

**Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, November 2, 2011
1:30 p.m.
Regrets call 474-6892**

AGENDA

I **MATTERS TO BE CONSIDERED IN CLOSED SESSION** - none

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE - none

III MATTERS FORWARDED FOR INFORMATION

- | | | |
|----|--|---------|
| 1. | <u>Statement of Intent – Bachelor of Nursing Science</u> | Page 3 |
| 2. | <u>Report of the Senate Committee on Awards
Part A [September 26, 2011]</u> | Page 10 |
| 3. | <u>In Memoriam: Dr. Kenneth and Mrs. Dorothy Slentz</u> | Page 12 |

IV REPORT OF THE PRESIDENT

V QUESTION PERIOD

Senators are reminded that questions shall normally be submitted in writing to the University Secretary no later than 10:00 a.m. of the day preceding the meeting.

VI CONSIDERATION OF THE MINUTES OF THE MEETING OF OCTOBER 5, 2011

VII BUSINESS ARISING FROM THE MINUTES

VIII REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE

- | | | |
|----|---|---------|
| 1. | <u>Report of the Senate Executive Committee</u> | Page 13 |
| 2. | Report of the Senate
Planning and Priorities Committee | |

The Chair will make an oral report of the Committee's activities.

IX REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS

- 1. Report of the Senate Committee on Instruction and Evaluation** Page 14
RE: Changes to Final Examination Regulations and Academic
Assessment Regulations, Faculty of Science

2.	Proposal from the Faculty of Graduate Studies RE: <u>Ph.D. in Nursing</u>	Page 16
	a) <u>Report of the Senate Planning and Priorities Committee</u>	Page 85
3.	Proposal from the Senate Committees on Animal Care and the Ethics of Research Involving Human Subjects RE: <u>re-structuring of research ethics governance and oversight</u>	Page 87
4.	Report of the Senate Committee on Awards <u>Part B [September 26, 2011]</u>	Page 136
5.	<u>Report of the Senate Committee on Nominations</u>	Page 141
6.	Report of the Senate Committee on University Research RE: Periodic Review of Research Centres and Institutes: <u>Manitoba Centre for Nursing and Health Research</u>	Page 142
X	<u>ADDITIONAL BUSINESS</u>	
XI	<u>ADJOURNMENT</u>	

Please call regrets to 474-6892 or send to shannon_coyston@umanitoba.ca.



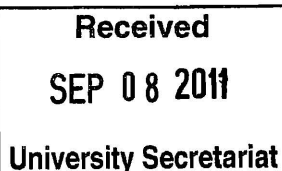
UNIVERSITY
OF MANITOBA

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September 8, 2011

Mr. Sid Rogers
Secretary
Council on Post-Secondary Education
608 - 330 Portage Avenue
Winnipeg MB R3C 0C4



VIA COURIER

Dear Mr. Rogers,

Statement of Intent: Bachelor of Nursing Science

On behalf of The University of Manitoba I am pleased to submit the attached Statement of Intent (SOI) to establish a Bachelor of Nursing Science (B.N.Sc.) in replacement of the existing Bachelor of Nursing (B.N.) program. The proposed program will be designed to enable students to assimilate and develop the knowledge, skills and attitudes required for professional nursing practice. It will facilitate the preparation of knowledgeable and skilled entry-level nursing professionals who possess the potential to achieve the full scope of nursing practice as defined by the College of Registered Nurses of Manitoba (CRNM).

Please note that at the University of Manitoba, the SOI is not subject to Senate review and as such cannot be accorded an institutional priority as is required on the SOI template. The 'High' priority rating in this instance has been provided by the initiating Faculty. For your information, I have attached a copy of the University of Manitoba Undergraduate Program Approval Process Guide that documents our procedures in this regard, and would welcome feedback on this process.

Please note that financial information will not be available until the Full Program Proposal has been completed and reviewed; however, it is anticipated that the B.N.Sc. program will not be cost neutral and financial support will be sought from COPSE.

My colleagues and I would be pleased to provide any additional information your Council may require during its consideration of this Statement of Intent.

Sincerely,

David M. Collins, Ph.D.
Vice-Provost (Academic Planning & Programs)

Encl.

cc David Barnard, President and Vice-Chancellor
Joanne Keselman, Vice-President (Academic) and Provost
Dauna Crooks, Dean, Faculty of Nursing
Jeff Leclerc, University Secretary
Thelma Lussier, Director, Office of Institutional Analysis

Council on Post-Secondary Education

STATEMENT OF INTENT

Institution: University of Manitoba

Program Overview

Program Name:

Provisionally, Bachelor of Nursing Science

Credential to be offered:

Provisionally, BNSc

Does the program require accreditation from a licencing group? ☐ YES

If yes, name group

College of Registered Nurses of Manitoba

Length of the program:

Seven semesters (estimated 2.5 – 3.5 years).

Proposed program start date: 01/ 09/ 2014
Day/Month/Year

Which department(s) within the institution will have responsibility for the program?

Faculty of Nursing

●As compared to other programs your institution will be proposing, is the priority of this program:

☐ High

The pre-registration undergraduate curriculum currently offered by the Faculty of Nursing is organized around principles and pedagogies that no longer adequately reflect current knowledge in nursing education. It was first introduced in 1989 and has been revised regularly since that time to incorporate new developments in nursing research and nursing practice. However, the Faculty believes that the time is right for the development and implementation of an undergraduate curriculum that reflects recent innovative approaches to nursing education, including a concept-based, learning-centred curriculum, and a focused learning environment where students complete all non-nursing courses prior to admission to the faculty.

Is this a new program? ☐ YES

The proposed curriculum is a significant departure from what has been offered by the Faculty of Nursing in the past and from what is offered by other nursing education programs in the province.

Is this a revision of an existing program: ☐ NO

If YES, name program

What are the impacts of changing this program?

Will the program be available to part-time students? ☐ NO

Students will be required to commit to full time studies upon admission to the program. Accommodations will be made for students who need to revert to part-time status once in the program, but preference for course registrations and clinical placements will be given to full-time students.

Will this program have a cooperative education component? ☐ NO

Will the program contain an option to assess the prior learning of students, to grant credit for the skills/knowledge already present? ☐ YES

The program will not offer prior learning assessment to prospective students who have not previously completed another nursing program leading to a diploma in nursing. However, after the new program is fully implemented, we are contemplating streaming diploma prepared registered nurses through selected courses in this program. An explicit assessment of their prior education and practice experience will be conducted so that they are able to select courses that best suit their learning needs and enable them to earn a baccalaureate degree in nursing.

Will there be distance delivery options? ☐ YES

The courses will be offered on the learning management platform available at the University of Manitoba. Mixed teaching methods will be encouraged so that face-to-face classroom instruction is one of many possible learning environments in a given course. In some courses, it may be possible for students to complete all course requirements on-line.

Will this program be delivered jointly with another institution? ☐ YES

Possibly University College of the North, if UCN believes that this curriculum is suitable for their students. The Coordinator of the Joint Baccalaureate Nursing Program at UCN is a member of the Faculty of Nursing's curriculum development committee and fully engaged in the curriculum development process.

Are similar programs offered in Manitoba or other jurisdictions? ☐ YES

There are four other basic nursing education programs in Manitoba leading to a degree in nursing and the right to sit for the Canadian Registered Nurse Exam. They are: UCN (joint program with UM), Red River College, Brandon University, and Collège universitaire de Saint-Boniface. At this time, all five programs (including UM) are required to ensure that there are sufficient entry-level practitioners available to meet the demand for registered nurses in Manitoba's health care system. All programs currently offer a traditional program leading to a degree in nursing.

This program will provide an innovative option for students interested in completing a baccalaureate degree program in a research intensive university designed to address emerging roles for the nursing profession.

What articulation, block transfer or credit transfer arrangements will you be looking at developing for this program?

Applicants who have completed coursework in other nursing programs, but have not completed the original program, will be able to apply for credit for equivalent courses in the proposed program. As stated previously, we are also contemplating articulating the Baccalaureate Program for Registered Nursing with the proposed program so that they will have access to selected courses to complete their degree requirements.

Specific Program Information

1. Program Description

Describe the program and its objectives:

The program will enable students to assimilate and develop the knowledge, skills and attitudes required for professional nursing practice and to foster their development from novice learners to entry-level practitioners. It will prepare knowledgeable and skilled entry-level nursing professionals who possess the potential to achieve the full scope of nursing practice as defined by the College of Registered Nurses of Manitoba (CRNM). By the end of the program, each student will meet or exceed the curriculum's learning outcomes and demonstrate their achievement of the five learning outcomes of an entry level practitioner. These outcomes and their specific objectives are:

1. Practitioner

The graduate will autonomously and collaboratively provide compassionate, safe, and ethical care in diverse settings to assist clients to achieve, maintain, or restore optimal health.

2. Communicator:

The graduate will create therapeutic client-nurse relationships and communicate in an effective, timely, and appropriate manner in all interactions with clients, colleagues, and other members of the health team.

3. Advocate:

The graduate will speak, write or act to support high quality health care, human rights, and the conditions that promote health and safety for individuals, families, groups and communities.

4. Scholar:

The graduate will demonstrate the critical appraisal and critical thinking skills that support their commitment to life-long learning and continuous professional growth.

5. Educator:

The graduate will assist clients to identify learning needs and utilize knowledge to promote, maintain, or restore health; and will provide information to clients, health care providers, the public, and government officials about health issues and the options for addressing those issues.

Provide an overview of the content to be taught in this program.

The curriculum will be concept based. At this time, curriculum development is not complete, but it is anticipated that the concepts will be grouped into three themes or focus areas:

1. Health and Illness

This focus area will foster the students' development of the knowledge, skills and attitudes necessary to provide safe, competent nursing care in a variety of settings to enhance, maintain, or restore optimal health throughout the human lifespan. The concepts developed for this focus area will emphasize nursing responses to health and illness, the development of the psychomotor skills necessary to deliver optimal nursing care, and the development of critical thinking that will enable the student to respond appropriately to rapid changes in the client's state of health or the environment in which nursing care is delivered.

2. The Client and Context

This focus area will enhance the students' understanding of the individuals, families, groups and communities as clients. This knowledge will enhance nursing intervention which enhance, maintain or restore their clients' optimal health. Concepts developed for this focus area will enable students to provide client-centred care that explicitly incorporates a deep understanding of human growth and development, human diversity, culture, spirituality, family and social dynamics, and the socio-economic-political systems within which these clients live.

3. Practitioner

This focus area will facilitate the student's development of their professional identity and enhance their capacity to fulfill their professional, legal, ethical and social obligations as registered nurses. Concepts developed for this focus area will support the student's development as scholars, communicators, educators, and advocates.

2. Enrollment

What is the program's initial projected enrollment?

Based on optimal clinical resources currently available to the Faculty of Nursing, the program's initial projected enrollment will be 150 students. Rather than offer two sections (75 students in each) of each course concurrently in the same term, the Faculty may elect to admit 75 students in September and 75 in January of each academic year. The final decision will be made after an analysis of which admission procedure best optimizes faculty and clinical resources.

What is the projected enrollment for the 2nd and 3rd years?

Enrolments in successive intakes of the new program will be the same as the first intake.

Describe the expected student profile.

Students will be required to complete a minimum of 60 credit hours prior to application to the program. There will be some pre-requisite courses required for admission. These may include:
Human Anatomy and Physiology
Biochemistry
Human nutrition
Microbiology

Pathophysiology
Pharmacology
Psychology, Sociology or Anthropology
Philosophy

3. Labour Market Information

What labour market need is the program expected to meet?

This program will meet the on-going need for entry level registered nurses in Manitoba. However, the actual future needs for registered nurses in Manitoba's health care system are not well defined at this time.

The program will produce highly skilled graduates who are able to adapt quickly to the responsibilities and intellectual challenges of professional nursing now and in the future, and will assume leadership roles in the health care system of the future.

Graduates of the proposed program will be better prepared for admission to graduate programs in the early stages of their careers, and completion of their graduate programs will strategically position them to compete for administrative positions within the health care system and academic positions in nursing education programs.

Are there currently jobs in Manitoba in this field? ☐ YES

There are vacancies in nursing positions in all Manitoba regional health authorities. The most recent data indicates that there is a 5-7%% vacancy rate in the Winnipeg Regional Health Authority and a 20% vacancy rate in rural and northern Manitoba. Exit surveys from UM's Four-Year Baccalaureate Program graduates indicates that it is taking longer for students to secure employment, especially if they are seeking full time positions.

What is the future job forecast for individuals with this education/training/credential?

Because health care is a publicly insured program, and is considered to be a right for all Canadians, there will always be a need for registered nurses.

How does this program fit with Manitoba's stated economic, social and other priorities?

Health care is the first in a list of priority services listed on the Government of Manitoba website. In a message posted on the Manitoba Health website, Minister of Health Theresa Oswald states that "Health care remains a top priority of this government." In the November 16, 2010 Speech from the Throne, the government, after listing its accomplishments, stated that advancing health care continued to be a priority for government and for all Manitobans.

What agencies, groups, institutions will be consulted regarding development of the program?

Within the University of Manitoba:

Faculty of Science
Faculty of Human Ecology
Faculty of Pharmacy
Faculty of Medicine
Faculty of Dentistry
Faculty of Arts

Faculty of Kinesiology & Recreation Management

Other Stakeholders

College of Registered Nurses of Manitoba

Manitoba Nurses Union

Manitoba's regional health authorities and associated councils/committees/networks

Nursing Practice Council

Health Programs & Services Executive Network

Red River College Department of Nursing

Brandon University School of Health Studies

University College of the North Faculty of Health

Collège universitaire de Saint-Boniface (soon to be Université de Saint-Boniface) nursing program

Manitoba Nursing Advisory Council

Manitoba Health

Manitoba Advanced Education and Literacy/COPSE

Is there any other information relevant to this program?

4. Financial Information

Implementation of this program will not be cost neutral; however, a detailed analysis of the projected costs and revenues cannot be completed until further development of the program curriculum and timetable is completed. These will be addressed in the Full Program Proposal.

Submitted by:

Dr. Dauna Crooks

Name (print)

Dean

Position

Signature

August 31, 2011

Date

REPORT OF THE SENATE COMMITTEE ON AWARDS – PART A

Preamble

Terms of reference for the Senate Committee on Awards include the following responsibility:

On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Awards*, such offers shall be submitted to Senate for approval. (Senate, October 7, 2009)

Observations

At its meeting of September 26, 2011 the Senate Committee on Awards approved one new offer and one amended offer, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part A* (dated September 26, 2011).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve one new offer and one amended offer, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated September 26, 2011). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Philip Hultin
Chair, Senate Committee on Awards

Appendix A
MEETING OF THE SENATE COMMITTEE ON AWARDS
September 26, 2011

1. NEW OFFERS

John Magrega Memorial Scholarship

In honour of his father, John Magrega, Dr. Dennis Magrega has established an endowment fund at the University of Manitoba. The fund will be used to offer a scholarship to recognize and encourage academic achievement in Ukrainian Canadian studies. One scholarship, valued at the combined available interest for the current and preceding fiscal years, will be offered biennially to an undergraduate student who:

- (1) is enrolled full-time (minimum 24 credit hours) in any Faculty or School at the University of Manitoba;
- (2) has completed at least one year of full-time studies (24 credit hours) in any degree program;
- (3) has achieved a minimum degree grade point average of 3.5;
- (4) has, in the preceding two academic sessions, achieved the highest combined average on courses offered within the Ukrainian Canadian Heritage Studies program (minimum 6 credit hours).

In the event of a tie, the scholarship will be awarded to the student who has completed the greatest number of credit hours in the previous academic session. If the tie persists, the scholarship will be awarded to the student with the highest sessional grade point average.

A recipient of the John Magrega Memorial Scholarship may hold the award only once.

The selection committee will be named by the Director, Centre for Ukrainian Canadian Studies (or designate).

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

2. AMENDMENTS

Glassen Ethics Essay Competition

The following amendments have been made to the terms of reference for the Glassen Ethics Essay Competition:

- The number and value of the prizes has been changed to: one prize valued at \$1,000 from: two prizes; one of \$300 for first place in the competition and one of \$200 for second place.
- The prize will be offered to the Manitoba high school student who submits the top essay to the Glassen Ethics Essay Competition.
- The terms no longer provide for an equivalent contribution to the library at the recipient's high school.
- A number of editorial amendments have been made.

**In Memory:
Dr. Kenneth and Mrs. Dorothy Slentz**

The Faculty of Education was saddened to learn of the tragic passing of Dr. Ken Slentz and his wife, Dorothy. They were both killed in a car accident on September 22, 2011 in Iowa.

Dr. Slentz began teaching in the Department of Math and Natural Sciences (now Curriculum, Teaching & Learning) in 1969. He became a full professor in the Faculty of Education in 1976. He was a devoted and conscientious instructor of Science in the upper middle/senior years level. Dr. Slentz retired from the Faculty in 1990.

Dr. Slentz, along with Dr. Sylvia Leith, worked with the Manitoba Dept. Of Education in 1985-86 to write and pilot the 1986 Manitoba Science Assessment for grades 3,6, and 9. He was an active member of the Dept. of Education Technical Advisory Committee and the Grades K-12 Science Committee.

While In Manitoba, he and Dorothy lived in Aubigny and were regular attendees at the Faculty of Education Holiday Reception. In recent years, they re-located to Iowa.

