



UNIVERSITY of TORONTO

Proposal for a

**Master of Science in Community Health (M.Sc.C.H.) Program
and a
Graduate Diploma in Community Health (Dip.C.H.) (OCGS Type 1)**

Graduate Department of Public Health Sciences (PHS)
Faculty of Medicine
January 2007

1. Executive Summary

This proposal for a distinct, new **Master of Science in Community Health (MScCH)** program in the Graduate Department of Public Health Sciences (PHS) addresses the critical and recognized need for established health professionals to acquire formal professional development through graduate studies, particularly to enhance their teaching and clinical/public health leadership expertise within their disciplines. The program will enable these health professionals to further develop their analytical, critical, scholarly, professional, and knowledge translation skills to promote changes in practice within a wide range of health science disciplines and professions. Since it is a unique program with few competitors, the program is expected to attract students from across Canada and internationally. The program will be offered, largely using a flexible, time-efficient, classroom-based, modular programmatic delivery model. It will use existing facilities and current faculty within the Faculty of Medicine.

Initially, four fields are being proposed for the MScCH:

- Family and Community Medicine (FCM)
- Health Practitioner Teacher Education (HPTE)
- Public Health Nutrition (PHN)
- Wound Prevention and Care (WPC)

The MScCH program is intended for, and entry will be limited to, established health professionals (i.e., highly academically and professionally qualified students). The program requires the completion of 5.0 full course credit equivalents (FCE). All students will complete at least one introductory public health course and the majority will complete one or more graduate courses addressing the theories and strategies of effective teaching. Field specific required courses, electives and one or two supervised field placements or practica round out the program. An OCGS-defined Type 1 Diploma option will consist of 3.5 FCEs, as a *specified* subset of the required courses. There is no thesis requirement.

This program was included as a key initiative in the most recent (2004-10) PHS Departmental Academic Plan. The proposed program fits squarely within the Faculty of Medicines' Academic Plan 2004-2010, which articulated the need to "Advance our scientific and professional training platform for the 21st century" as a major objective. Four fields are currently being proposed, although PHS views the MScCH as a training platform for a number of other potential, public health-relevant fields such as Infection Control and Global Health. PHS currently offers a Master of Health Science program, providing research and applied public health training, and a doctoral program. The proposed MScCH differs substantially from these existing PHS programs in its **emphasis and content** (PH core with an education theme), **intended audience** (health professional practitioners) **and delivery model**.

2. Academic

2.1 Description and rationale for the proposal

The proposed professional degree program described in this submission will lead to a Master of Science in Community Health (MScCH). This degree program with an OCGS-defined Type 1 Diploma option, differs from the existing PHS degrees in its **emphasis, content, intended audience and method of delivery**. Unlike the current Master of Health Science (MHSc) program that has been offered by the Department of Public Health Sciences for more than three decades, the proposed MScCH is intended to provide a formal graduate program option for established health professionals who wish to enhance their professional knowledge and skills, while being able to remain employed/in practice. The academic objective of the MScCH/Type 1 Diploma program is to produce health practitioners who combine enhanced health professional leadership and teaching skills with a comprehensive understanding of public health, and of their specific fields or specialty areas. Equally important, participants in the program will enhance and refine their critical, analytic, interpretive and scholarly skills. Furthermore, this program will help develop professional models for improved interprofessional team practice and education spanning clinical, community and public health. The program's academic objectives will be achieved through course work which includes lectures, seminars, case studies, literature review, as well as individual and group assignments. In some areas, specified current Continuing Education offerings at the Faculty of Medicine will form the basis for partial credit towards the specified companion graduate course. Practica experiences will provide the students with opportunities to apply, critically evaluate and reflect upon their new skills. At the present time, four fields are being proposed for the MScCH:

- Health Practitioner Teacher Education (HPTE)
- Family and Community Medicine (FCM)
- Public Health Nutrition (PHN)
- Wound Prevention and Care (WPC)

The first field (Health Practitioner Teacher Education) is seen to be broadly generic, applicable to all health professions, also forming a theme for other fields. The other three represent specific professional practice disciplines. All fill recognized voids in high quality professional graduate education and existing student demand has been demonstrated (see Section 2.3).

The MScCH program requires the completion of 5.0 full course credit equivalents (FCE), including core and field specific requirements, electives and one or two supervised field placements or practica. An OCGS-defined Type 1 Diploma option will consist of 3.5 FCEs, as a *specified* subset of the required courses. There is no thesis requirement. The program allows students to complete the program through 12 months of intensive study, or over a maximum period of five years of part-time study. In some cases students who have achieved at least A- standards in specified Continuing Education courses may receive partial credit toward the companion graduate courses in the degree program (see Section 2.7.1.3).

The program will be offered by the Graduate Department of Public Health Sciences (PHS). PHS is the graduate "home" for the Clinical Department of Family And Community Medicine (FCM). Many faculty in the Department of FCM hold their graduate appointment in the Department of PHS, an arrangement established over a decade ago when the FCM field was added to the MHSc program in PHS.

A MScCH Program Committee, chaired by the Program Director and with representation from the four fields and other interested and supportive academic units such as the Faculty of Nursing and the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education (OISE), will guide program development, implementation and administration.

The Faculty of Medicine in its Strategic Plan 2000 identified two major education-related directions: the promotion of faculty development and knowledge translation. To this end, a Centre for Faculty Development and a new academic program in Knowledge Translation were established. These are closely integrated with longstanding Continuing Education Programs (CE) under the direction of the Vice Dean of Continuing Education & Professional Development, Faculty of Medicine. The Strategic Plan called for a continuum of higher education opportunities for health professionals that exceeded the current traditional continuing education. As noted by researchers in higher

education, “We need to move toward systemic and systematic professional development... that... permit[s] widespread, effective preparation of the college and university faculty for their work as educators of all students.”* A number of faculty members who currently teach higher level CE courses are also graduate faculty teaching courses in the Graduate Departments of *Public Health Sciences* (PHS) and *Health Policy Management and Evaluation* (HPME).

