalent was not taken at the master's level.

- Advanced research methods and design courses (minimum 1.0 FCE).
- 0.5 graduate FCE related to the area of study.
- Attendance every two weeks at the SLP Research Colloquia (0.0 FCE).
- Course requirements are determined by the student's supervisory committee.
- Students may be required to take extra courses in addition to the degree requirements listed above.
- Students must demonstrate evidence of adequate **knowledge in research design and statistics** or must include suitable coursework as determined by the supervisory committee.
- A **comprehensive examination**, with written and oral components, to be taken in the first 18 months of the program.
- Completion and defence of a **thesis** in a formal departmental defence, followed by the SGS Doctoral Final Oral Examination.
- Participation in student and faculty **research seminars** in addition to the regular course requirements.
- Students are expected to be on campus and participating full-time until all program requirements are completed.
- **Program Length**
- 4 years full-time; 5 years transfer from master's
- **Time Limit**
- 6 years full-time; 7 years transfer from master's
-

# University of Toronto Proposal: Closure of an Existing Program (Graduate or Undergraduate)

This template has been developed in line with the University of Toronto’s Quality Assurance Process. The process followed for the closure of any program is the same as that required for the approval of any new such program.

<b>Closure proposed; please specify precisely what is being closed:</b>	MSc and PhD in Speech-Language Pathology
<b>Department/unit if applicable:</b>	Rehabilitation Sciences Institute
<b>Faculty/academic division:</b>	Medicine/Division 4
<b>Faculty/academic division contact:</b>	Justin Nodwell, Vice Dean, Research and Graduate Education Rachel Zulla, Graduate Affairs Officer
<b>Department/unit contact:</b>	Yana Yunusova, Acting Director, Rehabilitation Sciences Institute Kristen Musselman, Assistant Professor, Department of Physical Therapy and Rehabilitation Sciences
<b>Effective date program was administratively suspended to new admissions:</b>	January, 2021
<b>Effective date of full closure of program:</b>	August 31, 2027
<b>Version date:</b>	August 12, 2021

## 1 Brief Summary

- Please clarify precisely what is being closed.
- What is the relationship between what is being closed and any remaining offerings:
  - ▶ If only part of a program is being closed, please clarify the relationship between this and those portions of the program that will remain open.

This proposal is to close the MSc and PhD programs in Speech-Language Pathology housed in the Rehabilitation Sciences Institute. These programs were administratively suspended as of January 2021. There are currently 7 students in the programs, who are expected to complete their programs ahead of the effective date of closure, August 31, 2027. The program is being closed due to re-structuring/ re-alignment across the fields under the umbrella of Rehabilitation Sciences.

The academic content of these programs will be fully available to future students within a new field called “Speech-language Pathology” in the existing MSc and PhD programs in

Rehabilitation Sciences. The new field is being created through a separate major modification proposal that has been developed at the same time as this proposal. The new field in the MSc and PhD will be available to students as of September 1, 2022.

The separate professional master's program, the Master of Health Science in Speech-Language Pathology offered by the Department of Speech-Language Pathology is not impacted by this proposal and will continue to be offered.

## 2 Academic Rationale

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Background:

- You may wish to speak to when the program was first created; how long has it been offered; past success of the program.
- What has led to the decision to close the program?
- Please provide a full academic rationale:
  - ▶ You may wish to refer to changing enrolment; changing disciplinary landscape; shifting expertise of the professoriate; poor quality of the academic offering; overlap with other existing programs.
  - ▶ Where appropriate, you may want to quote from recent unit or program reviews.
  - ▶ Explain alignment with the unit's academic plan.

The Rehabilitation Sciences Institute (RSI) offers the graduate research programs associated with the research portfolios of faculty members in the Departments of Occupational Science and Occupational Therapy, Physical Therapy and the Department of Speech-Language Pathology, as well as for rehabilitation scientists across various other U of T departments (e.g., Medicine, Kinesiology, Psychology, Engineering etc.) and hospital-based research institutes.

The graduate MSc research program in Rehabilitation Sciences was initially created within the Graduate Department of Rehabilitation Sciences (GDRS) in 1995, with the PhD program established in 2004. GDRS was replaced by the Rehabilitation Sciences Institute (RSI) as a EDU-B, which was established effective January 1, 2015. The research-stream graduate programs (MSc and PhD) in Speech-language Pathology previously offered by the Department of Speech- Language Pathology were administratively transferred to RSI effective September 1, 2015. The profession master's degree program, the MHSc in Speech-Language Pathology, continued to be offered by the Department of Speech-Language Pathology. That program is not impacted by this proposal.