Dr. Slentz' son-in-law, Danny Carroll currently teaches as a sessional instructor in the Department of Curriculum, Teaching and Learning.

A funeral was held at 2 p.m. Friday, Sept 30, St. Peters United Church of Christ, Mapleton, Iowa. A memorial service took place in Winnipeg on Friday, November 4, 2011 2:30 pm at Fort Garry United Church

Report of the Senate Executive Committee

Preamble

The Executive Committee of Senate held its regular monthly meeting on the above date.

Observations

1. Speaker for the Executive Committee of Senate

Professor Kevin Coombs will be the Speaker for the Executive Committee for the November meeting of Senate.

2. Comments of the Executive Committee of Senate

Other comments of the Executive Committee accompany the report on which they are made.

Respectfully submitted,

Dr. David Barnard, Chair
Senate Executive Committee
Terms of Reference:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm

Report of the Senate Committee on Instruction and Evaluation RE: Changes to the Final Examination Regulations and Academic Assessment Regulations, Faculty of Science

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. The Committee met on the above date to consider two proposals from the Faculty of Science to amend the Faculty's Final Examination Regulations and the Faculty's Academic Assessment Regulations.

Observations:

1. Current Faculty of Science Examination Regulations stipulate that "if a course has a final exam it must be greater than or equal to 50% of the total course evaluation unless approved by the Head and the Associate Dean." The Faculty proposes the elimination of this rule as many courses are not amenable to having such heavily weighted final examinations, and instructors wish to have more flexibility in setting the value of final examinations.
2. The Faculty is also proposing an amendment to its Academic Assessment Regulations. At the present time, the Faculty has an "F-count" rule for assessment of students in the B.Sc. General program, whereby students who accumulate 36 credit hours of "F" grades are placed on academic suspension. At the time this rule was introduced, it was the Faculty's intention to have this rule apply for students in Major and Honors programs as well; however, the current wording does not allow for this. To ensure a consistent assessment practice for all Science students, the Faculty proposes applying the "F-Count" rule to students in Major and Honours programs as well as the General program.

Recommendations

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the proposal from the Faculty of Science regarding a change to the Faculty's Examination Regulations, effective fall term 2012.

THAT Senate approve the proposal from the Faculty of Science regarding a change to the Faculty's Academic Assessment Regulations, effective fall term 2012.

Respectfully submitted,

Dr. Karen Grant, Chair

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

FACULTY OF SCIENCE

Change to Final Examination Regulations

Effective Fall Term 2012

Minimum weight of final examinations in Faculty of Science courses

To remove the Faculty of Science examination regulation stating that "if a course has a final exam it must be greater than or equal to 50% of the total course evaluation unless approved by the Head and the Associate Dean".

FACULTY OF SCIENCE

Changes to Academic Assessment Regulations

Effective Fall Term 2012

Current Faculty of Science Academic Assessment (Suspension) Regulations:

Academic Suspension

Students returning from suspension must contact a Science Student Advisor prior to registration. A Science Student Advisor will outline the minimum required academic performance to remain in good academic standing in the Faculty of Science.

Proposed Faculty of Science Academic Assessment (Suspension) Regulations:

Academic Suspension

Students cannot accumulate more than 36 credit hours of failures (F grades) in courses acceptable for credit in the Faculty of Science on their academic history, regardless of the origin of the grade (i.e., courses taken while in University 1. courses that are transferred from other programs or other institutions will be included) and regardless of whether the course has been repeated. If the 36 credit hour limit of F grades is exceeded, the student will be placed on Academic Suspension for two calendar years. Students returning from suspension must contact a Science Student Advisor prior to registration. A Science Student Advisor will outline the minimum required academic performance to remain in good academic standing in the Faculty of Science.

PROGRAM PROPOSAL

PhD IN NURSING

UNIVERSITY OF MANITOBA

FACULTY OF GRADUATE STUDIES

FACULTY OF NURSING



Comments of the Senate Executive Committee:
The Senate Executive Committee endorses the
report to Senate.

PhD in Nursing Proposal Table of Contents

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Listing of prior UM Graduate Students' publications/contributions	

A. Program Description

I Rationale

Preparing nurses to assume advanced roles in leadership, education, research, and clinical practice require that they be educated in a PhD program that is grounded within a theoretical and philosophical framework that advances nursing as a profession by developing nursing knowledge through research, promotes evidence-informed practice in clinical settings that will improve the care of patients, families, and inform population health policy and the health care system. The PhD program in Nursing at the University of Manitoba will build on the outstanding and provincially, nationally, and internationally recognized research of faculty members to provide research training for the next generation of nurse researchers, faculty, and clinical scientists.

Demand is high for a PhD program in Nursing and there is strong stakeholder support (see Letters of Support, Appendix A). Nurses in the Master of Nursing program, graduates of Masters' programs, and professionals external to the University in clinical, administrative, educational, and policy positions frequently ask the question, "When will there be a PhD program in Nursing at the University of Manitoba?" A recent survey of current master's students indicated that 50% of students responding (n=15) were interested in pursuing doctoral studies in nursing if a PhD program in Nursing at the University of Manitoba were available, while the other 50% were either pursuing other doctoral programs or were not interested at this time. The latest available data (2008) from the College of Registered Nurses (CRNM) indicate there are 252 practicing nurses with a Master's degree. Many potential doctoral students are mid-career practicing nurses who cannot pursue doctoral education in another province because of financial, family, or employment obligations. Moreover, potential early career nurses interested in graduate education may go to other nursing programs outside the province for their Master's education as there are opportunities at these other universities to transition into a PhD program. Potential students who leave the province to pursue graduate education often do not return to Manitoba and are a loss to the scholarly community, both at the university and in practice. The proposed PhD program will enable exceptional students to transition expeditiously from the Master's program to the PhD, an attractive option for potential students who are early in their careers and interested in pursuing research careers.

Drawing on relationships with the practice community, the University of Manitoba PhD Program in Nursing will strengthen nursing practice through knowledge development and knowledge translation which are essential to nursing and the healthcare system. Beyond the university setting, new and advanced roles in practice and applied research are emerging for nurses prepared at the PhD level, further increasing the demand and competition for scarce PhD graduates.

This doctoral program will meet the unique needs of Manitobans by addressing specific nursing and health needs, as well as systems issues situated within our geographic catchment area. For example, a senior professor in the Faculty of Nursing recently secured a CIHR Chair in Gender and Health. This research program is embedded in the unique needs of Manitoba women. The chair is intended to develop new researchers and support graduate students in this field. In addition, the research endeavors of the

doctoral students will enhance and expand the excellent and varied research programs of experienced nursing faculty. Currently, the lack of a PhD program focused in nursing makes it difficult for nursing faculty to attract students to their research programs.

Attracting PhD prepared faculty is significantly limited by the absence of a doctoral program, making faculty renewal efforts challenging for the Faculty of Nursing. Currently, 71% of faculty members are 51 years of age or more, with only 5% of faculty between the ages of 41-45 years (see Table, Appendix B). Conservative projected estimates of retirements over the next 7 years will reduce the total number of current tenure and tenure-track faculty to 10 (see Table, Appendix C). Nationally, there is a crisis in doctorally prepared nurses – only 0.15 per cent of registered nurses are prepared with a PhD in nursing (Canadian Nurses Association, 2006) – and the need outweighs the demand. This problem is exacerbated in Manitoba as we are only one of two provinces with a research intensive university without a PhD program in nursing (see Table 1, p. 11).

II Purpose and Objectives

The purpose of the PhD in Nursing Program is to promote the development of outstanding researchers who will engage in programs of research that will positively influence the health and health care of populations. In addition, graduates of this PhD program will be known as leaders in nursing research and will contribute to the vision of the University of Manitoba to be among the best universities in Canada.

Students graduating from the PhD Program in Nursing will:

- generate and apply new knowledge and understanding of the human condition, systems for care, and data-driven outcomes, specifically as these apply to nursing, nursing's roles, and individual/family/community/population outcomes;
- develop knowledge in a substantive area of nursing science;
- impact nurses' contribution to health care, health systems, and health services;
- critique, communicate, disseminate, and integrate the perspectives and outcomes of new knowledge with interdisciplinary partners, programs, policies in the province, and beyond;
- address the needs for nursing leadership in all dimensions of the profession (research, clinical practice, education, evaluation, administration, government policy); and
- enhance the research program base in the Faculty of Nursing in developing and translating new knowledge, thereby addressing the professional imperative for evidence informed practice, education, leadership, and policy.

III Fit of Program to Research/Academic Priorities of Faculty of Nursing

For many years the development of a PhD Program in Nursing has been part of the vision of the Faculty of Nursing. As the province's leading research-intensive nursing education institution, the need for a PhD program in nursing is imperative to sustain and further develop the Faculty's research capacity, support the foundation for the academic excellence of educational programs both at the undergraduate and graduate levels, and provide leadership in knowledge translation to nursing practice. The proposed PhD in

Nursing program enhances the vision of the Faculty of Nursing by advancing research, scholarship, and education in the discipline of nursing. A goal within the Faculty is to provide a supportive environment for a community of scholars who emphasize caring, transformation, collaboration, and engagement. The PhD in Nursing Program will develop skilled researchers and leaders in academic and health care settings as they advance research and apply a discipline-specific approach to influence the health of populations and improve both the context for care, health care outcomes, service delivery mechanisms, and health care policy.

Specifically, the PhD program is congruent with the priorities of the Faculty of Nursing as follows:

- Enhance the research culture of the Faculty of Nursing in which undergraduate and graduate students participate and flourish.
- Maximize current faculty research programs.
- Be a university of choice for prospective students provincially, nationally, and internationally.
- Enact faculty renewal through attracting and retaining high quality, research intensive faculty.
- Strengthen linkages to the practice community through application of knowledge generated in faculty members' research programs.
- Advise policy makers using evidenced-based approaches.
- Contribute to health systems research.

IV Innovative Features of the Program

- Emphasis on the development of research embedded in nursing phenomena.
- The health policy and knowledge translation course is unique to and innovative in Canadian nursing PhD programs.
- Students in the PhD program will master a core curriculum of 12 credit hours. Additional coursework will support and augment the research project for the thesis, thus facilitating flexibility and maximizing individual learning.
- The research programs of faculty members who will supervise the students are recognized by other national and international nurse scientists as leading edge in the discipline of nursing.
- Supervision by expert nurse scientists who will mentor students in the development of their research and knowledge translation skills.
- The Manitoba Centre for Nursing and Health Research (MCNHR), located within the Faculty of Nursing will be a significant, practical source of support for the doctoral students.
- The PhD in Nursing Program has defined a mechanism for a transfer option from the Masters to PhD program for students who demonstrate exceptional academic standing in the MN Program. The transfer option recognizes those MN students who have a strong motivation for a career in academia, science, and leadership. Streamlining the graduate program for these students is an efficient measure which mutually satisfies the goals of the student and the Program.

2. Context

Faculty of Nursing

Nursing is a self-regulating profession, concerned with the wellbeing of humans, which includes direct care practices, and the examination of the delivery of health care services and interventions to individuals, families, communities, and broad populations. Nursing also influences and examines aspects, such as the service environment, health care outcomes, and governing policies as they impact the roles of nurses in clinical practice, education, research/evaluation, policy, and administration. Registered Nurses (RNs) work both autonomously and in collaboration with others. RNs coordinate health care, deliver direct services, and support clients and families in their self-care decisions and actions in health, illness, injury, and disability in all stages of life. Furthermore, RNs contribute to the health care system through their work in research, direct practice, education, administration, and policy in a wide array of settings.¹

The first nursing program at the University of Manitoba was offered in 1943 as a one-year, post-RN certificate course in supervision or public health. The program saw various changes over the ensuing years and the first comprehensive, 4-year Baccalaureate in Nursing (BN) program was established in 1964 with the first graduates in 1967. The Master of Nursing (MN) program began in 1979 in response to community and professional needs for a program that would provide clinical specialization and basic research training in nursing. At that time, five major fields provided a focus for students' learning and specialization: community health nursing, administration, gerontology, human response to illness, and woman/child/family nursing. A separate stream to prepare Nurse Practitioners was added in 2000 with its own curriculum and clinical competencies. Revisions to the MN program (exclusive of the NP curriculum) were finalized and approved in 2009² to allow for the inclusion of a wider breadth of foci for new and emerging concepts and issues, while integrating a mentored, clinical practice component in the student's substantive field.

An MN program is a bridge between basic and doctoral education. In essence, doctoral education embodies the preparation of future scholars and leaders who will develop nursing knowledge through research, translate knowledge within nursing practice,³ and integrate evidence within other contexts, for example, research, education, administration, and regional/governmental health care services and policy platforms.

Nurses prepared at the PhD level provide research and leadership skills necessary to shape the profession, influence health care practices for community and acute care, contribute to provincial and national health policies, and advocate for equity and social justice.

The Master of Nursing (MN) program has been remarkably successful in preparing graduates to assume leadership in clinical education and administrative roles, as well as

¹ CIHI Nursing Report – Regulated Nurses: Trends 2003-2007

http://secure.cihi.ca/cihiweb/dispPage.jsp?cw_page=PG_1710_E&cw_topic=1710&cw_rel=AR_2529_E

² University of Manitoba, Faculty of Nursing (2008) Concept Document for the Revised Master of Nursing Program (Major Stream) September, 2008, Winnipeg, Manitoba

³ Ketefian, S., & McKenna, H.P. (2005). *Doctoral education in nursing international perspectives*. Abengdon, OX: Routledge

other advanced roles such as Clinical Nurse Specialists and Nurse Practitioners. These graduates have worked to enhance teaching and service delivery within various sectors, agencies, and regions. The majority of MN graduates have remained in the province of Manitoba and their contribution is highly valued. Notwithstanding, MN graduates who want to further their academic preparation at the PhD level decry the lack of a PhD in Nursing Program in their own province. This group who aims to advance their education is a valuable, potential resource, not only for faculty positions which specialize in research, but also for other settings beyond the University.

There are twenty-one (21) graduate faculty members in the University of Manitoba's Faculty of Nursing, six of whom hold national research leadership positions for their area of clinical and/or population-based research. Over 50% have served on PhD advisory committees, and there is capacity among the graduate faculty for PhD advisor roles. While a PhD program may be new to the Faculty of Nursing, other complementary graduate programs at UM (see below) have utilized or collaborated with the nursing graduate faculty in the development and delivery of their curricula.

- PhD in Cancer Control (UM)
- PhD in Applied Health Sciences (UM)
- PhD in Nursing Program, Cuba (University of Medical Sciences – Havana; a program developed in partnership with the Faculty of Nursing, UM)

A description of the graduate faculty is separately appended to this proposal. Each faculty member is identified: i) faculty position (rank), ii) status (tenure), iii) degrees held, iv) teaching and research focus, v) prior experience, and vi) current grants, vii) projects, chair awards, viii) training programs and ix) publications (within the past 10 years). Overall, this is a skilled and capable group poised to enhance their Faculty by their full engagement in the education of PhD in Nursing students.

I Program Response to Current & Future Needs of Manitobans & Canadians

The regulated nursing workforce is of critical importance to the health care of Canadians. Nurses are referred to as the backbone of health care⁴ and are the largest group of paid health care professionals. There are over 270,000 Canadian nurses in clinical practice, education, research, administration, and policy. Nurses are employed in virtually all health care sectors. Approximately 70% of nurses work in hospitals and long term care facilities, and about 3% are employed in educational institutions.

There are approximately 11,000 registered nurses in Manitoba⁵. According to statistics from the Canadian Institute of Health Information (CIHI), an increase in the proportion of mid- (>35 years of age) to late- (>55 years of age) career nurses is evident, and Manitoba has the highest percentage (71%) of the „baby boomer’ age group as compared to the Canadian (51%) nursing profile. The aging nursing demographic, coupled with the overall increasing demands and complexities in patient care have prompted discussions and directions to enhance nursing recruitment and retention efforts, and to increase the number of nurses in Manitoba. Retention of nurses is vital,

⁴ (CIHI) Canadian Institute for Health Information.(2006). Measuring the Retention of Registered Nurses in Canada. http://secure.cihi.ca/cihiweb/products/Measuring_RN_Retention_e.pdf

⁵ Canadian Nurses Association Workforce Profile of Registered Nurses in Canada (2006)

given the data describing the migration of nurses after basic education programs (26% leave Manitoba to pursue their nursing career, primarily in Alberta and Ontario). The five Manitoba programs in nursing education, the University of Manitoba, Red River College, Brandon University, College Universitaire de Saint-Boniface, and the University College of the North (see map, Appendix D), all are experiencing increasing student enrollments.

The effect of increased enrollment in undergraduate and graduate programs is felt at the Faculty level. Although undergraduate programs are taught by Master's prepared faculty, doctorally prepared faculty members are essential at the graduate level. The demand for doctorally prepared nurses outweighs the available pool. The percentage of the nursing workforce with PhDs is about 0.15% (Canadian Nurses Association, 2006). Current (2008) data from the CRNM identified 252 nurses with master's degrees in nursing; the approximate current figure for nurses with doctoral degrees is 50; however, data on the breakdown of those with nursing or other related doctoral degrees are not available. The Canadian Association for Schools of Nursing and the Canadian Nurses Association have recognized that more nurses educated at the nursing doctoral level is an imperative for the development of substantive knowledge in the discipline, as well as sustaining the professional development of nurses.