The strengths of the existing professional graduate programs in PHS and of the high level CE certificate of completion courses and programs, together with a strong professoriate dedicated to providing health practitioner education already in place has led to this proposal. This proposed program will provide an opportunity for a continuum of learning from advanced CE through to graduate level training for established health professionals.

In North America and Europe there are a number of well regarded MPH (i.e., Harvard, Johns Hopkins, London School of Hygiene & Tropical Medicine) and Medical Education (i.e., University of Illinois at Chicago, University of Pittsburgh, University of Dundee, Case Western Reserve) degree programs but none with this extent of internal collaboration and cooperation between fields. The Master of Clinical Science (Family and Community Medicine) at the University of Western Ontario has a single stream with similar content but is provided only online and focuses only on Family Medicine within the context of a relatively small department.

This new program was included as a key initiative in the most recent (2004-10) PHS Departmental Academic Plan. The proposed program fits squarely within the Faculty of Medicines’ Academic Plan 2004-2010, which articulated the need to “Advance our scientific and professional training platform for the 21st century” as a major objective. The present proposal identifies four fields of study for the MScCH. However, PHS views the MScCH as a training platform for a number of other potential, public health-relevant fields such as Infection Control and Global Health.

2.2 Pedagogical & other academic issues, including expected benefits of the proposed program

The curriculum is designed to accommodate the needs of the particular body of experienced, highly academically and professionally qualified students we expect to attract. The program content is primarily chosen and intended for experienced, practicing health professionals who are or plan to be clinical/professional teachers and/or leaders in their specialty fields. The program will broaden and deepen their theoretical and practical knowledge, including that relevant to the methods and strategies of effective education.

The delivery of the program will involve the formalization of pre-existing, interprofessional teaching teams. It will draw upon faculty expertise from the Department of Public Health Sciences, as well as from other graduate departments in the Faculty of Medicine (e.g., Department of Nutritional Sciences) and other Faculties at the University of Toronto (e.g., OISE/UT, Faculty of Nursing,) to expose the students to the latest practice and research relevant to their field.

Many of the courses in this program will be delivered in pairs of intensive, one-week (26-39 contact hours) “on campus” classroom activities, an extended “off campus” study period, during which students will complete readings and research assignments, and concluding with a second, intensive “on campus” module several months later. Other courses will be offered within the standard 13-week format, as one- or two-week Summer Institutes, web-based courses, or work-site practica. The intent is to provide as much flexibility as possible in the delivery of individual courses. The field practica (0.5 FCE each) may run concurrently with the course work. The program is designed to be completed within 12 consecutive months; however, its structure and schedule also permit students to complete the degree requirements part-time in a maximum of 5 years.

2.3 Projected student demand

Explicit demand for formal graduate education in the four fields proposed for the MScCH comes from a variety of sources.

* Gardiner, Lion F. “Redesigning Higher Education to Produce Dramatic Gains in Student Learning” American Society for Higher Education –ERIC Higher Education Reports Vol. 23. No. 7.2nd Priority. George Washington University, Washington D.C. 1996 pg. 140

Family Medicine (FM): There is a major increased world wide emphasis on the academic training of family physicians. Faculties of Medicine in Canada want to increase the scholarly character of their new and mid-level Family Medicine teaching faculty. In some countries (e.g.: Brazil, Japan) where medical schools are actively retraining specialists and creating new programs in primary care, well-trained academic health professionals are needed to design and implement these. The University of Toronto, Department of Faculty and Community Medicine is very highly regarded internationally both for its location in the much admired Canadian health care system and as one of the two largest academic FM departments in the world. Faculty from the clinical department of FCM have joined the Graduate Department of PHS to collaborate in offering of the FCM field of the MHS in PHS. Over the past decade the program has been highly subscribed to by both domestic and international students. The ongoing demand is expected to be maintained for many years.

Health Professions Teacher Education (HPTE) is an area of growing interest as indicated in the Rae Report for the University of Toronto, as the expectation for skills training in pedagogy and certification of teaching becomes the norm for university instructors around the world (now mandatory in Norway and the UK for all new hires). Both institutions and students express a demand for graduate education in HPTE. The University of Toronto itself has a large cohort of health professional faculty who are expected to upgrade in this area. In addition, new faculty replacements will be expected to meet higher requirements of pedagogical training. Other institutions in Canada and abroad have similar goals but many lack the resources and critical mass to provide graduate level faculty development. The proposed professional MScCH will address the practical high quality education needs of health professionals locally, nationally and internationally.

Public Health Nutrition (PHN): Demand for highly trained nutritionists in communities across Canada to address complex public health issues such as obesity, diabetes and chronic disease prevention, requires the development of new graduate training models. Existing master's programs require experienced dietitians to be away from their communities, where their services are urgently needed, for extended periods of time. The proposed MScCH program minimizes time away and builds on professionals' existing expertise. A recent survey of members of Dietitians of Canada (DC), the national association representing registered dietitians, demonstrated significant demand for this specific program. This demand, coupled with the robust job market for dietitians with public health expertise fueled by national and provincial public health legislation and renewal strategies, supports the development of this new graduate public nutrition program.

Wound Prevention and Care (WPC): Over the past several years, an interdisciplinary, part-time, 10-month, high level continuing education program at the University of Toronto in WPC for Health Professionals has attracted over 80 participants annually from Canada and abroad. New knowledge is rapidly transforming the management of this costly and growing health problem. Wounds are common in chronic illnesses such as diabetes and are a major factor affecting the increasing need for Home Care and inappropriate long term use of acute care beds around the world. Clinicians from a variety of professional disciplines need the skills to convey new approaches effectively to their colleagues and students. A sizeable subset of participants in these Continuing Education certificate programs have strongly requested a further training program at the Master's level with more pedagogical and community health content.