RSI currently offers four degree programs: MSc and PhD in Rehabilitation Sciences and MSc and PhD in Speech-language Pathology (SLP). The Rehabilitation Sciences degree programs include six fields: (1) Movement Science; (2) Occupational Science; (3) Rehabilitation Health Services Studies; (4) Rehabilitation Technology Sciences; (5) Social and Cognitive Rehabilitation Sciences, and (6) Practice Science. The SLP programs currently have two fields:

(1) Language Development and Disorders Across the Lifespan, and (2) Normal and Disordered Speech and Swallowing.

The academic content of the Speech Language Pathology programs will be offered through a field in the MSc and PhD program in Rehabilitation Sciences being created through a separate major modification proposal to be approved in the Temerty Faculty of Medicine in Fall 2021 and effective as of September 2022. The new field will align fully with other similar fields/specializations in Rehabilitation Sciences (e.g., Occupational Science and Occupational Therapy, Movement Science and Physiotherapy, which are two other large disciplines in Rehabilitation Sciences). Note that a similar alignment exists across other rehabilitation program in Canada and US. For example the University of Alberta Faculty of Rehabilitation Medicine includes all three rehabilitation fields and offers research MSc and PhD programs in Rehabilitation Sciences with Speech-language Pathology as field of research:

<https://www.ualberta.ca/rehabilitation/programs/phd-in-rehabilitation-science/index.html>

Another example from the US is the MGH Institute for Health Professions closely affiliated with Harvard University: <https://www.mghihp.edu/overview/phd-rehabilitation-sciences-program#node-55161>

This proposal is to close the MSc and PhD programs in Speech-language Pathology, effective August 31, 2027. There are several reasons to close the programs:

Rehabilitation Sciences is a multidisciplinary field with Speech-language Pathology being one of its key clinical and research areas. Although historically Speech-language Pathology was a separate program housed in a separate department within the Rehabilitation Sciences Sector, its merger with Rehabilitation Sciences Institute in 2015 provided an opportunity for streamlining Speech-language Pathology with the rest of the Rehabilitation disciplines at U of T. As part of the recent curricular review, it was decided that SLP would be more closely structurally aligned within the Rehab Sciences as a field of study instead of a separate program, resulting in the current proposal.

Recent curricular review of the Rehabilitation Sciences programs further provided an opportunity to examine the Rehabilitation Sciences and Speech-language Pathology programs in detail. This review revealed that currently all Rehabilitation Sciences students (including those in the Speech-language Pathology programs) are trained in the same way and that curricular differences between Rehabilitation Sciences and Speech-language Pathology are extremely minimal. The curriculum review also focused on enhancing program flexibility and strengthening professional development preparation in the Rehabilitation Sciences programs. The curriculum has been revised to support these goals through the same Major Modifications proposal that opens the Speech-Language Pathology field in the MSc and PhD in Rehabilitation Science.

As the Rehabilitation Sciences research programs grow in size, more and more students seek employment outside of the traditional academia. The job market for Rehabilitation Sciences graduates in the broader Rehabilitation sector within government, non-profits, and industry

is much larger than for Speech-language Pathology alone. With identical training offered by our Institute, Speech-language Pathology graduates are well positioned to compete for the same jobs as other rehabilitation professionals, and the proposed change in the designation from a program to a field will help our graduates to see themselves as suitable for these employment opportunities.

### 3 Impact on Other Programs/Units of the Proposed Closure

- Please provide evidence of consultation with any programs/units/faculties that will be affected.
- What are the positive and negative implications that need to be considered in the closure.
- Impact on the nature and quality of the division's program of study.
- Impact of closure on other units including inter-divisional and inter-institutional agreements/contracts.
- Please mention if the courses that supported this degree, program or program option will continue to be offered.

Substantial consultations with students and faculty in Speech-language Pathology and Rehabilitation Sciences preceded this proposal. This decision was discussed at the respective faculty meetings: Rehabilitation Science Institute & Department of Speech-Language Pathology, Executive & Program and Curricula Committee (PCC), Academic Affairs Committee, as well as with the students in the research PhD and MSc programs in Speech-language Pathology (survey conducted).

Positive implications noted were: (1) streamlining of Speech Pathology within other rehabilitation fields; (2) advantages in term of students finding employment after graduation within the broader discipline of Rehabilitation; (3) administrative simplification.

Through the Speech-Language Pathology Student Survey (Appendix 1), some students expressed concern about being less competitive for academic jobs in Speech-language Pathology. However, this concern was addressed by explaining to the students that the specialization will still be indicated on the transcript in the form of a field.

There will be no impact on the nature and quality of the studies of students in the Speech-Language Pathology specialization. Both coursework and research experiences will remain as they are currently.

No impact is expected on other units including inter-divisional and inter-institutional agreements/contracts.