Preparation of nurse researchers will contribute to the knowledge base used to inform the shift in health care from a predominantly treatment model to a population health model.⁶ Not only will the PhD in Nursing Program respond to the need for nurse researchers in academic settings, but the program also will contribute to Manitoba's provincial agenda. Health care is a priority for the government of Manitoba. Nurses are at the core of all Manitoba Health's programs and are the largest constituents of the paid health care workforce.⁷ Nursing perspectives in health and illness are consistent with government policy directives, and the profession of nursing shares a focus on addressing the determinants of health in improving the health of both Manitobans and Canadians. Highly integrated in the planning for these government programs are evidenced informed research of vulnerable populations and health disparities where assessment, relevant and effective care, and social support are required.

The research foci represent the research programs nationally funded, as well as new and emerging research initiatives of faculty member. These foci occur within the context of population and public health to improve client care and health outcomes through knowledge translations.

1. Interventions: include innovations in the care of individuals and families with cancer, disabilities, and acute and chronic illnesses; and promotion of health with vulnerable populations in the community.
2. Professional Foundations: include theoretical and applied research in nursing and interprofessional education and practice.

⁶ (WHO) http://www.who.int/whr/2008/whr09_en.pdf]; The Romanow Commission Report: <http://www.mapleleafweb.com/features/romanow-commission-future-health-care-findings-and-recommendations#recommendations>

⁷ (CIHI) Canadian Institute for Health Information (2008). Regulated Nurses: Trends 2003-2007. Ottawa, ON

3. Health Services/Policy: includes research in the delivery, effectiveness, and safety of health services at the individual, community, and population levels; health administration; and organizational behavior.

II What Graduates will be Known For

The graduate from the proposed PhD in Nursing Program will demonstrate a spirit of inquiry, evolve new disciplinary knowledge, and be a key leader in research, practice, education, and/or policy. In particular, these graduates will develop expertise in exploring the phenomena of nursing through research and translate this new knowledge to nursing practice settings. Furthermore, they will carve out new and innovative roles to influence the profession, advance evidence-informed decisions, and improve the health of their specific clinical/nursing population.

III What Outsiders Will Know About the Program

This PhD in Nursing Program will be known for the development of exceptional research skills and outstanding mentorship of PhD students by faculty members. Through a highly focused program of study and research, the graduates of the doctoral program will develop nurse scholars who will contribute to the scientific and theoretical development of the discipline and translation of research to generate knowledge to transform all aspects of nursing practice.

IV Extent to Which Program Extends/Uses Existing UM Programs

Internally, the Faculty of Graduate Studies supports the development of the PhD in Nursing Program. Other internal partners include the PhD in Applied Health Sciences, and the PhD in Cancer Control (a joint program of the Faculty of Nursing and Department of Community Health Sciences, Faculty of Medicine) who provided a valuable platform for the development of the PhD in Nursing proposal. The linkages forged will be useful in implementing the PhD in Nursing, given the involvement of the nursing graduate faculty in the courses and advisory committees of these current PhD programs. Furthermore, the experience in other PhD programs also has provided important advisement experience for faculty members. When the PhD in Nursing is approved, discussions and processes will be initiated with the Department of Community Health Sciences regarding how to integrate in the PhD in Cancer Control as a stream within the PhD in Nursing Program.

The standards, programming, and curriculum models for the education of nurses at the undergraduate and graduate levels require knowledge of current nursing roles (in the province and nationally), care and service expectations, appropriate settings for student placements, the determinants of the health of Manitobans, and the focus of government health care priorities. The collaborative partnerships and involvement of the Faculty of Nursing regionally and throughout the province, therefore, are both necessary and extensive. The Faculty of Nursing reaches beyond its local boundaries to forge successful relationships with a variety of agencies and organizations.

V Extent to which Program Enhances Cooperation among Manitoba Universities

Discussions about the need for and support of a PhD in Nursing Program are not new. A PhD in Nursing Program has been envisioned for more than a decade. Partners in practice and academia have made regular inquiries as to when a program might be established. In early 2009, a PhD Program Planning Committee was established with representatives from the graduate faculty, the graduate (MN) student body, and community members (Appendix E), and development began in earnest. A key feature of the planning was the engagement of stakeholders from across the province to confirm support and learn their perspectives on health care issues and curriculum delivery. In particular, Brandon University, College Universitaire de Saint-Boniface, University College of the North, and Red River College which offer undergraduate education and employs nurses prepared at the PhD level, are strong supporters of the intended PhD program. The program will build on the strong intra and inter-university research partnerships and collaborations developed through and fostered by the Manitoba Centre for Nursing Research which is in the faculty of Nursing.

VI Extent to Which Program Enhances National/International Reputation of University of Manitoba

Central to the internal communication and marketing will be a delineation of what the PhD in Nursing Program will bring to the University of Manitoba. The Faculty of Nursing will be able to offer a full range of nursing education programs from undergraduate to Masters and PhD, as well as postdoctoral opportunities. A strong PhD program will allow faculty researchers to enhance their competitiveness for tri-council funding by extending their research questions and outcomes through their PhD students. Doctoral nursing students will add new perspectives to the academic discourse of the university at large. Their contributions, to nursing science specifically and to health care generally, will enrich the reputation of the University. The PhD in Nursing Program will provide an opportunity for UM to further learn, embrace, and recognize the unique perspectives and effectiveness of nurses. Inter-professional opportunities abound at UM (e.g., Medicine, Kinesiology, Medical Rehabilitation, and other health related disciplines) for collaborative endeavors and partnerships in research and translation of knowledge to health care service delivery.

VII Similar Programs in Canada

Many universities in Canada have a PhD in Nursing Program. Table 3 (p. 12) displays the provinces and their respective universities where a Nursing PhD is offered. The University of Manitoba is the one of two research-intensive universities where the nursing program does not include a nursing-specific PhD program. The recruitment of PhD prepared nurses to academic positions at the University of Manitoba is a consistent challenge. A locally available PhD program will provide graduates able to move to research and faculty positions.

Table 1: Canadian doctoral programs in nursing⁸

Province	PhD in Nursing Program
British Columbia	University of Victoria University of British Columbia
Alberta	University of Alberta University of Calgary University of Lethbridge
Saskatchewan	University of Saskatchewan
Manitoba*	-
Ontario	University of Toronto McMaster University University of Western Ontario Queen's University University of Ottawa
Quebec	McGill University Université Laval Université de Montréal Université de Sherbrooke
Nova Scotia**	Dalhousie University
Newfoundland & Labrador**	-
Prince Edward Island**	-
New Brunswick**	University of New Brunswick (PhD in Nursing - In Development)

* Doctoral program available in related disciplines,

e.g., Applied Health Sciences, Cancer Control, Individual Interdisciplinary Doctoral Program

**Doctoral program in Health Services Research is offered through a collaborative program among the Atlantic provinces at the Atlantic Research Training Centre⁹

It is expected that the PhD in Nursing graduates will use their expertise in the following current and evolving positions:

- **Research scientist:** universities, organizations, industry;
- **Academic Faculty** (Colleges and Universities): Manitoba, Canada, and international Faculties/Schools of Nursing;
- **Clinician scientist:** clinical practice/research blended role;
- **Organizational leader:** Chief Nursing Officer, Professional Practice Leader, Organizational Development Leader;
- **Government roles:** policy analyst, evaluation consultant.

3. Program Specifics: Description of the Program

I. Credential

Successful completion of all procedural and academic components of the program will result in the credential, PhD (Doctor of Philosophy).

⁸ (CASN) Canadian Association of Schools of Nursing. Accredited Programs.

<http://www.casn.ca/en/54.html>

⁹ ARTC Atlantic Regional Training Centre, Health Service Research <http://www.artc-hsr.ca/>

II. Describe Program:

a) Admission Requirements¹⁰

Applicants to the Program will be expected to meet the general requirements of the University of Manitoba's Faculty of Graduate Studies, as well as the requirements specific to the Faculty of Nursing (see requirements and criteria below):

1. Master's degree, preferably in Nursing. Other qualifications will be considered on a case by case basis;
2. Statement of Interest (approximately 500 words): short biographical sketch, reason for pursuing the doctoral program at the University of Manitoba, Faculty of Nursing, area of substantive interest, prior work in that area of interest, preferred research methodology, rationale for selection of the faculty advisor, readiness for doctoral study at this time;
3. Current Curriculum Vitae;
4. Written confirmation from the faculty member who has agreed to function as the Advisor for the potential doctoral student;
5. Two pieces of writing (e.g., scholarly work or publication where the applicant is the principal author, summary of Master's work, documents written for professional work [briefs, advisories, guidelines, protocols, policies]);
6. Three letters of recommendation; and
7. Completion of a minimum 12 credit hours for MN students from the University of Manitoba who wish to transfer to the PhD program:

Selection Criteria: PhD in Nursing Applicants

All applications to the PhD in Nursing Program are available online from the Faculty of Graduate Studies. The applications will be assessed by the Faculty of Nursing's Graduate Studies Committee using the following criteria: i) demonstrated academic excellence, ii) evidence of foundational coursework necessary for the program, iii) leadership and/or professional expertise, iv) clear and relevant focus of study which advances the state of the discipline of nursing and responds to professional needs, v) confirmed relationship with an Advisor, and vi) sufficient level of readiness for doctoral education (Appendix F). A Letter of Recommendation, specific to the PhD Program (Appendix G) will be completed by referees.

The decisions of the Faculty of Nursing's Graduate Studies Committee will be forwarded to the Faculty of Graduate Studies for final review and administrative processing. Those students not accepted will be offered consultation with a Faculty of Nursing representative. The applicant will have the opportunity to review the recommendation and consider factors that could strengthen future applications.

¹⁰ Supplementary regulations will be generated for the criteria specific to the PhD in Nursing Program to be approved by the Faculty of Graduate Studies

PhD Student's Advisor/Advisory Committee

Central to the success of the student is the guidance and support of the student's Advisor and Advisory Committee members. All students will select an Advisor from the cadre of graduate nursing faculty whose clinical and research field of expertise fits with the student's substantive focus of study. Commitment to function as the student's Advisor will occur prior to the admission process. Once the student is admitted to the program, the Advisor and the student will discuss suitable Advisory Committee members who will, in collaboration with the Advisor and student, function to facilitate the development and progress of the student's program of studies and research activities.

The selection of Advisory Committee members will reflect a balance of expertise for the student's substantive work, research design, statistical needs, or other area of interest that complements the student's work. The number of Advisory Committee members is flexible but a minimum of three, including the Advisor is required. The Advisor must hold a graduate appointment in the Faculty of Nursing. One of the Advisory Committee members must hold a graduate appointment outside the Faculty of Nursing. Advisory Committee members external to UM will be involved in accordance with the policies of the Faculty of Graduate Studies.

Expectations of the Student

Students in the PhD in Nursing Program will receive approval for admission based on their prior academic and professional performance, research focus, demonstrated leadership, and readiness to engage in the program. There is an expectation that the students are sufficiently self directed to pace themselves within the course requirements and time-to-completion policies.

Residency Requirement

The residency requirement, in accordance with the Graduate Calendar, is "Two residence periods at the University of Manitoba devoted to full-time postgraduate study For the purposes of the Residence Requirement one residence period is Fall Term, Winter Term, or Summer 1 and Summer 2 Terms combined" (Supplemental Regulation #71). The overall purpose of the residency requirement is to integrate into the academic community and take advantage of the opportunities for academic discourse and debate within the program, the university, and the professional and academic communities at large.

Model of Mentorship and Supervision: Student and Advisor/Committee

The relationship between the student, Advisor, and the Advisory Committee members is of paramount importance to the progress and ultimate success of the student. A learning plan will be negotiated between the student and his/her Advisor to guide the goals, deadlines, and outcomes of the student's course of study. It is expected that the relationship between the student, Advisor, and Committee will extend over the duration of the student's PhD studies.

The following principles guide the model of this relationship:

1. **Reciprocity:** There is a reciprocal relationship between the student to undertake the work required, and the Advisor and Committee members to guide and facilitate the success of the student.
2. **Timeliness:** Students can expect a reasonable time for responses and meetings with his/her Advisor and Committee. Similarly, Advisors will expect a similar reasonableness in the timing and responses from students.
3. **Respect:** Ethical conduct, in terms of the substance of the relationship, professionalism, confidentiality of personal discussions, and reporting is a mutual responsibility.
4. **Transparent Communication:** Communication among students and the Advisor/Advisory Committee is central to a positive and productive experience. The proceedings of all meetings, whether the student has met with the Advisor only or with all or part of the Advisory Committee, should be chronicled and shared among all parties to assure consistency in advice and direction.

In summary, students can expect their Advisor and Advisory Committee members to facilitate their progress with all due consideration and professional respect. The Advisor and Advisory Committee members will expect similar attributes from the students within the relationship. Students and faculty will use the principles of the model, and regularly discuss or reflect on the success of the relationship. Situations where either faculty or students may feel confounded by these underlying principles should be identified quickly. Appropriate and supportive measures are expected to be taken to resolve any particular issue(s) in the relationship.

b) Course Requirements

Students entering the program will have considered their field of study and discussed the ways in which they might approach their research. This *a priori* discussion with their potential Advisor is the beginning of their learning plan. The core courses of the program are developed, not only for advanced study in theories, research methodologies, and knowledge translation or dissemination strategies, but also as a way for students to begin to build the logical underpinnings of their thesis. The student's Advisor will be a valuable resource to the student in assisting him/her to use the core courses, synthesizing the theoretical content as it applies to his/her focus of study and field of research. In this way a plan for learning will be purposeful and have clear direction.

Core Courses

Doctoral level education extends the skills associated with a Master's degree in terms of the depth of knowledge in a substantive and specific body of knowledge relative to their field of inquiry. There is an expectation that excellence is demonstrated in both research and scholarship, and that students will apply, conceptualize, design, and implement research as a principal investigator to generate new knowledge and contribute to scientific and academic discourse. Core courses in the PhD in Nursing Program include:

- NURS 8000 Philosophy of Nursing Science (3 credit hours)
- NURS 8010 Advanced Qualitative Research Methods
- NURS 8020 Advanced Knowledge Translation and Health Care Policy(3 credit hours)
- NURS 8030 Doctoral Student Seminars (Required, 0 credits)
- 3 credits to support research

Elective Courses

Students, independently or with the guidance of their Advisor, may augment their learning with other elective courses to enhance their theoretical, clinical, methodological, statistical, or policy knowledge. Depending on the academic plans of the students, their Advisor and Committee members may suggest additional courses for formal study or audit (within the Faculty of Nursing, in other Faculties at the University of Manitoba, or at external universities). There is scope for rationalizing and sharing resources among complementary PhD programs and collaboration is anticipated for elective courses.

Course Requirements/Prerequisites


The core courses apply to all students in the PhD in Nursing Program. It is expected that students will have grounding in broad principles of philosophy of nursing science and/or other related theoretical paradigms. Students should also have a background in research methodologies, quantitative and qualitative, sufficient for the advanced level of study and application in the PhD program.

There may be situations where a student's academic portfolio has not adequately prepared the student for one of the core courses. In this situation, the student, in consultation with his/her Advisor will complete additional course work prior to the PhD-level course(s). These situations constitute elements in the individual learning plan, negotiated between the student and his/her Advisor.

Timetable: Core courses

Timetabling of the core courses will span the first academic year of the program (see, Table 4, below).

Table 4: Timetable for core courses (first year of the program)

Core Courses	Term	
Philosophy of Nursing Science	Fall Term	
Advanced Qualitative Research Methodology	Fall Term	
Research Methods course		Winter Term
Advanced Knowledge Translation and Health Care Policy		Winter Term
Doctoral Student Seminars		

c) Evaluation of Progress and Evaluation Criteria/Procedures

Students' course work will be evaluated through written papers; presentations, seminar participation, and other mechanisms particular to the individual course (see Course Outlines, Appendix H). Students who fall below the standard will have the opportunity to work with the course faculty and resubmit their revised written work to achieve the expected academic level. Students will offer evaluative commentary on the courses, resources, and faculty attributes (per SEEQ policies) in accordance with the procedures of the University. The academic progress and pace of the student's learning will be regularly assessed and documented by the Faculty of Nursing. Procedures exist in the Faculty of Graduate Studies to monitor progress through the program. The length of the program will normally be 4 years. Although the outer limit for time-to-completion may be up to 7 years, students in both the transition option and direct entry streams will aim for a completion of the PhD in 4 years. The student's time lines will be carefully planned and monitored by his/her PhD Advisor and Advisory Committee.

d) Comprehensive & Thesis Requirements

Candidacy Examination

The candidacy examination follows the successful completion of all core and recommended elective course work. The examination, in keeping with the specifications and guidelines of the Graduate Calendar, Faculty of Graduate Studies, tests the competence of the student in the discipline with respect to a wide spectrum of material; analyzing, synthesizing, and communicating ideas about that material in depth.

Examination Principles

The Faculty of Nursing believes that the basic principles underpinning the examination are that the:

- examination should be career-enhancing;
- examination should support the student's substantive focus and work;
- examination should represent sufficient, scholarly depth in terms of critical inquiry/appraisal, and original and creative thought, relative to:
 - Theoretical synthesis and application;
 - Methodological concepts and analysis; and
 - Professional relevance (population, practice, education, leadership/organization/service, policy, and/or knowledge translation); and
- the student should have the opportunity to prepare, present, and defend his/her work to their committee in a reasonable period of time.