A sizeable proportion of CE students of the past decade have expressed a strong interest in further training at the Master's degree level. The University of Toronto CE programs in FCM (12-24 months fulltime) and WPC (10 months, part time) already have attracted over 150 Canadian and International Health professionals. There is also demand for more advanced and cohesive distance accessible programs such as the MScCH in all the proposed fields from the international medical and health professional community.

2.4 Impact on the Department's and Division's program of study, including impact on other divisions

The Department of PHS currently offers several graduate degrees in the Public Health Sciences: a PhD in 3 fields (Biostatistics, Epidemiology and Social & Behavioural Health Science), a course-work only MSc (Biostatistics), and the MHS with 5 fields (Community Health & Epidemiology, Health Promotion, Occupational & Environmental Health, Community Nutrition, and Family & Community Medicine), providing research and applied public health training.

The majority of students in all but the Family and Community Medicine (FCM) field of the MHS in PHS program are relatively recent graduates from a wide range of undergraduate disciplines. They all seek sound, and often initial, academic grounding and practical experience, which will enable them to pursue a career in public health practice or research. The students in the MHS in FCM, however, differ significantly from the majority of the other MHS students, in that they are highly academically and professionally qualified, being licensed, practicing family physicians who, as a result, have very specific academic career development requirements. The **proposed new MScCH** program (5 FCE) is designed to meet their needs and the similar needs of a broader range of experienced health practitioners more effectively and efficiently. The existing FCM field in the MHS will be phased out and replaced by the proposed MScCH. The net result is a modest reduction in the total enrollment of the MHS. Students currently enrolled in the MHS (FCM) will be offered the opportunity to complete the existing program or transfer into the MScCH, in either the FCM or HPTE fields. No new students will be admitted to the MHS (FCM) once the MScCH is operational. **Otherwise, the proposed MScCH program will have no effect on the existing graduate programs in Public Health Sciences.**

Each year, one or two students who are already experienced, registered dietitians (RD's) enroll in the MHS Community Nutrition (CN) field. The MHS CN field, however, is increasingly focused on preparing students who have previously graduated from undergraduate programs in food and nutrition, to pursue the education requirements needed to apply for RD certification in provincial regulatory bodies, such as the Ontario College of Dietitians. Previously certified RD's who apply for graduate training will now be directed to the PHN field of the proposed MScCH program, and the remaining MHS program spaces will be easily filled with applicants who wish to work towards dietetics certification. Therefore, the number of students in the CN field of the MHS will be unaffected by the proposed MScCH.

2.5 Evidence of consultation with other affected Departments and Divisions

A Steering Committee has been meeting since 2001 to develop the MScCH. At various stages, a variety of people have contributed to its development including, Professors

Catherine Whiteside (formerly, Associate Dean Graduate and Interfaculty Affairs; and currently, Dean, Faculty of Medicine)
 Andrea Sass Kortsak (Vice Dean, Graduate Affairs and formerly Associate Chair, PHS)
 Helen Batty, Program Director, Family and Community Medicine MHS, PHS
 Paul Corey, Professor, PHS;
 Ivan Silver (Vice Dean, Continuing Education & Professional Development and Director, Centre for Faculty Development, Faculty of Medicine)
 Dave Davis (formerly, Associate Dean, Continuing Education)
 Karin Domnick, Graduate Coordinator, PHS
 Ann Fox, Program Director, Community Nutrition MHS, PHS
 Bart Harvey, Associate Professor, PHS
 Wendy Levinson, Chair, Department of Medicine
 Brian Hodges, Director, Wilson Centre for Research in Education UHN
 Glen Regher, Associate Director, Wilson Centre
 Arthur Rothman, Professional Educator, Department of Medicine
 Harvey Skinner, former Chair, PHS
 Gary Sibbald, formerly, Director of CE, Department of Medicine, Director of International Interdisciplinary Wound Care Course.

The following stakeholders at the University of Toronto have been consulted and were involved in the development of the proposal:

- School of Graduate Studies, University of Toronto
- Other Graduate Departments in the Faculty of Medicine including the Department of Nutritional Sciences, the Institute of Medical Science, Graduate Department of Rehabilitation Sciences, Graduate Department of Occupational Therapy, Graduate Department of Physical Therapy, Graduate Department of Speech-Language Pathology, and Graduate Department of Health Policy Management and Evaluation.

- Clinical Departments in the Faculty of Medicine including Medicine, Surgery, Psychiatry, Pediatrics, Family and Community Medicine, Radiation Oncology (with highly developed programs in continuing education usually led by professors with appointments to the School of Graduate Studies).
- Practitioners in specialty areas: Wound Prevention & Care, Family and Community Medicine.
- The Wilson Centre for Research in Education, Faculty of Medicine.
- Ontario Institute for Studies in Education at University of Toronto; Dean Jane Gaskell, Departments of Theory & Policy Studies in Education and Curriculum, Teaching & Learning. (Note: considerable time was spent exploring the possibility of developing a joint program with OISE/UT's Department of Theory & Policy Studies. Ultimately, it was agreed that this proposed program was more appropriately housed in PHS and in the Faculty of Medicine).
- Other Professional Faculties at the University of Toronto, Nursing, Social Work, Pharmacy, Dentistry.