There are currently two courses associated with the Speech-Language Pathology program: SLP3002H Research Methodologies in Communication Sciences and SLP4001H Philosophical and Theoretical Foundations of Communication Sciences (both

offered as electives), with the last enrollment 13 and 10 years ago, respectively and have been deactivated.

## 4 Student Accommodation

- Please include the current enrolment showing breakdown, by year, in the program or option being closed.

Table 1: Current Graduate Enrolment, as of August 2021

	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7
Current enrolment: MSc	1	2	-	-	-	-	-
Current enrolment: PhD	0	0	0	1	1	0	2
Total	1	2	0	1	1	0	[2]*

- Provide details concerning how students in progress will be accommodated.
  - ▶ Will students be allowed to complete their program or be transferred to another program? In the latter instance, please comment on the ease with which they can complete the requirements of the new program and show evidence of consultation, if relevant.
  - ▶ Deadline by which accommodated students must complete the program—if there are grounds for concern, what are their options if they have not completed the program by that deadline?
  - ▶ Capacity/course availability to accommodate affected students.
  - ▶ Can inactive students reactivate to the closed program?
- What will the impact of the proposed closure be on the range of academic options available to students in the future (i.e., are there other programs or options that will fill the void that may or may not be created by the closure)?
- Consultation with students.
  - ▶ Please provide details concerning consultation with students around the proposed change, including:
    - meetings, town halls, emails, questionnaires
    - any response or feedback received
  - ▶ How will students be notified of the change following approval?

Consultations with the students in the SLP MSc and PhD programs were in the form of a town hall (October 2020), and survey (November 2020). Ten (out of 14) Speech-Language Pathology students (PhD=7; MSc=3) responded to the survey. To the statement: “I support merging RSI-SLP with RSI, with SLP remaining as a field with the RSI”, 2 students responded as Neutral, while the remaining student responded as either Agree or Strongly Agree. Subsequently, an email follow-up was sent to the students and their supervisors with the example of the U of T parchment/ diploma and a transcript to clarify how fields are indicated in these documents. Students were encouraged to discuss advantages/ disadvantages of

transferring to the MSc and PhD in Rehabilitation Sciences versus staying in the same program with their supervisors and/or the graduate coordinator.

Currently (July 2021) there are 3 MSc and 4 PhD students (Year 4 and above; \*[2] on a leave of absence currently) enrolled in the Speech-Language Pathology program. All current PhD students in the PhD program achieved their candidacy status and are in the final phases of their thesis preparations; as such their progress towards degree completion will not be affected by this change. The effective date of closure, August 31, 2027, is aligned with when students must have completed the program according to SGS extension regulations.

There were 5 students in Years 1 and 2 of SLP - PhD in January 2021, who opted to switch to the Rehabilitation Sciences PhD program. First, these students were asked as to whether they would like to remain in their current program or transfer to the Rehabilitation Sciences program. As a result, all 5 transferred into the Rehabilitation Sciences, after consultation with their supervisors. The transfer was viewed by them as simply a formality, since the requirements of the two programs are identical, as mentioned before, and there are several advantages of a degree in Rehabilitation Sciences, which is being viewed as more general than one in Speech-language Pathology. After the new field is created, the program will ensure these students are correctly coded in systems to indicate Speech-Language Pathology as their study field.

As of January 2021, the admission to the Speech-Language Pathology program has been suspended and no new students are expected in this program.

There will be no impact of the proposed closure on the range of academic options available to students in the future, including coursework (e.g., electives - all of our students take additional elective courses beyond the minimal coursework requirements).

## 5 Faculty/Staff Accommodation

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- What is the impact, if any, on faculty and staff of the closure?

No impact is expected on faculty. The Rehabilitation Sciences Institute members who specialize in Speech-Language Pathology will continue to recruit and train their research students as in the past. There will be no effect on faculty workload or their contributions to the workings of the Institute.

## 6 UTQAP Process

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The governance pathway is summarized in the table below.



<b>Steps</b>	<b>Approvals</b>
Decanal sign-off	August 12, 2021
VPAP sign-off	August 12, 2021
Faculty/divisional council (approval of closure of minors, where there is a continuing specialist or major)	GLSE Graduate Curriculum Committee, August 17, 2021 TFOM Education Committee, September 16, 2021 (pending) TFOM Faculty Council, October 18, 2021 (pending)
Submission to Provost's office	
AP&P (approval of program closures: undergrad specialists/majors; minors where there is no specialist or major; graduate fields or diploma; and collaborative programs)	
Academic Board (approval of degree, graduate program, diploma closures)	
Executive Committee of Governing Council (executive confirms degree, grad program, closures)	
Inclusion in annual report to Quality Council	July 2022
Inclusion in annual report to MCU (in case of closure of degree)	