Examination processes

The format for the PhD in Nursing Candidacy Examination is as follows:

1. The student will prepare four (4) abstracts of potential papers, accompanied by a full list of references. The subject matter for the papers will reflect the following broad topic areas: i) theory or philosophy; ii) research methodology or

- measurement; iii) health care policy, practice or knowledge translation; and iv) a question emanating from the student's substantive area of inquiry.
2. The abstracts will be reviewed by the Advisor and Advisory Committee within 30 days of receipt, and if approved, three (3) will be selected for the development of academic papers.
 3. The student, once informed of the decision, will have 30 days to prepare the academic papers, each to be no more than 15 pages, double-spaced, exclusive of reference lists and appendices. The intent of these candidacy examination papers is the analysis and synthesis of the literature in the student's substantive field. These papers will inform the proposal and should exhibit merit for further development for submission for publication after the examination period.
 4. The papers will be submitted to the student's Advisor for Advisory Committee review.
 5. All papers must be unanimously approved¹¹ prior to an oral defense. Once approved, the student will receive feedback regarding the decision from the Advisor/Advisory Committee.
 6. If any committee member assigns a „fail' to any of the responses, that committee member will contact the Advisor. A tentative meeting date of the committee and the student will be scheduled to discuss the failure, normally within 1 month from distribution of the student's responses to the Advisory Committee (date/time/place to be determined in consultation with the Advisory Committee and the student).
 7. Students who fail the written portion will have a single opportunity to resubmit (within 30 days).
 8. Once the papers are approved, an oral defense (closed) will be scheduled (within 30 days) at a time suitable for the student, Advisor, and Advisory Committee members. The purpose of the oral defense is to allow the student the opportunity to discuss and defend the content of the papers. Questions from the Advisor and Advisory Committee members will be posed. The approximate timing of the question period will be 90 minutes.
 9. Immediately following the oral defense, the examiners will meet *in camera* to determine the outcome of the oral examination. The student will be informed immediately following the decision.
 10. A student who fails the oral examination will be allowed a second attempt not less than 3 months and not more than 6 months following the first attempt.
 11. The Dean of the Faculty of Graduate Studies will be informed as to whether the candidate has passed or failed the candidacy examination via the "Report on PhD Candidacy Examination" form.
 12. No student will sit for the candidacy examinations more than twice.
 13. Any student who fails the candidacy examination twice will be required to withdraw from the Faculty of Graduate Studies.

On successful completion of these examinations, the student will be considered a candidate for the PhD degree.

¹¹ Note: In both the candidacy and the thesis examinations, students are to abide by the expectations for academic honesty, per the UM, FGS, Thesis/Practicum Information and Guidelines:
http://umanitoba.ca/faculties/graduate_studies/registration/137.htm#dishonesty

Thesis Procedures and Regulations

In accordance with the general regulations of the Faculty of Graduate Studies, the student must be able to demonstrate competence in being able to complete a research project and present the findings.

Thesis Proposal

In accordance with the Faculty of Graduate Studies PhD thesis regulations, the proposed thesis research must be approved by the Advisory Committee and by the appropriate research ethics review committee before work begins on the research project. The expectation is that the student has attained a level of knowledge that demonstrates the capacity to undertake research at a new investigator level and contribute original findings related to scholarly and professional skills, approaches, methods, and measurement.

The student's thesis proposal will be prepared, using one of the following formats (the decision regarding format will be made by the student and the Advisor/Advisory Committee):

1. The form of a grant proposal suitable for submission to one of the granting agencies (e.g., CIHR, SSHRC, NHRDP, NCIC), with a full literature review appended;
2. The first three chapters of the dissertation: Introduction, Literature Review, Methods. The methods section would include all elements of the research.

The procedures for the approval of the thesis proposal will follow those described in the Faculty of Graduate Studies Thesis Regulations: PhD. The Advisory Committee will assist the Advisor in ensuring that the approval of the thesis proposal has satisfied appropriate requirements for each student and the general requirements of the Faculty of Graduate Studies. The student will defend the proposal in a forum open to the university community. Once the proposed thesis research is approved by the thesis Advisory Committee, the recommendation for the thesis research to proceed will be reported to the Faculty of Graduate Studies on the "PhD Student Progress" form.

After approval of the proposal an application for ethical approval of the research study will be developed and sent to the Education and Nursing Research Ethics Board¹² (ENREB). The proposal may need to be reviewed by the access committee(s) in the organization(s) or agency(ies) where data collection will occur.

PhD Thesis and Oral Examination

The thesis must be written in the standard style acknowledged by the Faculty of Graduate Studies and approved by each student's Advisory Committee members. The thesis should be lucid and well written, and be free from typographical and other errors. Additional details respecting submission of the thesis should follow the ***Thesis/***

¹² University of Manitoba Research Ethics Board (guidelines and protocol submission forms)
http://www.umanitoba.ca/research/ors/ethics/human_ethics_REB_forms_guidelines.html

Practicum Information and Guidelines¹³ booklet provided by the Faculty of Graduate Studies. The general regulations of the Faculty of Graduate Studies will govern thesis preparation and the final examination for the PhD degree. A Thesis Examination Committee will be appointed as per the Faculty of Graduate Studies guidelines. During the defense, the candidate will be expected to clearly demonstrate competence to complete a research project and present the findings. The thesis must constitute a distinct contribution to knowledge in the field of nursing science, and the material must be of sufficient merit to be acceptable for publication.

e) Transfer of Courses

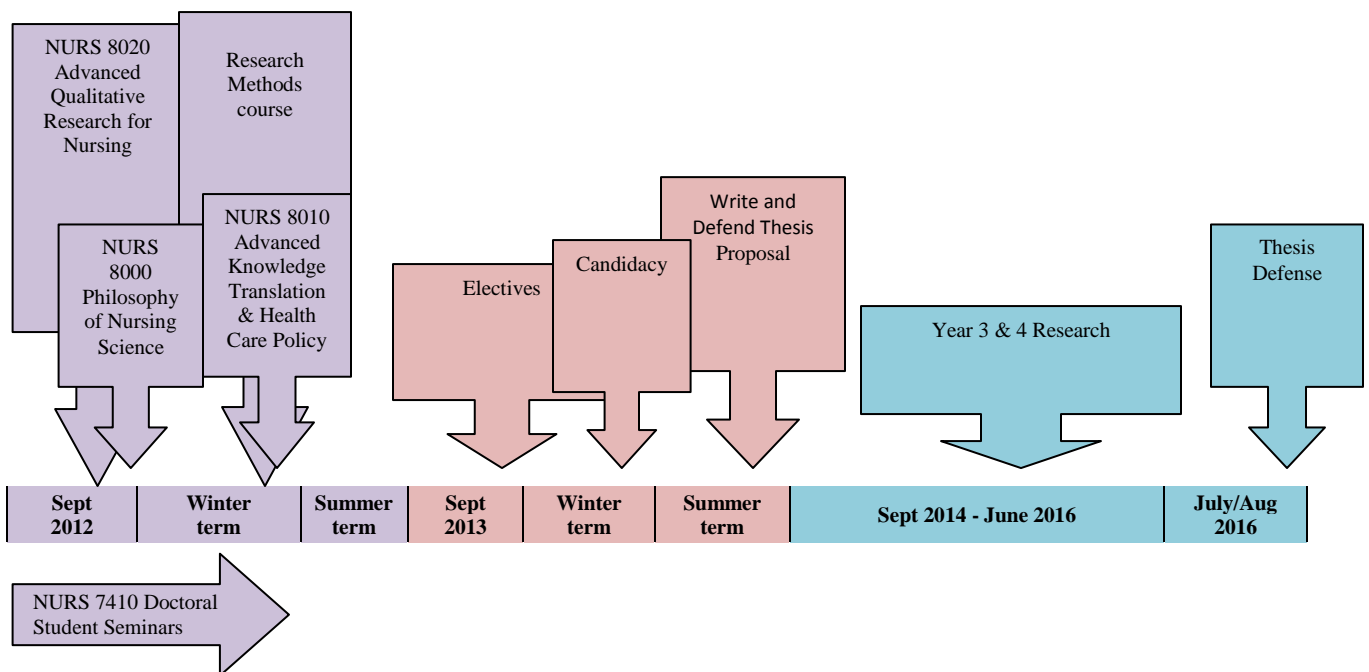
There may be situations in which students from another PhD program request transfer of credits to the PhD in Nursing Program. Applicable graduate courses will be accepted in accordance with the Western Canadian Dean's Agreement. The transfer of credits for students who have taken courses as occasional students is not automatic. A request for transfer of courses taken as an occasional student may be made within the first year of the PhD in Nursing Program. All other requests for transfer of credit will be reviewed by the Faculty of Nursing Graduate Studies Committee to ascertain the comparability of courses and outcomes with the current requisite PhD in nursing courses.

f) Other Procedures & Regulations Specific to Program (not covered above)

See attached Supplementary Regulations

4. Projections and Implementation

I Sample Program



¹³ University of Manitoba, Faculty of Graduate Studies. Thesis/Practicum Information and Guidelines http://umanitoba.ca/faculties/graduate_studies/thesis/guidelines.html

II Estimated Enrolment

The projected enrolment is based on the demand for a PhD in Nursing, the number of Master's prepared graduates in the province, and the existing resources of the Faculty of Nursing. The support for the anticipated demand is found in the Rationale for the program described on p. 3. The PhD in Nursing Program is anticipated to begin September, 2012 with an intake of six students every other year for the first 5 years. The program length will be 4 years. Projected enrolments are set out below (see Table 3. 5 Year Projected Enrolment). The number of students admitted every other year takes into consideration the potential pool of advisors and committee members available to teach and supervise the doctoral students. The plan is based on full time study as the ability to predict how many students may decide, at any point in the program, to revert to part time studies is not possible. Should the number of part time students increase significantly or the progress of students through the program is delayed, the number of admissions to the PhD program will be considered and the number of admissions in any given year will be decreased to ensure a balance between the numbers of students and available advisors, internal committee members, and course leaders.

II 5 Year Projected Enrollment					
	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016
Admissions	6		6		6
Continuing		6	6	6+6	6
	Total	Total	Total	Total	Total
	6	6	12	12	12

III Distance Delivery

Distance delivery is an option that will be considered once the PhD program is implemented and stabilized. The opportunity for future distance delivery exists, and experiences with the Master of Nursing program will inform the efficacy of using distance delivery options in the future.

IV Schedule for Implementation

See Appendix I (developed at beginning of PhD Program development)

B. Human Resources

1. Faculty

There are currently 21 faculty members designated as graduate faculty members. Their credentials, individual clinical fields, teaching portfolios, and research programs have been summarized in a separate document and appended to this proposal (see CVs). There is considerable strength in the faculty, all of whom have been active in publishing in peer-reviewed scientific journals and presenting at national and international conferences. Together, they attract students seeking graduate study in the Master of Nursing Program and are energized to continue working with students in a doctoral program. Many of the graduate faculty members have had the opportunity of being involved in an Advisory or Advisory Committee member capacity with students engaged in doctoral programs. There are three Research Chairs in the Faculty of Nursing: i) Dr. Maureen Heaman, CIHR Chair, Gender and Health (2008-2013), Dr. Roberta Woodgate, MHRC Chair, Child and Youth Health and Illness (2010-2015), and Dr. Michelle Lobchuk, MHRC Chair, Caregiver Communication (2011-2016).

The strength of both the faculty and former graduate students lies in the volume of awards/funding for their scientific work and their contribution to the peer-reviewed, scientific literature. Students' work has made a remarkable contribution to both health care and engendered external regard for the capacity and capabilities of the University of Manitoba's nursing graduate faculty and their students. A separate document has been generated to highlight former nursing graduate students' focus of research, research funding awards, and a list (from the past 5-7 years) of peer-reviewed, scientific publications from former nursing graduate students (see Appendix J).

Prior to the submission of this proposal, all graduate faculty members were canvassed as to their experience in being an Advisor for PhD students and their involvement as advisory committee members. All of the graduate faculty have been or are currently involved as an advisor or committee member for Master of Nursing and PhD students. Virtually all graduate faculty members indicated their willingness to integrate PhD advisory responsibilities into their work (see Appendix K). Eligibility criteria to be a doctoral advisor were developed by the Graduate Studies Committee (responsible for policy issues in the Faculty of Nursing graduate programs). There is a Faculty Development Coordinator within the Faculty who will assume responsibility for planning for mentoring and coaching of faculty to teach and advise students in the PhD program. In addition, Dr. Lesley Degner, a UM Distinguished Professor has agreed to provide leadership in the development of faculty members for doctoral teaching and supervision. Strategies such as co-advising and team teaching of new PhD courses in which senior faculty can mentor less experienced faculty will occur. It will be important to have an infrastructure in place to support these initiatives, for example, clear descriptions of roles and teaching credits for team teaching. The Strategic Plan in the Faculty of Nursing has secured funding for these initiatives, particularly where outside expertise is required to enhance faculty development.

2. Support Staff

The Graduate Program Assistant provides supports for the Master of Nursing program and will be sufficient to support the addition of the PhD in Nursing Program. The Student Advisor, Graduate Program will be available to consult with students with respect to, for example, policies and deadlines.

3. Other

The addition of the small number of new graduate students will likely not overwhelm the interdepartmental supports, such as the Registrar's Office and Information Technology, (see attached Letters of Support, Appendix K).

Manitoba Centre for Nursing and Health Research

The Manitoba Centre for Nursing and Health Research (MCNHR) is in the Helen Glass Centre for Nursing; its mission is to create an environment that promotes and supports the conduct, dissemination, and uptake of collaborative nursing and health research to benefit the health of Manitobans and beyond. The MCNHR works to support research and scholarly activities of research and professional affiliates and graduate students.

Students have a rich resource in the MCNHR. All graduate students are members of the MCNHR and therefore have access to multiple services, such as, statistical consultation, access to data analysis software (e.g., SPSS, NVIVO), literature retrieval, grant writing, editorial services, RA support, referencing services, and use of equipment (e.g., digital recorders, transcribers). A research grant (The Kathleen and Winifred Ruane Graduate Student Research Grant for Nurses) is offered yearly. The Director of the MCNHR is also Associate Dean, Research within the organizational structure of the Faculty of Nursing and, as such, is highly integrated within faculty and student operations. The MCNHR is an incentive for potential doctoral students to study in the Faculty of Nursing.

Participation of Other/External Resources and Stakeholders

Nursing is a practice based discipline and, therefore, the PhD students will access research participants within various health care settings. Early stakeholder meetings have confirmed the support of stakeholders in various settings and sectors in the Winnipeg Regional Health Authority and other regional health authorities

C. Physical Resources

1. Space

I Students

The Helen Glass Centre for Nursing (HGCN) on the UM campus, Fort Garry houses the Faculty of Nursing. The HGCN currently has sufficient space (desks/ stations), computers (and electrical capacity) for the additional graduate students expected over the first 5 year span of the PhD in Nursing Program. In addition to the general space in

the Graduate Student Lounge, there is research space allocated to the Chairs and career scientists which can be used for the PhD students. Each PhD student will be allocated an individual station with a desk, computer (with UM word processing and statistical programs accessible for uploading, and intra/internet capacity), telephone, and collective access to fax and copy equipment. Teleconference and videoconference capabilities are also available.

II Administration

The Associate Dean, Graduate Programs, who will assume leadership and administration of the PhD program, has an office located in the administrative area of the Faculty of Nursing. The Graduate Program Assistant is located in an office carrel adjacent to the Associate Dean's office.

2. Equipment

I Teaching

There are sufficient seminar rooms to accommodate the doctoral classes and seminars.

II Research

No new research equipment is required. Nursing research data are typically gathered, for example, in health care agencies, participant's homes.

3. Computers

Computer facilities for the doctoral students include e-mail accounts, access to the Internet, and use of a computer in either the Graduate Student Lounge or Research facilities in which the research programs of faculty are located.

4. University of Manitoba Library

Library holdings and requirements are reviewed on a regular basis by the Faculty of Nursing. Currently, the hard copy and online data bases will support the level of graduate work required by the PhD students.

A Library Statement (see Appendix L) is included, indicating that this program can fully be supported at this time.

D. Financial Resources

1. Delivery Costs

After careful consideration and discussion, the Faculty of Nursing believes that we can manage an intake of six students every other year in the first 5 years within existing resources.

2. Student Support

The Faculty of Nursing will ensure that one of the available Faculty of Nursing, University of Manitoba Fellowships is designated for doctoral students. In addition, students will be expected to make application for training and research support at the local, provincial, and national levels, as appropriate to their research study. The student will garner financial support for their work through successful application to university, professional (e.g. College of Registered Nurses of Manitoba Foundation, Canadian Nurses Foundation), and national granting agencies (e.g., CIHR). In addition, students will have the opportunity to receive research traineeships via the national operating grants of their advisors. Currently, there are three faculty members with research chairs in which there are opportunities for graduate student trainee & research assistantships, that is CIHR Chair and two MHRC Chairs (see p. 21). The graduate faculty members regularly include graduate student traineeships into the budget sections of grant proposals and these opportunities will support students in the PhD in Nursing Program. Special travel grants will be available for students who focus their research in rural, remote, and northern communities.