The proposal was also discussed extensively at the following meetings:

- Strategic Planning Retreat, Department of Family and Community Medicine
- The Strategic Planning Group, Centre for Faculty Development, Faculty of Medicine at St. Michael's Hospital
- Strategic Planning Retreat, (Continuing Education Program) Department of Medicine

2.6 Appropriateness of the name and designation of the new program

The new degree name, MScCH, signifies the professional nature of the degree and is consistent with the format used by other University of Toronto professional graduate programs (e.g., Master of Science in Occupational Therapy - MScOT, Biomedical Communication - MScBMC and Planning - MScPI). It also signifies the breadth and community-focus encompassed by each of the proposed fields as well as potential other health fields envisaged in the future. The proposed MScCH is quite different from the existing MHSc, not only in its 5 versus 10 FCE degree requirements, but also that it is intended for a much more restricted audience—established health professionals seeking formal professional development through graduate studies.

2.7 Program description and requirements, course titles/numbers, and faculty members

2.7.1 Program description and requirements

2.7.1.1. Admission

Candidates will be admitted to the MScCH under the general regulations of the School of Graduate Studies. This includes a four-year undergraduate degree, or its equivalent, from a recognized university and demonstrated English language proficiency. For the MScCH program specifically, eligible undergraduate degrees include those in a public health specialty and those from one of the Regulated Health Professions in Ontario with the equivalent of a minimum "mid B" average in the last academic year. Relevant professional experience, as a public health, community or clinical practitioner, will normally be expected. Admission to specific fields (i.e., WPC, PHN and FCM) will require appropriate certification/licensure in a regulated Health Profession and may require a valid license to practice in Canada or the student's home jurisdiction.

2.7.1.2 Program Requirements

The MScCH is a course work only program which requires the completion of 5.0 full course equivalents (FCE), including: 0.5 FCE of common core Public Health Sciences material; 0.5 to 1.0 FCE in practica; usually 2.5 FCE in field-specific required courses and 1.0 to 1.5 FCE in elective courses. The specific requirements for each field are presented below.

MScCH – Family and Community Medicine Field

Required Courses (3.5 FCE)

CHL 5004H & CHL 5408H Public Health Core Part 1 & 2

CHL 5603H & CHL 5604H Social, Political and Scientific Issues in Family Medicine

CHL5604H OR CHL 5602H	Human Development in Family Medicine Working with Families in Family Medicine
CHL 5607H OR CHL 5608H	Teaching and Learning: Theories and Principles Teaching and Learning: Practical Applications and Strategies
CHL 6020H	Required Practicum Family Medicine (CHL 6020H)

Elective Courses (1.5 FCE)

Field Specific Optional Courses
Field Specific Optional Practicum

MScCH - Health Practitioner Teacher Education Field***Required Courses (3.5 FCE)***

CHL 5004H & CHL 5408H	Public Health Core Part 1 & 2
CHL 5607H	Teaching & Learning in the Health Professions - Principles and Theories
CHL 5608H	Teaching & Learning ...- Strategies & Practical Applications
CHL 5609H	Continuing Education for the Health Professions (Part I)
CHL XXXH	Continuing Education for the Health Professions (Part II)
CHL 5620H	Required Practicum in Clinical Teacher Education

Elective Courses (1.5 FCE)

Field Specific Optional Courses
Field Specific Optional Practicum

MScCH – Public Health Nutrition Field***Required Courses (3.0 FCE)***

CHL 5004H	Public Health Core
NFS 1221H	Nutrition Programs & Strategies
NFS 1211H	Community Nutrition
NFS 1201H	Public Health Nutrition
NFS 1484H	Advanced Nutrition
CHL 6020H	Required Practicum

Elective Courses (2.0 FCE)

Field Specific Optional Courses
Field Specific Optional Practicum

MScCH – Wound Prevention and Care Field***Required Courses (3.5 FCE)***

CHL 5004H & CHL 5408H	Public Health Core Part 1 & 2
CHL XXXH & CHL XXXH	Wound Prevention & Care, Parts 1 & 2
CHL 5607H	Teaching & Learning in the Health Professions - Principles and Theories
CHL 5608H	Teaching & Learning ...- Strategies & Practical Applications
CHL 5620H	Required Practicum in Wound Prevention & Care

Elective Courses (1.5 FCE)

Field Specific Optional Courses
Field Specific Optional Practicum

A full-time student would need to commit to a total of 8 to 14 weeks, full time on-campus class attendance plus 160 to 320 practicum hours of supervised field work in order to complete the MScCH. Given the amount of study expected between the periods of in class instruction and in the practicum, students will be given the option of completing the program in 12 months (F/T) or over a maximum of 5 years(P/T).

Analogous to the MHSch PHS program, the program will provide training in the distinctive fields; however, all students will take at least one core public health course. Further, given the generic thematic nature of the Health Practitioner Teacher Training field, it is anticipated that many of the students in the other fields will select these courses for their options, providing additional cohesion to the program.

The **practica** provide an opportunity to apply the theory and knowledge gained in course work, directly in a health professional setting. The basic requirements are the same for both the required and optional practica and for each of the four fields. Students are required to spend a minimum of 160 hours involved in appropriate supervised field practice for 0.5 FCE. Examples of the Health Practitioner Teacher Education practicum include: serving as a tutor or preceptor for undergraduate and postgraduate health professional students or providing continuing education courses to clinical colleagues. Throughout the practicum the students are expected to record and reflect upon their experiences and to engage in regular discussion with their practicum supervisor. The practicum evaluation is based on the student's performance plus a scholarly, analytical and reflective report drawing on the experience, and a presentation to their classmates. Students are required to take at least one practicum in their specific field (HPTE, FCM, PHN, WPC). All practicum placements require the approval of the MScCH Program Committee.