The Dean, Faculty of Nursing, has contacted prospective alumni to consider a PhD scholarship. In addition, a faculty member has undertaken the task of working with Development & Advancement Services to identify potential sources of funding for the doctoral students. Notwithstanding, all students, with the support of their advisor, will be encouraged to make application for funding through existing associations, provincial and national research and governmental bodies for traineeships, fellowships, research project support, or other awards. All nursing graduate faculty and the Faculty of Graduate Studies are aware of the various awards and processes for application and funding accountabilities.

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- (WCDA) Western Canadian Dean's Agreement, 1974 <http://grad.usask.ca/wcdgs/agreement.htm>
- (WHO) World Health Organization http://www.who.int/whr/2008/whr09_en.pdf[1];

APPENDIX A: LETTERS OF SUPPORT



Winnipeg Regional Health Authority
Caring for Health
Office régional de la santé de Winnipeg
À l'écoute de notre santé

1800—155 Carlton St.
Winnipeg, Manitoba
R3C 4Y1 CANADA

TEL: 204| 926.7000
FAX: 204| 926-7007
www.wrha.mb.ca

155, rue Carlton, suite 1800
Winnipeg (Manitoba)
R3C 4Y1 CANADA

TÉL: 204| 926.7000
TÉLÉC: 204| 926-7007
www.wrha.mb.ca

April 2, 2009
Dauna Crooks
Dean, Faculty of Nursing
University of Manitoba

Dear Dr. Crooks:

Thank you, on behalf of the Winnipeg Regional Health Authority Advanced Practice Nursing Steering Committee, for the opportunity to meet with yourself and Dr. Janet Rush during her recent visit to Winnipeg. This is a letter of support for the development of a PhD Program in Nursing at the University of Manitoba.

The Advanced Practice Nursing Steering Committee is committed to the advancement of nursing practice through clinical practice, education, and research. Our work to date has been to create advanced practice nursing positions, clarify roles, and create supportive environments in which advanced practice nurses can flourish.

We are strong advocates of post graduate education. We have a faculty representative on our committee and we are working together to integrate education and practice more fully. We are very supportive of the new Masters curriculum and believe that it will support the ongoing development of advanced practice roles.

We believe also, that to continue to move Nursing forward and with it quality patient/client/resident outcomes, a PhD. Program in Nursing at the University of Manitoba is vital. There are many individuals practicing in Manitoba who would be interested in such a Program if it were offered locally. The challenge now for nurses seeking PhD level education in Manitoba is that they need to look to other faculties and/or other options outside the province. We believe that PhD level education specific to Nursing, accessible in Manitoba; will lead to an even more vibrant learning and research culture in health care ultimately leading to improved health care outcomes for the citizens of the Province of Manitoba.

Sincerely,

Betty Lou Rock
Margaret Kozlowski
Co-chairs WRHA Advanced Practice Nursing Steering Committee



Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières

RECEIVED

JUL 31 2009

July 23, 2009

COPY

89 Currie Place
Faculty of Nursing
Helen Glass Centre
University of Manitoba
Winnipeg, Manitoba R3T 2N2

Dear Drs Crooks and Scanlon,

It is with great pleasure that I write this letter of support for the proposed PhD program in Nursing at the University of Manitoba. It is the next logical step in the development of the Faculty of Nursing at the university.

The need for nurses is at a critical level provincially and nationally. At this time BC, Alberta, Saskatchewan, Ontario, Quebec and Nova Scotia all have PhD programs and New Brunswick is in the early planning stages. Even so, there are still not enough doctorally prepared nurses being produced across the country to meet the demands of faculty retirements, and practice workplace shortages.

The Faculty of Nursing at the University of Manitoba has the faculty resources in terms of academic research profiles and supervisory capacity to mount a doctoral program in nursing. It is a much needed program to renew future faculty and practice needs in Manitoba and beyond.

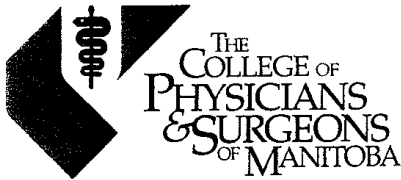
I fully and strongly support the implementation of a PhD in Nursing at the University of Manitoba. Should you require further information please do not hesitate to contact me at the CASN offices in Ottawa.

Sincerely,

A handwritten signature in cursive script that reads "Ellen Rukholm".

Ellen Rukholm, RN, PhD, FCAHS
Executive Director, Canadian Association of Schools of Nursing

99 Fifth Avenue, Suite 15, Ottawa, Ontario, Canada K1S 5K4
Telephone / Téléphone: (613) 235-3150 • Facsimile / Télécopieur: (613) 235-4476
Electronic Mail / Courrier électronique: inquire@casn.ca
www.casn.ca / www.acesi.ca



1000 - 1661 PORTAGE AVENUE, WINNIPEG, MANITOBA R3J 3T7
TEL: (204) 774-4344 FAX: (204) 774-0750
WEBSITE: www.cpsm.mb.ca

August 6, 2009

Dr. Dauna Crooks, Dean
Faculty of Nursing
Helen Glass Centre for Nursing
University of Manitoba
Winnipeg, Manitoba R3T 2N2

RECEIVED
AUG 11 7 2009

Dear Dr. Crooks and Dr. Scanlon:

Re: Letter of Support for PhD Program in Nursing

It is with pleasure that I provide you with the requested support. The College of Physicians and Surgeons of Manitoba and the profession of Medicine strongly support highly educated, competent nurses as our sister profession. This College also strongly supports inter-professional practice.

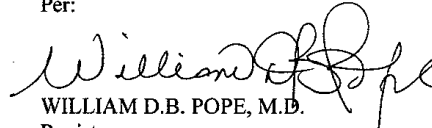
As you may be aware, I and one of my Registrars sat on the committee to develop the regulation for the RN[EP]. It was a pleasure to do so and work in harmony with Pharmacy and Nursing to support the development of such an important part of the Nursing profession.

In my opinion, the lack of a PhD program in Nursing is detrimental to the ability of the Faculty of Nursing to provide a complete educational experience. Moreover, Nursing students who take their doctorate in Manitoba are more likely to remain here. In these difficult times, we need all the caring, competent health care providers possible.

I strongly support this program and hope that you will be successful in obtaining University authorization and funding for its implementation.

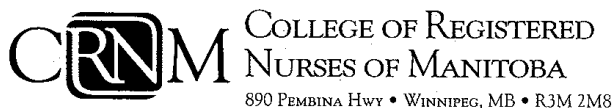
Yours sincerely,

COLLEGE OF PHYSICIANS &
SURGEONS OF MANITOBA
Per:


WILLIAM D.B. POPE, M.D.
Registrar

WDBP:rb

Cc: Dr. Judith Scanlon



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JUL 29 2009

COPY

July 23, 2009

Dr. Donna Crooks
Dean
Faculty of Nursing
Helen Glass Centre for Nursing
University of Manitoba
Winnipeg, MB R3T 2N2

Dr. Judith Scanlan
Associate Dean, Graduate Programs
Faculty of Nursing
Helen Glass Centre for Nursing
University of Manitoba
Winnipeg, MB R3T 2N2

Dear Dr. Crooks and Dr. Scanlan:

I am pleased to write this letter of support from the College of Registered Nurses of Manitoba (CRNM) for the PhD Program in Nursing being developed by the Faculty of Nursing at the University of Manitoba. We believe that a program such as this is compatible with the vision of the College, which is that registered nurses achieve excellence in professional nursing practice and participate as full partners in shaping health services.

The College applauds the Faculty of Nursing for identifying the implementation of a PhD in Nursing program as a key strategic direction and for demonstrating leadership in assessing a need, forging a solution and creating a preferred future. The College is well aware of the need for registered nurses educated at an advanced level and we believe that a program such as this will have a significant positive impact on health human resources in the province, the generation of evidence to advance the practice of registered nursing, the development and implementation of health policy, and most importantly, the quality of health services available to the citizens of Manitoba.

Thank you for the opportunity to demonstrate our support for the proposed program. If you have any questions, please feel welcome to contact me.

Sincerely,

Susan D. Neilson RN, BScN, MPA
Executive Director

Ph: (204) 774-3477 Fax: (204) 775-6052
Toll Free in Manitoba: (800) 665-2027
Email: info@crnm.mb.ca
Website: www.crnm.mb.ca

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RECEIVED
AUG 13 2009

August 10, 2009

Dr. Dauna Crooks, Dean, Faculty of Nursing
Dr. Judith Scanlan, Associate Dean, Graduate Programs
Helen Glass Centre for Nursing
University of Manitoba
Winnipeg, Manitoba
R3T 2N2

Dear Drs. Crooks and Scanlan:

The College of Registered Psychiatric Nurses of Manitoba (CRPNM) has received your letter explaining that the Faculty of Nursing at the University of Manitoba is preparing for a PhD program in Nursing.

The CRPNM is very pleased to hear that efforts are being made in that direction. We strongly believe in the need for all graduate education for nurses. In order to sustain the undergraduate and Master's programs that we do have, it is very important that the Province of Manitoba be able to prepare the faculty that will teach in those programs.

We also believe that a PhD program would enhance the service delivery system through more advanced practitioners and also through research that adds to the body of knowledge of nursing and provides evidence to guide practice. This is already well demonstrated by the active research taking place in the Faculty of Nursing.

The CRPNM is pleased to support a PhD program in Nursing in Manitoba. We are certain that such a program would enhance the already significant contribution of Nursing to health care in Manitoba.

Yours truly,

Leo O'Rourke
President

Annette Osted
Executive Director

1854 Portage Avenue Winnipeg, Manitoba Canada R3J 0G9
T 204 888-4841 F 204 888-8638 E crpnm@crpnm.mb.ca

August 24, 2009

Dr. Dauna Crooks
Dean, Faculty of Nursing
Office of the Dean
Helen Glass Centre for Nursing
Winnipeg, Manitoba
R3T 2N2

Dr. Judith Scanian
Associate Dean, Graduate Programs
Office of the Dean
Helen Glass Centre for Nursing
Winnipeg, Manitoba
R3T 2N2

Dear Drs. Crooks and Scanian:

I am very pleased to offer my endorsement on behalf of the MNU for the implementation of a PhD program for the Faculty of Nursing, University of Manitoba.

The current research regarding the anticipated shortage of health human resources has clearly identified the need for advanced education opportunities for those who practice nursing as well as those who would teach nursing. With the MNU representing bedside nurses, faculty educators, clinical nurse specialists and nurse practitioners, we know that our members will benefit from a Manitoba based Nursing PhD program.

We expect that such a program will enhance the care Manitobans receive through nursing research, leadership, education and direct care. This also represents a significant step in providing the necessary resources to meet the demands of students wishing to enter the profession of nursing.

Our organization has been conducting independent polling of the public for approximately twenty years. We know that every year, health care is the most important issue for Manitobans. We also know that nurses are the most trusted spokespersons for healthcare.

We believe that this program will make a valuable contribution to health care and the nursing profession in this province.

Sincerely,



Sandi Mowat
President

SM/dds-cope342

AUG 27 2009





**SCHOOL OF
HEALTH STUDIES
Office of the Dean**

phone (204) 727-7459
fax (204) 726-5793

270-18th Street
Brandon, Manitoba
Canada • R7A 6A9

www.brandonu.ca

July 23, 2009

Dr. Dauna Crooks
Dean, Faculty of Nursing
University of Manitoba
Helen Glass Centre for Nursing
Winnipeg, MB R3T 2N2

Dear Dr. Crooks:

I am pleased to provide a letter of support for a PhD in Nursing program in the Faculty of Nursing at the University of Manitoba. This is a key element in the evolution of nursing and nursing education in the province of Manitoba. Such a program will allow students to pursue advanced graduate level programming without leaving the province. We know that students who must relocate to other provinces and countries for PhD studies are susceptible to not returning to Manitoba. In the past, such a "brain drain" has contributed to this province losing outstanding nurses; many of whom have not returned.

The Faculty of Nursing has had years of experience in designing and implementing a PhD in Nursing program at the Havana Medical University in Cuba. Funded by the Association of Universities and Colleges of Canada (AUCC) and the Canadian International Development Agency (CIDA), this project been successful in moving nursing education and practice forward in that country. Under the leadership of Dr. Judith Scanlan, this project has provided the Faculty of Nursing with excellent curriculum design, teaching, and graduate supervision expertise that are necessary components of any PhD program. Many of your faculty in the Faculty of Nursing have benefited from this experience and are well poised and prepared to now take on the implementation of a PhD in Nursing program in your facility. I look forward to hearing more about this exciting venture!

Please do not hesitate to contact me if I can be of further assistance.

Yours sincerely,

Dr. Dean Care
Dean & Professor

✓ c - Dr. Judith Scanlan
Associate Dean, Graduate Programs

JUL 27 2009

July 14, 2009

Dr. Dauna Crooks
Dean, Faculty of Nursing
Helen Glass Centre for Nursing
Winnipeg, MB
R3T 2N2

Dear Dr. Crooks:

RE: Request for letter of support regarding a PhD Nursing Program at University of Manitoba

This letter is to express my strong support for the University of Manitoba to consider a PhD program in Nursing. To date, Nursing has had to rely on other programs (such as Community Health Sciences) for doctoral preparation. As a result, many nurses have had to go out-of-province to obtain a PhD in Nursing specifically. This represents a missed opportunity for Manitoba to have its own PhD program, and such a program would enable Manitoba to retain stellar nurse researchers, but also attract future Manitoba research leaders into the program.

Given the expectation that clinical practice needs to be evidence-informed, the role of a strong doctoral program in Nursing in Manitoba not only benefits the 'academia', but also the clinical practices throughout Manitoba – whether they be in public health, acute care settings, primary care settings, or related social settings.

I have had the personal privilege of working with several researchers from the Faculty of Nursing, and I am constantly impressed with the applicability and thoroughness with which they approach nursing research. They have made strong contributions to interdisciplinary team research projects, bringing the critical nursing perspective to healthcare research questions. A made-in-Manitoba PhD program will serve to expand the potential of those researchers in attracting great graduate students, and will give Manitoba the opportunity to attract and retain leading nursing research scientists.

Sincerely,



Patricia J. Martens PhD
Director, MCHP
Associate Professor, Department of Community Health Sciences, Faculty of Medicine
CIHR/PHAC Applied Public Health Chair

**Manitoba Centre
for Health Policy**

Dept. of Community
Health Sciences,
Faculty of Medicine,
University of Manitoba

4th Floor, Room 408
727 McDermot Ave.
Winnipeg, Manitoba
Canada R3E 3P5
Ph (204) 789 3819
Fax (204) 789 3910





Winnipeg Regional Health Authority
Office régional de la santé de Winnipeg
Caring for Health À l'écoute de notre santé

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MAY 05 2009

May 1, 2009

Dauna Crooks
Professor and Dean
Faculty of Nursing
Helen Glass Centre for Nursing
Winnipeg, MB R3T 2N2

Dear Dean Crooks:

I am pleased to provide you with a letter of support for the proposed Doctoral Program in Nursing at the University of Manitoba.

In my role as Vice President and Chief Nursing Officer of the Winnipeg Regional Health Authority, I chair the Nursing Leadership Council of the Region.

The 25 members of Nursing Leadership Council (NLC) employ over 6,000 Registered Nurses in Winnipeg, over half of the Registered Nurses employed in Manitoba. The members of NLC are all Masters prepared Registered Nurses or Registered Psychiatric Nurses.

Representatives of NLC have met with the consultant working on the proposal for the Doctoral program and expressed their support for the proposal.

We view the proposed Program as a valuable addition to our work in several areas such as:

- ☐ Ensuring sufficient prepared Faculty to maintain the supply of newly graduated Registered Nurses in Manitoba
- ☐ Ensuring sufficient PhD faculty to educate Advance Practice Nurses
- ☐ Advance nursing science and research within Manitoba and enable practicing nursing to identify and discuss research questions arising from clinical practice
- ☐ Supply doctoral prepared nurses for succession planning of nursing leadership in Manitoba, particularly as clinical and professional practice leaders.

We look forward to the progress of the proposal through the University processes.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jan Currie'.

Jan Currie
Vice President and Chief Nursing Officer
Winnipeg Regional Health Authority



25 September 2009

Dauna Crooks
Dean
Faculty of Nursing
University of Manitoba
Winnipeg, MB R3T 2N2

Dear Dr. Crooks,

On behalf of the Canadian Nurses Association (CNA), I wish to express our full support for the development of a PhD in Nursing program at the University of Manitoba. CNA supports the growth of post-graduate nursing studies in Canada in order to meet the many needs for research, education and clinical leadership.

The need for registered nurses with PhD preparation in nursing is at a critical level. Doctoral and post-doctoral prepared nurses promote and conduct research that advances the knowledge and theoretical base underlying nursing practice. They assume faculty positions in nursing education programs, provide professional leadership and influence nursing and health policy.

CNA supports Canadian doctoral and post-doctoral programs in nursing that are accessible to nurses across the country, reflect the diverse nature of the country and meet the health-care needs of Canadians. These programs require adequate funding to support nurses in pursuing such study, sustain existing programs and develop new programs.

We commend your faculty for developing a PhD in Nursing program to address current and emerging roles for nurses in education, research, administration and health policy within Manitoba and nationally.

As the national professional voice of registered nurses, CNA looks forward to the establishment of the PhD in Nursing program at the University of Manitoba. Its graduates' influence on the discipline of nursing and health policy will benefit Canadians in Manitoba and across Canada.

Sincerely,

A handwritten signature in black ink, appearing to read "Rachel Bard".

Rachel Bard, RN, M.Ed.
Chief Executive Officer



UNIVERSITY
OF MANITOBA

Applied Health Sciences Ph.D. Program

HLHP Research Institute
307 Max Bell
Winnipeg, MB
Canada R3T 2N2
Phone: (204) 474-7493
Fax: (204) 261-4802

January 7, 2010

Dr. Dauna Crooks, Dean
Dr. Judith Scanlan, Associate Dean (Graduate Programs)
Faculty of Nursing
Helen Glass Centre
University of Manitoba
Winnipeg, MB

Dear Dr. Crooks and Dr. Scanlan;

It is a pleasure for me to submit a letter in support of the application for a PhD in Nursing degree at University of Manitoba. I have had the distinct pleasure to work with members of the Faculty of Nursing since my arrival to University of Manitoba in 2002, both in the creation and implementation of the PhD program in Applied Health Sciences, of which I serve as Director, and as Chair of the Advisory Board of the Manitoba Center for Nursing and Health Research, which is housed within the Faculty of Nursing.

The evolution of the field of nursing is evidently quite similar to that of my own field, kinesiology. In both cases, fields which began as primarily professional have quickly realized the importance of evidence-based practice, from discipline-specific research, to the improvement of deliverables by the profession. I have become acutely aware of the need of a PhD in Nursing at University of Manitoba through the quality of nursing-related research being conducted by PhD students and their supervisors in the Applied Health Sciences PhD program. University of Manitoba is obviously poised to make considerable contributions to the profession in Manitoba and beyond, as evidenced by the critical mass of researchers, the leadership role that Faculty has taken within the province, and the presence of a viable research center affiliated with the faculty (the Manitoba Center for Nursing and Health Research), whose mission is to "create an environment that promotes and supports the conduct, dissemination, and uptake of collaborative nursing and health research to benefit the health of Manitobans and beyond."

I support this application with my highest possible level of enthusiasm. The creation of a PhD program in Nursing is vital to attainment of the vision of the University of Manitoba, to be among the greatest of Canadian Universities. It will attract high-quality students, and assist in the recruitment and retention of high-quality faculty. A PhD program in Nursing at University of Manitoba will help ensure the quality and dissemination of evidence-based nursing and health care.

Sincerely yours,

Phillip Gardiner, PhD
Director, HLHP Research Institute
Director, Applied Health Sciences PhD Program
Canada Research Chair, Physical Activity & Health Studies
www.umanitoba.ca/graduate_studies/admissions/



Faculty of Medicine



Office of the Dean
260 Brodie Center
727 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 3P5
Telephone (204) 789-3557
Fax (204) 789-3928

January 18, 2010

Dr. Dauna Crooks
Dean – Faculty of Nursing
University of Manitoba
Helen Glass Centre for Nursing
WINNIPEG, Manitoba
R3T 2N2

Dear Dr. Crooks:

RE: Letter of Support – Implementation of a PhD in the Nursing Program

As Dean of the Faculty of Medicine, I am strongly supportive of the implementation of a PhD in Nursing program being a key strategic direction for the Faculty of Nursing at the University of Manitoba.

The Faculty of Nursing is attempting to respond to government requests and community needs and expectations to improve health and service delivery. The need for nurses, including those with PhD preparation, is at a crucial level provincially and nationally. As the University of Manitoba is the only research intensive university in Canada without a PhD in Nursing program, nurses must go out of province to be educated.

It is my understanding there is a high calibre of graduate nursing faculty and their programs of research provide abundant opportunities for doctoral student training and support. As well, the proposed PhD in Nursing Program has been designed to accommodate the roles for PhD prepared nurses in education, advanced and Interprofessional practice, research, administration and health care policy throughout Manitoba. Many students in the Master of Nursing Program have expressed a desire to be fast-tracked to a PhD Program.

The Office of the Dean and the Faculty of Medicine fully and enthusiastically support the establishment of a PhD Program in the Faculty of Nursing. It will be a great asset to the Faculty as well as the University of Manitoba and will enhance our endeavours to advance research and increase research capacity.

Yours truly,

A handwritten signature in black ink, appearing to read "J. Dean Sandham".

J. Dean Sandham MD FRCPC FACP
Dean

JDS:min



UNIVERSITY
OF MANITOBA

Faculty of Education

January 20, 2010

Dr. Dauna Crooks
Dean
Faculty of Nursing
University of Manitoba
Winnipeg, MB R3T 2N2

Dear Dr. Crooks:

Re: Letter of Support for the Faculty of Nursing Proposal to Introduce a Ph.D. in Nursing Program

On behalf of the Faculty of Education, please allow me to extend our support for the initiative being undertaken by the Faculty of Nursing to introduce a Ph.D. in Nursing program at the University of Manitoba.

First, I wish to congratulate the Faculty of Nursing on developing a rationale and a program proposal which outline clearly how both the Province of Manitoba and the University of Manitoba will benefit from a Ph.D. in Nursing. I have long believed that such a program was essential to the credibility and evolution of our health care system, a system increasingly challenged by an aging population, growing vulnerable populations and emerging medical practices in which nurses play an increasingly significant role.

Second, I agree that it is an appropriate time to proceed with this initiative. There is a large and strong group of graduate nurses to draw from as potential students. The Faculty of Nursing has established a reputation of excellence and responsiveness, under the direction of very capable deans and strong faculty members who themselves are recognized researchers and educational leaders.

Finally, I believe that, in the current context of healthcare worldwide, the demand for reliable and trustworthy data and information sources are critical. I can see a program such as this contributing to the need in a myriad of ways.

Not only the Faculty of Nursing but also the University of Manitoba and the people of Manitoba have much to gain from this proposed Ph.D. program in Nursing. It has my unreserved support.

Yours truly,

John R. Wiens, Ph.D.
Dean
Faculty of Education

JRW:lk

RECEIVED

JAN 19 2010

Office of the Dean
225 Education Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9001
Facsimile (204) 474-7551
dean_education@umanitoba.ca



umanitoba.ca/education



UNIVERSITY
OF MANITOBA

Faculty of Medicine

RECEIVED
JAN 25 2010

Department of
Community Health Sciences
750 Bannatyne Avenue
Winnipeg, Manitoba
Canada R3E 0W3
Telephone (204) 789-3473
Fax (204) 789-3905

January 14, 2010

COPY

Dr. Dauna Crooks, Dean
Faculty of Nursing
University of Manitoba
293 Helen Glass Centre for Nursing
Winnipeg, Manitoba
R3T 2N2

**RE: PROGRAM PROPOSAL PhD IN NURSING – UNIVERSITY OF MANITOBA
FACULTY OF GRADUATE STUDIES
FACULTY OF NURSING**

Dear Dr Crooks,

I am writing to provide support to the proposal to establish a PhD in Nursing at the University of Manitoba. Nurses prepared at the doctoral level will expand the dimensions of academic and clinical education, research and health care policy. Many changes in health care delivery and nursing functions over the past decade need new approaches. Doctoral level studies can make a difference in health care innovation.

This initiative can make a positive contribution to faculty growth and renewal through expanding expertise in research and in renewing nursing education. Development of a discipline-specific doctoral program will further the scientific practice of nursing and make a contribution to meeting the health care needs of Manitoba.

It will improve the Faculty of Nursing's ability to respond to educational needs around the new roles of nursing in clinical practice, education, administration, health care policy, and scientific research. It will make access to higher education easier and should improve the ability to recruit new faculty.

The need for PhD-prepared faculty outweighs the current supply. As travel out of province for doctoral studies is necessary now, it should also prevent the loss of those who leave for education and do not return to Manitoba.

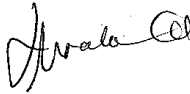
www.umanitoba.ca

Since 1999, the University of Manitoba has had a successful Master of Nursing Program in the Faculty of Graduate Studies. This university is the only research-intensive Canadian university that has a Faculty of Nursing without a PhD in Nursing program.

The Proposal for a PhD in Nursing program at the University of Manitoba has been developed carefully and thoughtfully. It appears to provide a solid educational program. The faculty of Nursing appears ready to meet the challenge of implementing the program in 2011. There are also areas for potential collaboration with the doctoral program in this Department. There is also an opportunity to contribute to the interdisciplinary teaching and research in the health professions.

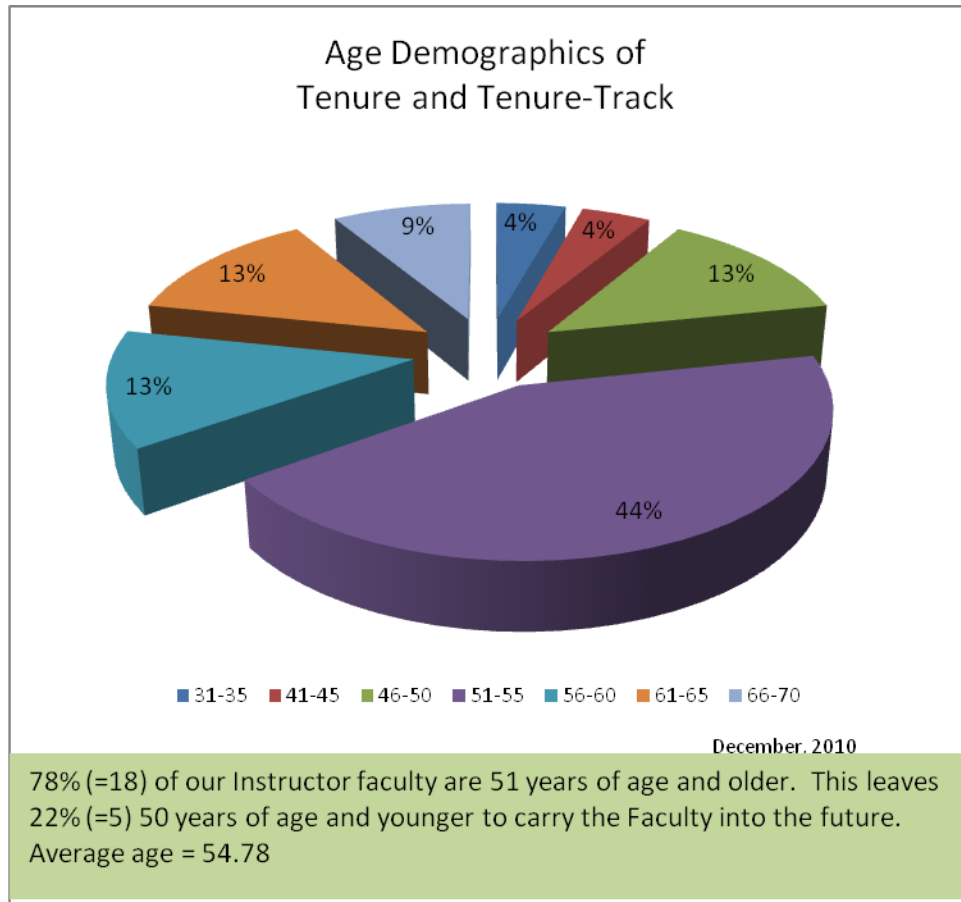
I recommend that the development of a doctoral program be established at the University of Manitoba.

Yours truly,

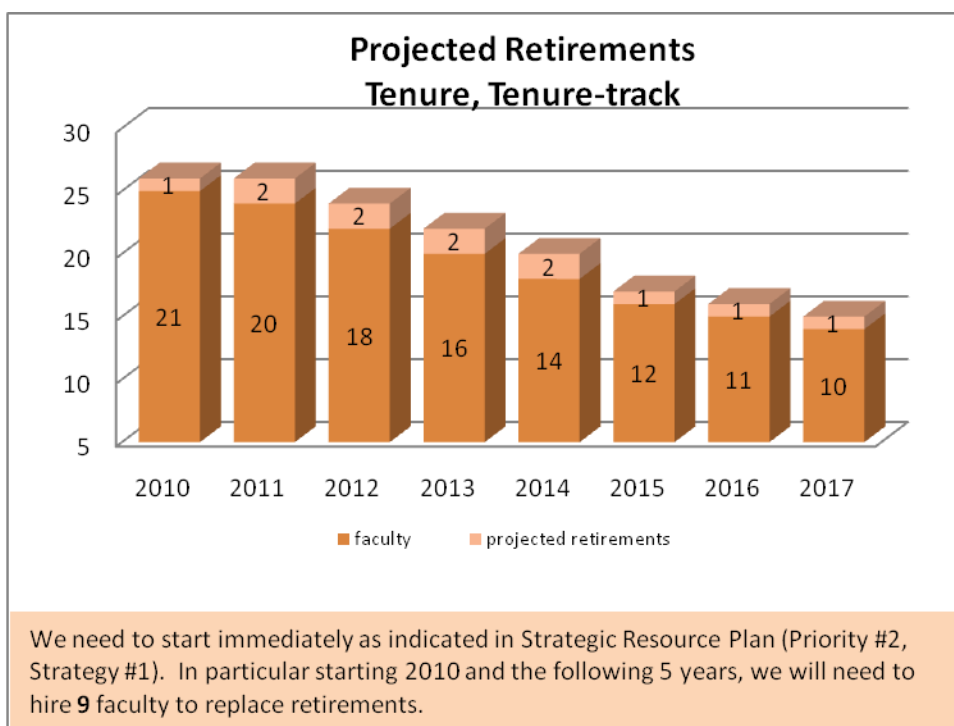


Sharon M. Macdonald, MD, FRCPC
Department Head
Community Health Sciences

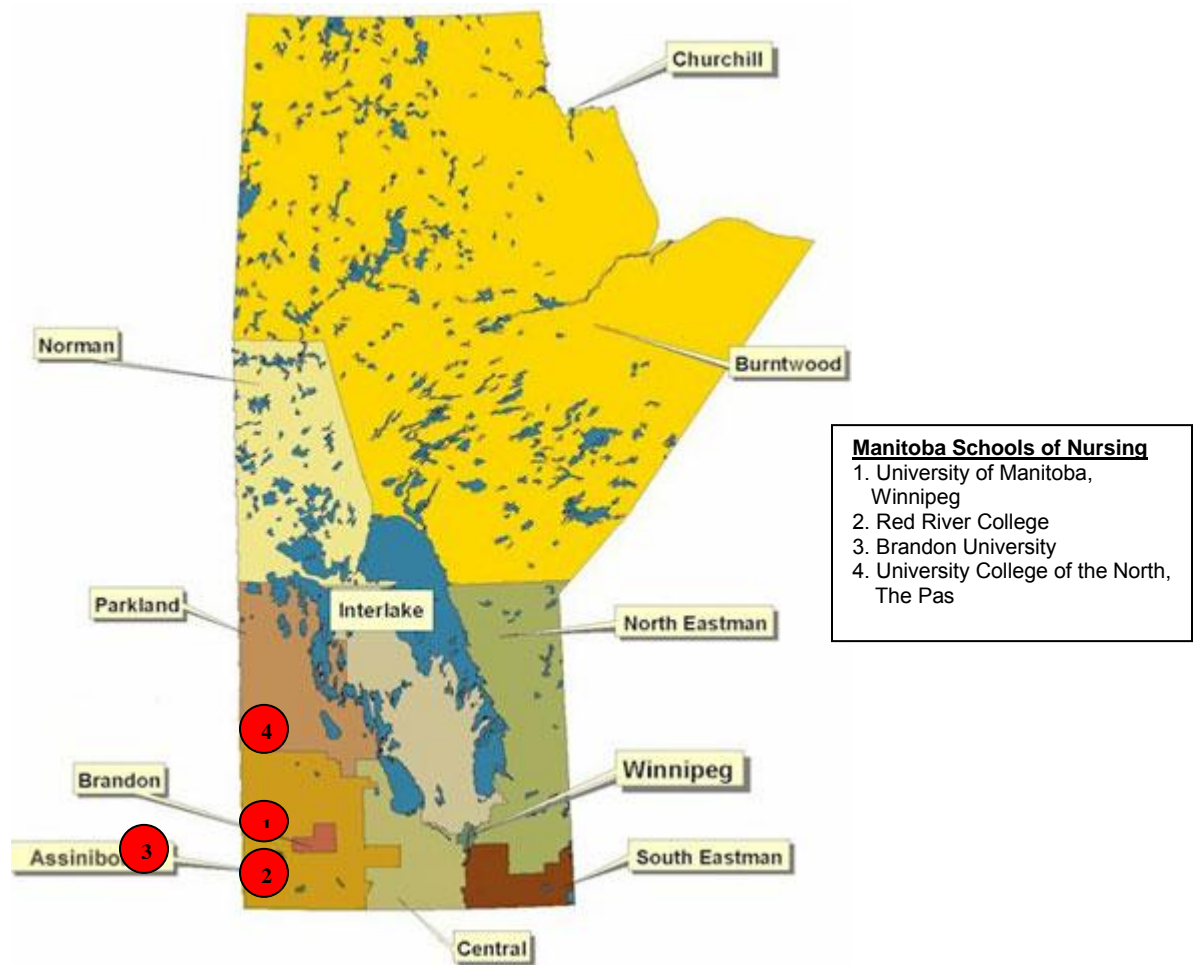
APPENDIX B



APPENDIX C



APPENDIX D: MANITOBA SCHOOLS OF NURSING



APPENDIX E: MEMBERS OF THE PhD in Nursing Program COMMITTEE

Dr. Judith Scanlan, Chair, Associate Dean, Graduate Programs

Dr. Dauna Crooks, Dean, Faculty of Nursing

Dr. Diana Clarke, Associate Dean, Research

Dr. Wanda Chernomas

Dr. Lesley Degner, Distinguished Professor

Dr. Roberta Woodgate

Dr. Michelle Lobchuk

Dr. Annette Schultz

Ms. Beth Brunsdon Clarke (External Stakeholder Representative)