Students may choose an optional (additional) practicum which involves more advanced and demonstrably **different** work in the same field as the required practicum or may be in one of the other fields in the MScCH. For example, students in the WPC field, after completing the required WPC practicum may choose between additional course work, a second different practicum in WPC, or a practicum in HPTE or FCM, depending upon their academic needs and interest. The optional practicum follows the same basic structure as the required practicum; however, the activity itself will differ by field. For example, students in the Health Practitioner Teacher Education or Family and Community Medicine programs might be required to do further supervised reflective teaching; whereas for those in Wound Prevention and Care the practicum may involve a clinical practice project. Students may choose to complete additional courses, rather than a second practicum. These may be selected from courses offered in any of the fields within the MScCH, from other graduate courses at the University of Toronto, or at other Ontario universities through the Ontario Visiting Graduate Student Program.

There are agreements between the MScCH program in PHS, the Department of Nutritional Sciences, the Faculty of Nursing and the Department of Curriculum, Teaching and Learning (OISE-UT), which give MScCH students preference to enroll in specific courses. (See the Memorandum of Agreement and other letters in Appendix I). A maximum of 1.0 FCE from courses outside the MScCH can be credited towards the degree.

2.7.1.3 Recognition of Continuing Education Certification

Many health professionals are required to engage in regular, formal Continuing Education. The MScCH program will provide the opportunity for health professionals who have earned a Certificate of Completion in a specified Faculty of Medicine Continuing Education (CE) course to receive partial credit toward the companion graduate course in the MScCH. (See Table 2.3 for the list of eligible courses.)

To ensure the maintenance of high academic standards, the following conditions will apply to recognition of CE certification:

- Partial credit or advanced standing will be granted only for eligible Continuing Education courses taken at the University of Toronto, Faculty of Medicine within the previous 12 months.
- In order to be eligible to receive partial credit, the student must have achieved a minimum final grade equivalent of at least A- in the Continuing Education course.
- All requests for partial credit will require the approval of the Public Health Sciences Curriculum Committee upon the recommendation of the MScCH Program Committee.
- In all cases the student will be required to complete specified additional work, above the CE requirements, in order to receive the graduate credit.

- Partial credit will be granted for a maximum of two academic (0.5FCE, each) courses for any one student.

In each relevant MScCH graduate course outline, the instructor will identify the corresponding Continuing Education course and specify the outstanding work which is required to achieve the graduate credit. For example, in the graduate course, the student may be exempted from classroom attendance, but may be required to submit additional specified assigned work which demonstrates a greater depth and breadth of understanding and analysis than the prior/previous assignments completed in the specified companion CE courses. The papers submitted for graduate courses are expected to be at a Masters degree level and be suitable for peer review, dissemination and/or publication.

TABLE 2.3 Courses Eligible for Partial Credit Consideration

Continuing Education - Academic Fellowship in Family Community Medicine	MScCH Graduate Courses
Teaching and Learning in the Health Professions A&B	CHL 5607H & CHL 5608H
Continuing Education in the Health Professionals	CHL 5609H
Human Development	CHL 5604H
Working with Families	CHL 5602H
Seminar series – Socio/Political Economic issues.	CHL 5603Y
Teaching evidence – based Medicine	CHL 5601H
Behavioural Change Counseling in Primary Care	CHL 5610H
Research Issues in Family Medicine/Primary Care	CHL5605H&5606H
Interprofessional Education Course	TBA
International Wound Care Training Program: Advanced Wound Care Courses	CHL XXXX & CHL XXXX

2.7.1.4 Program Administration

The MScCH/Diploma will operate under the aegis of the Graduate Department of PHS, and comply with the academic and administrative policies of the department. All academic decisions relating to the MScCH are subject to the approval of the PHS Curriculum Committee. The Program Director (TBA) will have overall responsibility for the program and its development. Each field will have an identified faculty member who will act as coordinator.

A MScCH Program Committee chaired by the Program Director and with representatives from all its fields will guide program development and approve specific practicum placements and supervisions. Faculty representing other cooperating University of Toronto academic units may be invited to join the committee. For example, for at least the first year of the program the Associate-Chair, Graduate Studies from OISE/UT's Department of Curriculum, Teaching and Learning, and a representative from the Faculty of Nursing will be included, as both have agreed to having several of their courses listed as optional courses for MScCH students (see 2.7.2).

2.7.1.5 The Diploma Program

It should be noted that the students enrolled in the MScCH will be doing so for the purpose of continuing professional development. It is likely that a few of these professionals may feel that they have gained sufficient knowledge from completing a significant part of the program and/or their professional or personal circumstances have changed, such that the completion of the MScCH is not possible or necessary. In these exceptional cases, an OCGS-defined Type I Diploma in Community Health (Dip.C.H.) may be awarded in circumstances when a student admitted to the MScCH withdraws after completing at least 70% (i.e. 3.5 FCE) of the degree requirements. The specific diploma requirements for each field are listed below:

Diploma in Family & Community Medicine Field

Required Courses (3.0 FCE)

CHL 5004H & CHL 5408H

CHL 5603H

Public Health Core Part 1 & 2

Social, Political and Scientific Issues in Family Medicine

CHL5604H	Human Development in Family Medicine
OR CHL 5602H	Working with Families in Family Medicine
CHL 5607H	Teaching and Learning: Theories and Principles
OR CHL 5608H	Teaching and Learning: Practical Applications and Strategies
CHL 6020H	Required Practicum Family Medicine (CHL 6020H)
Elective Course (0.5 FCE)	

Diploma in Health Practitioner Teacher Education Field

Required Courses (3.5 FCE)

CHL 5004H & CHL 5408H	Public Health Core Part 1 & 2
CHL 5607H	Teaching & Learning in the Health Professions - Principles and Theories
CHL 5608H	Teaching & Learning ...- Strategies & Practical Applications
CHL 5609H	Continuing Education for the Health Professions (Part I)
CHL XXXH	Continuing Education for the Health Professions (Part II)
CHL 5620H	Required Practicum in Clinical Teacher Education

Diploma in Public Health Nutrition Field

Required Courses

CHL 5004H	Public Health Core
NFS 1221H	Nutrition Programs & Strategies
NFS 1211H	Community Nutrition
NFS 1201H	Public Health Nutrition
NFS 1484H	Advanced Nutrition
CHL 6020H	Required Practicum

Elective Course (0.5 FCE)

Diploma in Wound Prevention and Care Field

Required Courses (3.5 FCE)

CHL 5004H & CHL 5408H	Public Health Core Part 1 & 2
CHL XXXH & CHL XXXH	Wound Prevention & Care, Parts 1 & 2
CHL 5607H	Teaching & Learning in the Health Professions - Principles and Theories
CHL 5608H	Teaching & Learning ...- Strategies & Practical Applications
CHL 5620H	Required Practicum in Wound Prevention & Care

2.7.1.6 Part-time Studies

A key feature of the curriculum design is that it readily accommodates both full-time and part-time studies, hence permitting health professionals to continue to be employed. Part-time students must complete the MScCH within 5 years of program entry. Students who have not completed the degree requirements in five years will be ineligible for future program registration. Their academic record will simply reflect the courses completed. (Note: The usual U of T policies regarding "Leave of Absence" for parental, health or other reasons, will apply)

Ideally, students would take the required practicum concurrently with the prerequisite academic courses. Similarly the optional practicum would be completed while taking the required specialty courses. If this proves impossible, the students may take the practicum at any time **after the prerequisite courses are completed** within the five year time frame. Note, while courses are offered according to a fixed schedule, the timing of practica is flexible.

2.7.2 Course titles/numbers

The courses for the proposed program are listed in Table 2.4 below. The majority of the courses currently exist while a few are in final stages of approval.

Table 2.4 MScCH Courses

Course	Faculty	Required Courses By Field				Current Crs Number *
		FCM	HPTE	PHN	WPC	
Public Health Sciences	PHS Faculty					CHL 5004H
Public Health Sciences	H Skinner					CHL 5408H
Teaching and Learning in the Health Professions: Principles and Theories	H Batty					CHL 5607H
Teaching and Learning in the Health Professions: Practical Applications and Strategies	H Batty					CHL 5608H
Required Clinical Teaching Practicum	H Batty	optional			optional	CHL 5620H
Field Specific Required Practicum	As Assigned		Optional			CHL 6010H CHL 6020H
Field Specific Optional Practicum	As Assigned	Optional				CHL 6020H
Social, Political Scientific Issues in Family Medicine	L Nasmith C Handford				-	CHL 5603Y
Human Development in Family Medicine: Primary Care	B Watson C Nathanson				-	CHL 5604H
Working with Families in Family Medicine	S Holzapfel J Whittingham				-	CHL 5602H
Theory and Practice of Behaviour Change in Primary Care	D Martin P Selby	Optional				CHL 5610H
Teaching Evidence-Based Family and Community Medicine in Clinical Setting	W Rosser	Optional				CHL 5601H
Continuing Education in Health Professions Part I&2	D Davis			-	-	CHL 5609H CHLXXXH
Research Issues in Primary Care & Methodological Appl	B Harvey	Optional				CHL5605H CHL5606H
Wound Prevention & Care 1&2	G Sibbald	-		-		CHL XXXH CHLXXXH
Community Nutrition	A Fox					NFS1211
Nutrition Programs & Strategies	A Fox					NFS1221
Public Health Nutrition	V Tarasuk					NFS1201
Advanced Nutrition	C Greenwood					NFS1484

The “foundation” (field-specific, required) courses for two of the fields (FCM, HPTE) are CHL5607 and 5608. A very successful pilot of the modular format was offered in 2006 by a team of senior and junior faculty experts in the field, with Helen Batty as the lead instructor.

The MScCH program courses will be available to other graduate students in the Department of Public Health Sciences or the University of Toronto.

Additional optional courses available to MScCH students and covered by the Agreements with Faculty of Nursing and OISE/UT Department of Curriculum Teaching and Learning (CTL) (Appendix I) are listed below.

- NUR 1045H Theories of Pain: Impact on the Individual Family and Society
- NUR 1032H Group Process and Professional Practice
- NUR 1034H Program Planning and Evaluation in Nursing
- CTL 1014H Evaluation of Curriculum and Instruction
- CTL 1608H Constructive Learning and Design of Online Environments
- CTL 1799H Special Topics: Healthy Schools.

2.7.3 Faculty Members

The MScCH program draws upon Public Health Sciences faculty already affiliated with the existing professional graduate programs as well as faculty from other graduate and clinical departments in the Faculty of Medicine, Nursing and OISE (Table 2.5).

None of the faculty are associated with undergraduate teaching in the usual sense. There is no undergraduate program in PHS, faculty are largely only involved in graduate teaching. Some clinical faculty are involved with the undergraduate medical curriculum in the clinical/ hospital setting. In addition, they are engaged in the training of other health professionals and medical residents in clinical postgraduate programs, as well as continuing education in the health sciences. There are no tenured faculty involved exclusively with this program.