Ms. Erin Shepherd (Graduate Student Representative)

Dr. Janet Rush (External Consultant – until December 31, 2009)

APPENDIX F: CRITERIA FOR EVALUATING PhD PROGRAM APPLICANTS

APPLICANT: _____

SUBSTANTIVE FIELD: _____

Preliminary Screening/Mandatory Requirements (✓ included and acceptable)

Identification	English language	Master's degree	GPA (≥ 3.5)	RN License	Application fee

Faculty of Nursing Specific Considerations

Criteria	Considerations	Ranking	Score
Academic Ranking	Final GPA: From a recognized university	Total possible 62.5% Take grade point average (rounded off to two decimal places), multiply by 15. Round score off to the highest .5 or .0 Finally subtract 5.	
Statement of Interest (300 words)	Length, logical, focused statement of interest, career goals, fit with PhD program foci, advisor noted	1: unsatisfactory 2: poor 3: fair (x2) 4: good 5: excellent	
Professional Experience and Potential (Current CV)	Consider experience, career progression, research/scholarly publications and presentations, professional associations, teaching, service, depth of preparation	1: unsatisfactory 2: poor 3: fair (x1.5) 4: good 5: excellent	
Advisor Confirmation	Strength of commitment from the advisor	1: weak commitment 3: provisional commitment 5: strong commitment	
Academic Potential Writing (2 pieces)	2 examples included Consider depth, breadth of subject matter, clarity, and scholarly form	1: unsatisfactory 2: poor 3: fair (x2) 4: good 5: excellent	
Leadership Potential (Letters of Reference [2] included in application package) <i>Reference forms/letter will list expected content (from considerations →)</i>	Strong recommendation based on focus of doctoral work/interests, professional experience, academic potential, personal attributes, self-directed learner, program readiness, overall recommendation	1: unsatisfactory 2: poor 3: fair 4: good 5: excellent	
Overall score		100 possible points	
Fast-track MN student	Requisite courses completed Faculty advisor commitment/support All other prerequisites met	Individual Graduate Studies Committee assessment	
Additional Comments:			

APPENDIX G: PhD APPLICANTS – LETTER OF RECOMMENDATION



FACULTY OF GRADUATE STUDIES/FACULTY OF NURSING

LETTER OF RECOMMENDATION: PhD in Nursing Program

Full Name of Applicant:

Full Name of Referee:

The information in this letter of recommendation will be considered confidential. We are particularly interested in the applicant's ability to carry on advanced study and research, leadership potential, and promise for a successful career, and any weaknesses that may challenge the applicant. The Program prepares the individual for advanced theoretical inquiry, synthesis and application of research methods, and the integration of knowledge translation strategies into practice, service and policy contexts. The PhD in Nursing Program demands a high degree of academic and research potential, personal strength, support and overall readiness. **If the applicant's first language is not English, please give your assessment of his/her ability in English in the 'Explanation of Ratings' (page 2).**

In what capacity have you known the applicant?	
How long have you known the applicant?	
What do you consider the applicant's <u>primary</u> strengths?	
In what areas do you think the applicant could improve?	

Please compare the applicant to others in an appropriate peer group:

Characteristic for Rating	Outstanding Top 10%	Above average Next 20%	Average Next 20%	Below Average Lower 50%	Inadequate opportunity to assess
Critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perseverance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Originality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interest in discovery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your 'Overall' Rating of the PhD Applicant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Page 2: Letter of Recommendation to the PhD in Nursing Program

Explanation of rating: Maximum two pages. To explain your ratings, provide specific examples of the applicant's attributes and behaviours as these pertain to the characteristics in the rating table (page 1).

Name of Referee:	Signature of Referee:
Title:	Organization:
Address:	
Telephone Number:	Fax Number:

Mail in option: Return the forms in a sealed envelope with signature across the sealed flap to:

Faculty of Graduate Studies
University of Manitoba
500 University Centre
Winnipeg, MN R3T 2N2

Fax option: Fax, with cover sheet to the above department: Fax number: xxxxxxxx

Email option: Email with the completed form as **an attachment** to: xxxxx@xxxxx.ca

APPENDIX H: COURSE OUTLINES

NURS 8000: Philosophy of Nursing Science (3 credit hours)

Course Description: In-depth study of relevant paradigms, theories, and conceptual frameworks in science and professional nursing that will contribute to and support students' thesis endeavors.

Course Overview:

The development of nursing as a science will be explored. Doctoral students will engage in an in-depth study of the historical evolution and philosophical perspectives of paradigms, theories, and conceptual frameworks pertinent to nursing, science, and technology. A critical examination of knowledge development and use in nursing will be addressed. This course will facilitate the students' development of the theoretical and conceptual bases for their research and thesis endeavors.

Course Objectives:

1. Develop an advanced understanding of science, the philosophy of science, and theory and the relationships among these concepts;
2. Appreciate the evolution of various epistemological schools and stands regarding the nature and generation of knowledge (e.g., positivism, post-positivism, contemporary empiricism, revolutionary schools, interpretivism, feminism, critical social theory, pragmatism, and postmodernism);
3. Engage in scholarly discourse on the influence and potential influence of various philosophies in the development of nursing science;
4. Critically argue, integrate, and apply relevant philosophical and theoretical underpinnings to the issue(s) pertinent to the doctoral student's specific field of inquiry.

Evaluation Strategies:

1. Active and informed participation in seminar discussions (10%);
2. Seminar presentation (20%);
3. Scholarly paper (30%)
4. Scholarly paper (40%)

Students will conform to the principles and policies regarding Academic Integrity, at the University of Manitoba, specifically relating to plagiarism, cheating, data manipulation, and inappropriate collaboration. Students are expected to review the following website resources to fulfill their obligation for appropriate referencing and citations:

<http://umanitoba.ca/libraries/units/engineering/plagerism.htm> and
<http://lib.duke/libguide/citing.htm>

Readings:

Chinn, P.L., & Kramer, M.K. (2004). *Integrated knowledge development in nursing* (6th ed.). St. Louis, Missouri: Mosby.

- Cody, W.K. (Ed.) (2006). *Philosophical and theoretical perspectives for advanced nursing practice* (4th ed.). Sudbury, Massachusetts: Jones & Bartlett Publishers.
- Kikuchi, J , Simmons, H., & Romyn, D.(Eds.) (1996). *Truth in nursing inquiry*. Thousand Oaks, California: Sage.
- Kuhn, T.S. (1962). *The structure of scientific revolutions* (3rd ed.). Chicago: The University of Chicago Press.
- Fawcett, J. (2004). *Contemporary nursing knowledge: Analysis and evaluation of nursing models and theories*. Philadelphia, Pennsylvania: F.A. Davis.
- Meleis, A. (2007). *Theoretical nursing: Development and progress* (4th ed.). Philadelphia, Pennsylvania: Lippincott Williams & Wilkins.
- Reed, P.G., & Shearer, N.B. (Eds.) (2009). *Perspectives on nursing theory* (5th ed.). Philadelphia, Pennsylvania: Lippincott, Williams & Wilkins [includes works by Carper, Kim, Silva, Ellis, Cody, Gortner, Fawcett, and others]

NURS 8010: Advanced Qualitative Research for Nursing (3 credit hours)

Course Description:

This course is a comprehensive series of seminars which enhance a deeper understanding of the philosophical underpinnings, application, and critical appraisal of interpretive research methods.

Course Overview:

This course is designed to provide students with a more in-depth understanding of the philosophical foundations and application of qualitative research methods in nursing practice. Students will engage in a critical examination of the epistemological, ethical, and methodological underpinnings of the different intellectual perspectives and strategies of qualitative research inquiry. Emphasis is on interpretive assumptions and practices germane to the conduct of qualitative research. The students will engage in critical reflection and discourse with the goal of developing future leaders in nursing and health research.

Course Objectives:

1. Analyze the philosophical, conceptual, and methodological features of various approaches to qualitative research.
1. Demonstrate an in-depth understanding of the interpretive frameworks afforded by the different interpretive research approaches.
2. Critically appraise the relevance, quality, and rigor of the evidence on the student's specific field of inquiry.
3. Reflect on and discuss ethical issues in the conduct of qualitative research in nursing practice.
4. Analyze the conditions affecting the utilization of qualitative research findings in nursing and health care including the varied ways in which they are conceived, presented, synthesized, signified, and translated.
5. Formulate valid and comprehensive claims about the application of qualitative research in the practice discipline of nursing.

Evaluation Strategies:

1. Active, scholarly, and informed participation in seminar discussions that includes the student leading at least one seminar (20%)
2. A written journal on reflections of the learning and research process (10%)
3. A qualitative meta-synthesis on 10-15 qualitative articles related to the student's thesis topic (30%)
4. Completion of a qualitative analysis project (topic and format to be determined by the instructor and students) (40%)

Students will conform to the principles and policies regarding Academic Integrity, at the University of Manitoba, specifically relating to plagiarism, cheating, data manipulation, and inappropriate collaboration. Students are expected to review the following website resources to fulfill their obligation for appropriate referencing and citations:

<http://umanitoba.ca/libraries/units/engineering/plagerism.htm> and
<http://lib.duke/libguide/citing.htm>

Readings:

Crotty, M. (2003). The foundations of social research: Meaning and perspective in the research process. London: Sage Publications.

Denzin, N. & Lincoln, Y. (2008) (Eds.) (3rd Ed.). Collecting and interpreting qualitative materials. Thousand Oaks, CA: Sage Publications.

Latimer, J. (2003). Advanced qualitative research for nursing. Oxford, UK: Blackwell Science Ltd.

Maxwell, J. (2005). Qualitative research design: An interactive approach. Thousand Oaks, CA: Sage Publications.

Morse, J. (2003). A review committee's guide for evaluation qualitative proposals. Qualitative Health Research, 13(6), 833-851.

Sandelowski, M. & Barroso, J. (2007). Handbook for synthesizing qualitative research. New York, NY: Springer Publishing.

Sandelowski, M. (2004). Using qualitative research. Qualitative Health Research, 14(10), 1366-1386.

Sandelowski, M., Trimble, F., Woodard, E., & Barroso, J. (2006). From synthesis to Script: Transforming qualitative research findings for use in practice. Qualitative Health Research, 16(10), 1350-1370.

Thorne, S. (2008). Interpretive Description. Walnut Creek, CA: Left Coast Press, Inc.

NURS 8020: Advanced Knowledge Translation & Health Care Policy (3 credit hours)

Course Description:

A course that challenges the student to explore the evidence and thoughtfully consider how knowledge translation and policy frameworks can support strategies for mobilizing and maximizing research findings in clinical, professional, and political action.

Course Overview:

Against a background of frameworks for knowledge translation (also called knowledge utilization, dissemination of innovations), the students will explore the evidence to practice/policy research to understand the elements within the health care system (population attributes, interdisciplinary partner perspectives, facilitators, and challenges to change) that predict success in translating new research outcomes into practice, protocols, and policies at all levels. Specific attention will be directed to the students' research and how to move their research outcomes into the professional and public domains.

Course Objectives:

1. Acquire an in depth understanding of the theories and conceptual frameworks that contribute to the knowledge translation research field of research inquiry.
2. Contribute to discussions regarding concepts relevant to the course, such as the determinants of health, healthy work environments, health care service delivery models, social justice, political processes, and policy frameworks.
3. Apply knowledge translation theories/frameworks in demonstrating the capacity to develop creative strategies for complex *evidence to action* processes in health care, policy or political contexts.

Evaluation Strategies:

1. Active, scholarly, and informed participation in seminar discussions (20%).
2. Presentation: knowledge translation or political/policy change strategy on a selected issue of professional or societal relevance 35%).
3. Poster presentation: application of the course concepts and a specific strategy that addresses the student's specific field of inquiry (45%).

Students will conform to the principles and policies regarding Academic Integrity, at the University of Manitoba, specifically relating to plagiarism, cheating, data manipulation, and inappropriate collaboration. Students are expected to review the following website resources to fulfill their obligation for appropriate referencing and citations:

<http://umanitoba.ca/libraries/units/engineering/plagerism.htm> and
<http://lib.duke/libguide/citing.htm>

Required Textbook

Straus, S., Tetroe, J., & Graham, I.D. (2009). *Knowledge Translation in Health Care: Moving from evidence to practice*. Oxford: Wiley-Blackwell.

Readings:

- Brownson, R.C., Royer, C., Ewing, R., & McBride, T.D. (2006). Researchers and policymakers: Travelers in parallel universe. *American Journal of Preventive Medicine*, 30(2), 164-172.
- Estabrooks, C.A., Thompson, D.S., Lovely, J., & Hofmeyer, A. (2006). A guide to knowledge translation theory. *The Journal of Continuing Education in the Health Professions*, 26, 25-36.
- Gibbons, M. (June 10, 2008). *Why is knowledge translation important? Ground the conversation*. Presented at the KT08: Forum for the future, Banff, Alberta.
- Grimshaw, J.M., Thomas, R.E., MacLennan, G., Fraser, C., Ramsay, C.R., Vale, L., Whitty, P., Eccles, M.P., Matowe, L., Shirran, L., Wensing, M., Dijkstra, & Donald, C. (2004). Effectiveness and efficiency of guideline dissemination and implementation strategies. *Health Technology Assessment*, 8(6), 1-351.
- Grol, R.P.T.M., Bosch, M.C., Hulscher, M.E., Eccles, M.P., & Wensing, M. (2007). Planning and studying improvement in patient care: The use of theoretical perspectives. *The Milbank Quarterly*, 85(1), 93-138.
- Lavis, J.N. (2006). Research, public policymaking, and knowledge translation processes: Canadian efforts to build bridges. *The Journal of Continuing Education in the Health Profession*, 26(1), 37-45.
- Wensing, M., Wollersheim, & Gros, R. (2006). Organizational interventions to implement improvements in patient care: A structured review of reviews *Implementation Sciences*, 1(2), 1-29.

NURS 8030: Doctoral Student Seminars (0 credits hours)

Course Description:

A dynamic seminar series to stimulate and facilitate academic discourse, professional socialization, proposal/thesis/development, funding opportunities and integration into the professional, university and national/international community of nursing scientists and their collaborative partners.

Course Overview:

This seminar series spans the first academic year in the PhD in Nursing Program and complements the residency requirement to provide opportunities for faculty guidance and mentorship, build a rich community of collaborative learners, and develop career-enhancing strengths. The central focus of the course includes participative seminars for academic discourse, critical inquiry, and skill development on issues that foster academic expertise and engage the student within the scientific community of the university. Seminars will include issues relevant to professional socialization, career development, the culture of research (university, province, and national levels), academic argument, critical appraisal, thesis proposal development, and thesis work-in-progress discussions. Students will have the opportunity for reflective review of personal and group engagement and support.

Course Objectives:

1. Introduce the student to a variety of faculty initiatives in research, knowledge translation, and policy;
2. Facilitate the student's integration into a community of learners, both within the Faculty of Nursing and in complementary graduate programs;
3. Offer students the opportunity to build skills and knowledge regarding the preparation of proposals for grant review and funding;
4. Model and mentor students in academic/scientific critical thinking and discourse;
5. Develop skills in seminar facilitation, self reflection and evaluation.

Evaluation Strategies:

Evaluation of success in this doctoral seminar series will be mutually ascertained (faculty and student), based on student attendance, informed participation, the student's level of engagement and group support. The Doctoral Seminars are pass/fail.