TABLE 2.5 Faculty Members by Field

Name & Rank	M/F	Home Unit	Supervisory Privileges	FCM	HPTE	PHN	WPC
Category 1							
Not Applicable							
Category 2							
Helen Batty <i>Professor</i>	F	PHS ¹	Masters				
Curtis Handford <i>Assistant Professor</i>	M	PHS	Masters				
Stephen Holzapfel <i>Associate Professor</i>	M	PHS ¹	Masters				
Susan Lieff <i>Associate Professor</i>	F	PHS	Masters				
Dawn Martin <i>Assistant Professor</i>	F	PHS ¹	Masters		-		-

Cynthia Nathanson <i>Assistant Professor</i>	F	PHS ¹	Masters				
Denyse Richardson <i>Assistant Professor</i>	F	PHS ¹	Masters				
Gary Sibbald <i>Professor</i>	M	PHS	Masters				
Bill Watson <i>Assistant Professor</i>	M	PHS ¹	Masters		-		-
Jacqueline Whittingham <i>Lecturer</i>	F	PHS ¹	Masters				
Category 3							
Carol Greenwood <i>Professor</i>	F	Nutri-Sci	Full				
Louise Nasmith <i>Professor</i>	F	PHS ¹	Full				
Harvey Skinner <i>Professor</i>	M	PHS	Full				
Valerie Tarasuk <i>Professor</i>	F	Nutri-Sci	Full				
Category 4							
Dave Davis <i>Professor</i>	M	HPME	Full				-
Karin Domnick <i>Assistant Professor</i>	F	PHS	Masters				
Ann Fox <i>Lecturer</i>	F	Nutri-Sci	Masters				
Bart Harvey <i>Associate Professor</i>	M	PHS	Masters				
Geraldine Macdonald <i>Senior Lecturer</i>	F	Nursing	Masters				
Peter Selby <i>Assistant Professor</i>	M	PHS	Masters		-		-
Ivan Silver <i>Professor</i>	M	PHS	Masters				
Susan Wagner <i>Lecturer</i>	F	Rehab Sc.	Masters				
Category 5							
Walter Rosser <i>Professor</i>	M	PHS	Full		-		-
Keith Harding <i>Professor</i>	M						
Patricia Price <i>Professor</i>	F						
Elizabeth Ayello <i>Professor</i>	F						

¹Clinical home: Department of Family & Community Medicine

3.1.3 Libraries

Please see attached report from the Chief Librarian (Appendix I).

3.1.4 Computing facilities

All faculty and students are entitled to a computer account, which provides them with electronic mail and library access at the University of Toronto. There are number of “public” computer facilities available for students at the Faculty of Medicine, the Department of Public Health Sciences, the U of T libraries and other locations at the University.

All students in the MScCH are expected to have their own home/office or laptop computer with high-speed Internet access, electronic mail, and “office” software available.

4. Students

Students will have access to all the facilities and services available to graduate students in PHS and at the University of Toronto, on the same terms and conditions. Students will be subject to all the applicable University policies and procedures relating to graduate students. All standard SGS registration and enrolment procedures will apply for students in this program. Students in professional Master’s degree programs are not generally eligible for many external and internal awards. It is anticipated that a significant number of students will receive financial and practical support from their employers.

January 31, 2007

REPORT ON LIBRARY RESOURCES FOR THE MASTERS OF SCIENCE IN COMMUNITY HEALTH PROGRAM

BACKGROUND

The University of Toronto libraries provide a rich resource for the support of graduate study in the field of applied health sciences. While there is a specific literature that focuses on applied health sciences which we collect extensively, the research collection in this area is enhanced by its location in a university library system which through its collections and acquisitions policy supports research and teaching in all areas of the biological, health, physical, social and behavioural sciences and the humanities. The increasingly cross-disciplinary nature of much of the research in the health sciences means that it is extremely difficult to draw firm boundaries around an area or speciality.

DESCRIPTION OF THE COLLECTION

Monographs

The Library's holdings related to science in community health specifically, and the health sciences more generally, have been built up in a systematic way since 1966 when Dealer Selection Orders were established and librarians employed to monitor the plans and to actively and systematically select research materials that fall outside the plans.

The proposed Masters degree in science in community health aims at providing clinical teaching and leadership training across the health sciences. Accordingly, research material supporting this program comes from a wide range of subject areas across the health sciences and the social sciences.

In the health sciences and social sciences, as in other areas of the collection, it is the policy of the Library to acquire a single copy of all books published in English that are considered to be of research value. This includes the proceedings of conferences and symposia, technical handbooks and reference tools in addition to research monographs. The cross-disciplinary nature of research in science in community health makes a simple evaluation of the Library's holdings difficult. However, the 2001 edition of the North American Title Count¹ can be useful in comparing the University of Toronto's holdings

¹ *North American Title Count, 2001*. Chicago: American Library Association.

with that of other similar institutions. Books relating to the health sciences fall within the Library of Congress classification range *R-RZ* and the National Library of Medicine classification *QS-ZWZ*. In a count of books in this call number range, the University of Toronto Library, with 120,580 titles, ranked seventh of the sixty-one North American libraries participating in the title count. It should be noted that two of the six libraries ranking ahead of the University of Toronto were the Library of Congress and the National Library of Medicine. Thus when compared to academic libraries the University of Toronto Library ranks fourth of the fifty-eight libraries reporting.

Books relating to wound care and injuries are classed by the Library of Congress within the *RD* call number, and by the National Library of Medicine in *WO* range. In a count of all the titles in these two areas, the University of Toronto Library ranked fourth of sixty-five libraries. As the top two spots in the survey belong to the National Library of Medicine and the Library of Congress, when compared to other academic libraries, the University of Toronto Library ranked second.

Books covering all aspects of nursing are classified by the Library of Congress in the call number range: *RT*, and by the National Library of Medicine in the range: *WY*. In a count of all the titles in these two ranges, the University of Toronto Library ranked eleventh of the sixty-five libraries in the survey. Since the first and the fifth position were taken by the National Library of Medicine, and the Library of Congress respectively, when compared only to other academic institutions, the University of Toronto Library would take the ninth spot in the survey.

Many books relating to education and educational theory are classed within the call number range: *H-HZ, Social Sciences*. In this range the University of Toronto Library, with 407,355 titles, ranked seventh of the sixty-one libraries. When compared solely to academic libraries the University of Toronto would have the fifth largest collection of social sciences titles of the fifty-eight libraries in the survey.

The currency of the collection is also important. There have been ongoing improvements in the library's ability to get English language materials to the shelves quickly, and at present there is not a backlog for books in the health sciences.

Journals

The journal holdings of the University of Toronto Library are substantial. However, like all North American libraries we are experiencing great difficulty in keeping up with the rising cost of serial subscriptions. From 1986 until the past few years we were able to buy few new titles. During the 1990's the Library, in consultation with faculty, actually cancelled subscriptions equal in cost to approximately 10% of the total serials budget.

However the situation has improved significantly during the past several years due to the Library's holdings of electronic journals. At the present time over 33,000 such journals are available to students and staff at the university. Many of these are new to the Library's holdings.

The total number of journal subscriptions currently held in the life and health sciences is 4,418.² This number would be increased by more than 750 titles if the annual reviews and numbered series which are acquired as monographs were included in the serials budget. A check of the ISI journal citation reports (2005)³ (JCR) can provide some insight into the Library's holdings in the rehabilitation science. Although the JCR organizes journals by subject discipline, there is no subject category large enough to include all the health sciences. However there are subject categories that give a good indication of the Library's collection in areas of interest to students in science in community health.

In the JCR Science Edition's subject area "Education, Scientific Disciplines," which includes journals relating to medical education, the University of Toronto Library holds all twenty one journals in the list. Of these seventeen are available in electronic format to staff and students of the University.

In the JCR Social Science Edition's subject area "Education and Educational Research" which includes journals relating to educational theory, the Library holds twenty-four of the top twenty-five journals when ranked by impact factor; twenty-one of these titles are available electronically.

Journals such as the New England Journal of Medicine and the Lancet, which cover all areas of medicine, are ranked in the JCR's Science Edition's subject area, "Medicine, General and Internal." In this subject the University of Toronto Library holds subscriptions to all of the top twenty-five journals, of which twenty-three are available electronically.

Journals relating to wound care are listed in the subject area, "Emergency Medicine." In this group, the University of Toronto Library holds eight of the eleven journals listed; seven of these are available electronically.

Under the heading "Nursing" in the Science edition of the JCR, the University of Toronto

² University of Toronto Library. Annual statistics, May 1, 1996 -- April 30, 1997. Toronto: The Library, 1997.

³ *Science Citation Index Journal Citation Reports, 2004*. Philadelphia: Institute for Scientific Information, 2005.

Library holds subscriptions to twenty-four of the top twenty-five journals ranked by Impact Factor. All twenty-four of these titles are available electronically to staff and students at the University.

Under the heading "Nursing" in the Social Science edition of the JCR, the University of Toronto Library holds twenty-four of the top twenty-five journals. All of the twenty-four are available online.

Electronic Resources

The electronic information services at the University of Toronto Library have been evolving since 1987, when the first online catalogue was mounted.⁴ Within a year the online catalogue was available in all the campus libraries, and dial-in access was introduced with a small number of lines. Abstracts and indexes had been computerised since the early 1970's and up until the 1980's were searched by trained intermediaries. Beginning in the late 1980's CD-ROM's and networked databases widened the access of electronic databases to the end-user to perform his or her own searches. In 1991 the Library added seven H.W. Wilson periodical index databases to its electronic network. Today the Library offers over 350 periodical index databases through a variety of information systems to all members of the University of Toronto community. Some of these indexes allow users to search and retrieve citations to journal articles and then to display the full text of that article electronically. Specialists in applied health sciences will find the following databases of interest: MEDLINE; CINAHL; HEALTHSTAR; EMBASE; SCIENCE CITATION INDEX; SOCIAL SCIENCE CITATION INDEX; PSYCHOLOGICAL ABSTRACTS; SOCIOLOGICAL ABSTRACTS; ISI CONFERENCE PROCEEDINGS; ERIC; and PROQUEST DIGITAL DISSERTATIONS.

As mentioned earlier the Library also offers links to 15,000 electronic journals to the University of Toronto community via the Library's web pages. Some 60% of these journals have the full text of their articles available for viewing, printing, and in some cases emailing, by University of Toronto staff and students.

SUPPORTING COLLECTIONS

Although the main health sciences collection is housed in the Gerstein Science Information, graduate students in science in community health can also make use of the large collection of health and life science related journals housed in the libraries of the academic teaching hospitals. These libraries have combined with the University of

⁴ Clinton, Peter. From Felix to the digital library and beyond. UTLlibrary news, winter 1997/98, p. 2-3.

Toronto Library to create the Health Science Information Consortium of Toronto. Comprising over 30 teaching and community hospitals and health institutions, the Consortium members cooperate to share resources and so expand the base of research support for their parent institutions.

The Ontario Institute for Studies in Education Library is also a major resource for researchers in this subject area. It houses over 300,000 volumes of material relating to education and educational research.

REFERENCE SERVICES

Given the cross-disciplinary nature of much of the research in the health sciences, and the increasing importance of electronic resources, including the World Wide Web, it is important to recognise that the reference and instructional services offered by the Library play a key role both in making our own collections accessible and in facilitating access to the national and international information networks. The Library is increasingly playing an important role in the linking of teaching and research in the university.

Reference services offered at the Gerstein Science Information Centre include help in searching the collection, the verification of citations, training in the use of databases and electronic journals, the searching of online and print union list files to locate materials not available on campus, and the handling of interlibrary loans. For some locations, e.g. CISTI, it is now possible to process transactions electronically thereby decreasing the time required to fill requests.

BUDGET AND COMMITMENT

The strength of the Library's financial commitment to purchasing material over the next five to seven years depends upon University policy and government funding. To date it has been the University of Toronto's stated policy to protect, as far as possible, the Library's acquisitions budget from rising costs and to maintain this protected status. This present financial policy allows the Library to maintain its current purchasing levels for publications relevant to science in community health and ensures continued support for the programme.

Prepared by:



Dan D'Agostino
Life and Health Sciences Book Selector

Submitted by: Carole Moore
Chief Librarian