Students will conform to the principles and policies regarding Academic Integrity, at the University of Manitoba, specifically relating to plagiarism, cheating, data manipulation, and inappropriate collaboration. Students are expected to review the following website resources to fulfill their obligation for appropriate referencing and citations:

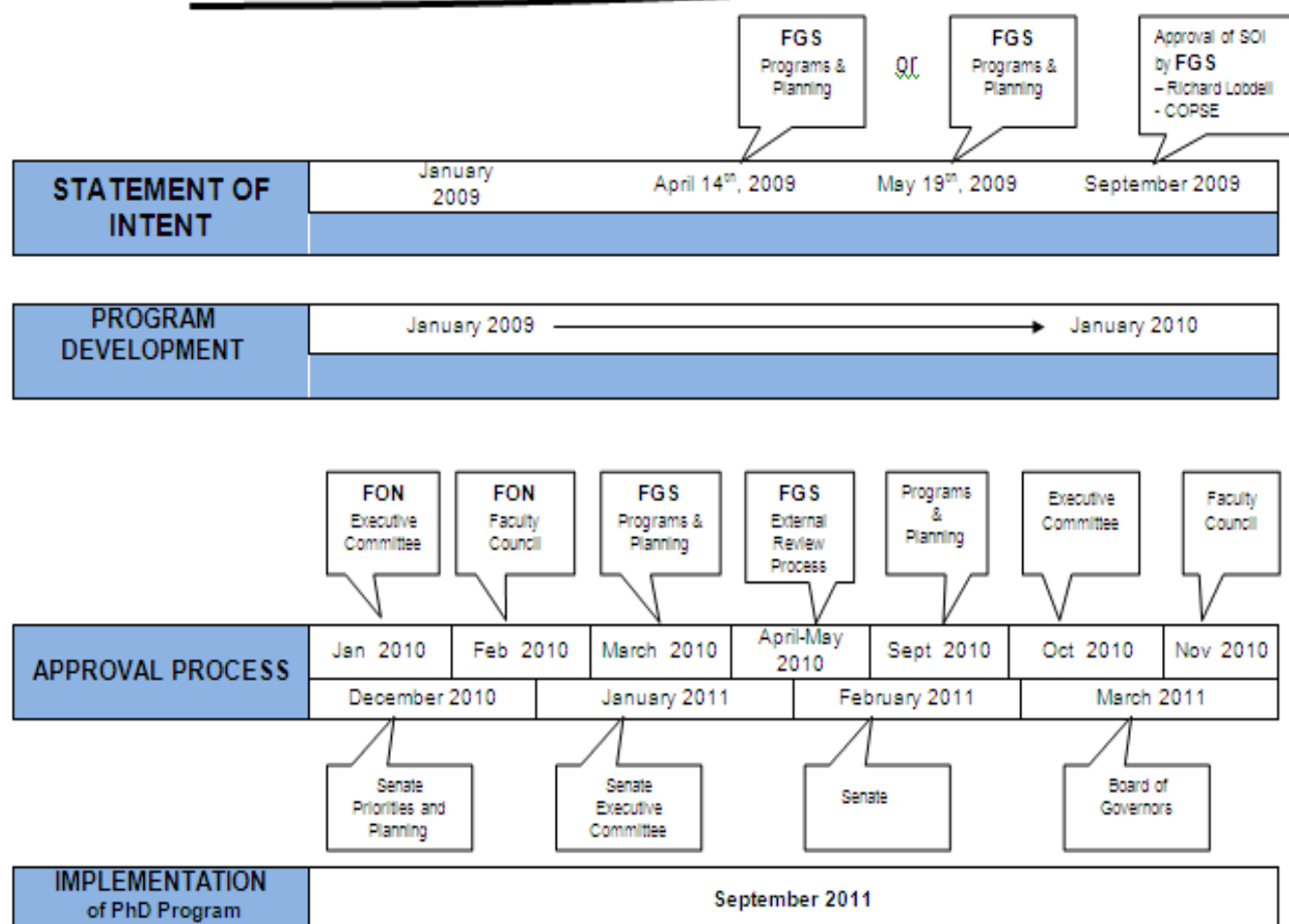
<http://umanitoba.ca/libraries/units/engineering/plagerism.htm> and
<http://lib.duke/libguide/citing.htm>

Readings:

There is no core reading list. Seminar topics are planned and facilitated by both faculty and students and will be broadly based on the Course Objectives. Articles and resources will be based on the focus of the individual seminar, and the facilitator will generate the key reading and reference list based on the topic of the seminar.

APPENDIX I

Time Line for Development of a PhD in Nursing Program



Process for Development of a PhD in Nursing Program

Statement of Intent	Dates
<ul style="list-style-type: none"> * general outline of program (see attached) * financial details not provided with SOI * SOI signed by Dean, FGS Jay Doering * SOI forward to Richard Lobdell, Vice-Provost * Richard Lobdell forwards SOI to COPSE for approval 	<p>Begin January 2009 - to FGS Planning & Priorities Committee Meetings: April 14th or May 19th (due 10 days before meeting)</p> <p>COPSE 6 weeks to vet.</p>
Program Development	
<ul style="list-style-type: none"> * can begin before SOI approved * requirements (see attached) <ul style="list-style-type: none"> * appointment of consultant * appointment of PhD Development Committee 	Spring 2009
Approval Process	
<p>FON</p> <ol style="list-style-type: none"> 1. Executive committee 2. Faculty Council <p>FGS</p> <ol style="list-style-type: none"> 1. Programs and Planning Committee 2. External Reviewers <ul style="list-style-type: none"> * FON recommends 5 potential reviewers (full Professors and preference for Canadians) * FGS selects 2/5 reviewers * on-site visit of external reviewers * reviewers submit report to Programs & Planning * committee reviews report 3. Executive Committee 4. Faculty Council <p>5. SENATE</p> <ol style="list-style-type: none"> 1. Senate Planning and Priorities Committee 2. Senate Executive 3. Senate <p>Board of Governors</p> <p>President ranks program priorities and informs COPSE.</p>	

Appendix J

ADDENDUM TO THE PhD IN NURSING PROPOSAL FACULTY OF GRADUATE STUDIES

HIGHLIGHTING SELECTED GRANTS, AWARDS, AND PUBLICATIONS Of GRADUATE STUDENTS, FACULTY OF NURSING UNIVERSITY OF MANITOBA

The Graduate Faculty in the University of Manitoba's Faculty of Nursing have served as Advisors and Advisory Committee members, not only in the Master of Nursing Program, but also in affiliated PhD programs at UM.

Past graduates have made and continue to make significant contributions to science, the profession, and to the health of Manitobans.

As an additional component of the PhD in Nursing Proposal, this document highlights various accomplishments of current or past graduate students who have been formally associated with the Faculty of Nursing, University of Manitoba.

The Table identifies research focus, and project grants or awards over the past seven years, from various and notable funding sources. Selected scientific publications from the graduates, follows the Table.

Project name or area of focus	Years of the Award	Funding source
Testing a community mental health intervention	2007	Health Sciences Centre Foundation
Emergency mental health services	2008	Manitoba Health and Healthy Living (Government of Manitoba)
Disabilities in young adults	2009	University of Manitoba Graduate Students' Association Award, University of Manitoba Research Assistantship Award from Applied Health Sciences, University of Manitoba Canadian Occupational Therapy Foundation Doctoral Award, Canadian Federation of University Women, Dr. Alice E. Wilson Award for PhD Level Studies
Childhood cancer survivors	2005-09	Canadian Cancer Society Research Studentship through the National Cancer Institute of Canada (NCIC) <i>(Ranked #1 of the 10 Studentship applications reviewed by the panel)</i> Canadian Institute of Health Research Graduate Scholarship - Doctoral Award, Murphy Scholarship in Graduate Research in Oncology Nursing Psychosocial Oncology Research Training (PORT) Doctoral Studentship Nancie J. Mauro Graduate Scholarship in Oncology Research Child Health Graduate Studentship in Nursing, University of Manitoba Manitoba Graduate Scholarship, Department of Advanced Education and Training, Manitoba Government Eleanor J. Martin Award, Canadian Nurses Foundation,
Children with autism	2009	Child Health Graduate Studentship in Nursing, University of Manitoba Foundation for Registered Nurses of Manitoba Graduate Scholarship
Families of the Patients Undergoing Bone Marrow Transplantation	2008-09	Psychosocial Oncology Research Training (PORT) Studentship Murphy Scholarship in Graduate Research in Oncology Nursing
Parents of children with cancer	2008-10	Nancie J Mauro (nee Tooley) Grad Scholarship in Oncology Research, University of Manitoba Sheu Lee Scholarship, University of Manitoba Psychosocial Oncology Research Training (PORT) Studentship Western Regional Training Centre for Health Services Research (WRTC) Studentship Manitoba Health Research Council/ Manitoba Institute of Child Health (MHRC/MICH)
Situating the family in the patient-centred care	2007	A Health Sciences Centre Foundation Award, Winnipeg, MB
The Meaning of Tobacco to Metis People	2007-09	Scholarship: Johns Hopkins Centre for American Indian Health and School of Public Health, University of Alberta Canadian Institute of Health Research Strategic Training Program in Tobacco Research Award Joint Indigenous Summer Research Institute on Social Determinants of Health in Indigenous Populations at the Center for American Indian Health
Caring for a critically ill babies involved in	2007	Child Health Graduate Studentship in Nursing, University of Manitoba

PhD in Nursing Proposal. University of Manitoba

research		
Transition of Individuals Requiring Long-Term Mechanical Ventilation	2006	Canadian Lung Association/Canadian Respiratory Health Professionals Fellowship
Siblings of Pediatric Bone Marrow Transplant Recipients	2003-06	DeWiele-Topshee Award for Research Excellence in the Field of Oncology Murphy Scholarship in Graduate Research in Oncology Nursing Child Health Graduate Studentship in Nursing Manitoba Health Research Council Studentship University of Manitoba Graduate Fellowship
Parenting a child with life-threatening food allergy : The mother's perspective	2002	Dolly Gembey Award, Health Sciences Centre, Winnipeg
Beliefs and feelings about lung cancer : effect on patient's and informal caregiver's perceptions of symptom experiences	2005-06	National Cancer Institute of Canada Chair, Evidence Based Practice in Cancer Control CHSRF/CIHR/WRHA
Linkage between empathic informal caregiver behaviors, physical symptom experiences, and psychological distress experienced by ovarian cancer patients.	2006	CHSRF/CIHR/WRHA
Patient and informal caregiver stigma and empathic behavior in smoking and non-smoking related illnesses	2006-09	National Cancer Institute of Canada Fort Gary Branch, Royal Canadian Legion Poppy Trust Fund
Perceptions of physicians, patients, and patients' families about the role of family as a partner in promoting patient participant in colorectal cancer screening	2008-09	CIHR Dr. Margaret R. Francis Award Faculty of Nursing, University of Manitoba
Undergraduate nursing student	Student Award	Canadian Nurses Association, Baccalaureate CNF Scholarship Award
Cardiovascular disease	2009	MHRC
Hereditary Breast Cancer	2008-10	Evidence-Based Nursing Practice Chair Award from the CHSRF/CIHR/WRHA Chair
Prostate Cancer. (Penile length shortening post radical prostatectomy: A qualitative study on the perceptions and responses of men)	2006-09	Evidence-Based Nursing Practice Chair Award and stipend from the CHSRF/CIHR/WRHA Chair
Breast Cancer Lymphedema. (Enhancing self-efficacy: Will it improve quality of life and lymphedema management for patients with breast cancer related	2004-07	Evidence-Based Nursing Practice Chair Award and stipend from the CHSRF/CIHR/WRHA Chair Nancy Mauro Award Murphy Scholarship University of Manitoba Fellowship

lymphedema.		
Prostate Cancer (Fatigue: Incentives and barriers to exercise for reducing cancer-related fatigue in prostate cancer patients undergoing radiation and /or hormonal therapy)	2002-05	Evidence-Based Nursing Practice Chair Award and stipend from the CHSRF/CIHR/WRHA Chair Health Science Centre Studentship Murphy Scholarship
Colorectal Cancer (Psychological distress and physical symptom experience in post-surgical colorectal cancer patients)	2001-03	University of Manitoba Fellowship Evidence-Based Nursing Practice Chair award and stipend from the CHSRF/CIHR/WRHA Chair Murphy Scholarship Nancie Mauro Award
Hereditary Breast Cancer (Perception of risk and surveillance practices of women with a family history of breast cancer)	2002-04	Evidence-Based Nursing Practice Chair award and stipend from the CHSRF/CIHR/WRHA Chair Christine Michalchushyn Memorial Bursary US Army Medical Research and Materiel Command
Demographic and psychosocial correlates of substance use in pregnancy	2009	Kathleen & Winifred Ruane Graduate Student Research Grant For Nurses
Pregnant adolescents' utilization of prenatal care	2008	CIHR graduate student traineeship from CIHR Chair in Gender and Health award Margaret Elder Hart Graduate Study Award
Demographic and psychosocial correlates of illicit drug use during pregnancy.	2007-09	CIHR Chair, Gender and Health Award graduate student traineeship from Dr. Heaman's CIHR operating grant
Demographic and psychosocial correlates of illicit drug use in pregnancy	2007 – present 2009	Margaret Elder Hart Graduate Study Award Child Health Graduate Studentship
Women's Expectations, Perceptions and Satisfaction with Different Models of Prenatal Care	2008- 09	Foundation for Registered Nurses of Manitoba Inc. Scholarship
Risk perception and advanced maternal age	2008-09	CIHR Studentship from the Strategic Training Program in Maternal, Fetal and Newborn Health University of Manitoba Graduate Fellowship MHRC RPP/CIHR Fellowship
The influence of adolescent mothers' breastfeeding confidence and attitudes on breastfeeding initiation and duration	2005-06	Health Sciences Centre Foundation, Nursing Research grant
Effects of a parent education program on	2005-10	Manitoba Institute of Child Health Awarded first place in the CIHR-IHSPR

maternal self-efficacy and perceptions of their child's self-management of a life-threatening food allergy .		CAHSPR 2009 Student Poster Affiliate studentship from the Western Regional Training Centre for Health Services Research
Family Caregivers of Palliative Patients living in the community	2005-07	Evidence-Based Nursing Practice Tuition Award Evidence-Based Nursing Practice Bursary Faculty of Graduate Studies, Travel Award SL Lee Family Scholarship in Oncology Winkler Memorial Award Foundation of RN of MB Scholarship Murphy Scholarship
Family Caregivers of Patients with Head and Neck Cancer who are Reliant on Tube-Feeding	2006-08	Evidence-Based Nursing Practice Tuition Award Evidence-Based Nursing Practice Bursary NCIC/CCS Thesis Support Grant Foundation of RNs of Manitoba Scholarship CIHR New Emerging Team Grant in Palliative Care Traineeship Manitoba Health Research Council Studentship Murphy Scholarship Nancie Mauro Award PORT Top-up Award

Scientific Publications (student/graduate name in bold)

- Green, M.**, Clarke, D. (2005). Smoking reduction/cessation: A survey of the attitudes of inpatients in psychiatry. *Journal of Psychosocial Nursing and Mental Health Services*, 43, 19-25.
- Watt-Shepherd, E.**, Woodgate, R. L. Cancer survivorship in children and young adults: A concept analysis. *Journal of Pediatric Oncology Nursing*. In Press.
- Watt-Shepherd, E.**, Sawatzky, J., Woodgate, R. L. Pain in children with central nervous system cancer: A human response to illness. *Oncology Nursing Forum*. In Press
- Briscoe, W.**, Woodgate, R. L. Sustaining Self: The lived experience of transition to long-term ventilator utilization. *Qualitative Health Research*. In Press.
- Savard, J.**, Woodgate, R. L. (2009). Young peoples' lived experience of living with IBD and an ostomy. *Gastroenterology Nursing*, 32(1), 33-41.
- Mossman Sims, R.**, Woodgate, R. L. (2008). Managing chronic hepatitis B in children. *Journal of Pediatric Health Care*, 22(6), 360-367.
- Reisnch, R.**, Woodgate, R. (2008). Understanding the cultural meanings of farm women's stress experiences in Canada, *Journal of Rural Community Psychology*, E10 (2).
- Wilkins, K.**, Woodgate, R. L. (2008). Preventing second cancers in cancer survivors. *Oncology Nursing Forum*, 35(2), E12-E22.
- Wilkins, K.**, Woodgate, R. L. (2008). Designing a mixed methods study in pediatric oncology nursing research. *Journal of Pediatric Oncology Nursing*, 25, 34-43.
- Wilkins, K.**, Woodgate, R. L. (2007). Supporting siblings through the pediatric bone marrow transplant (BMT) trajectory: Perspectives of siblings of BMT recipients. *Cancer Nursing*, 30(5), E29-E34.
- Wilkins, K.**, Woodgate, R. L. (2007). An interruption in family life: Siblings' lived experience as they transition through the pediatric bone marrow transplant (BMT) trajectory. *Oncology Nursing Forum*, 34(2), E28-E35. ***DeWiele-Topshee Award for Research Excellence in the Field of Oncology (\$1,500.00)**

- Wilkins, K. L., Woodgate, R. L. (2007).** State of the science on the second cancer experience in survivors of childhood and adult cancers. *Oncology Nursing Forum*, 34(1), 200.
- Gillespie, C., Woodgate, R. L., Chalmers, K., Watson, W. (2007).** "Living with risk": Mothering a child with food-induced anaphylaxis. *Journal of Pediatric Nursing*, 22(1), 30-42.
- *Also featured in the 7th edition of Essentials of Nursing Research** (co-authored by Denise Polit and Cheryl Beck) and in the 3rd edition of Canadian Essentials of Nursing Research. The manuscript was chosen as exemplar of a qualitative study.
- Wilkins, K., Woodgate, R. L. (2006).** Transition: A conceptual analysis in the context of siblings of children with cancer. *Journal of Pediatric Nursing*, 21(4), 256-265.
- Wilkins, K., Woodgate, R. L. (2005).** A review of qualitative research on the childhood cancer experience from the perspective of siblings: A need to give them a voice. *Journal of Pediatric Oncology Nursing*, 22(6), 305-319.
- Wilkins, K., Woodgate, R. L., Degner, L., & Schroeder, M. (2005).** Siblings of pediatric bone marrow transplant recipients: Their lived experience as they transition through the bone marrow transplant trajectory. *Pediatric Blood and Cancer*, 45(4), 424.
- Hansen, F., Lobchuk, M., Clarke, D., & Richman-Eisenstate, J. (2009).** Does empathy differ between patients and caregivers with smoking or non-smoking related illnesses. Submitted to Oncology Nursing Forum.
- Lobchuk, M.M., **Murdoch, T.**, McClement, S.E., & McPherson, C. (2008). A dyadic affair: who's to blame for causing and controlling the patient's lung cancer? *Cancer Nursing*, 31(6), 435-443.
- Lobchuk, M.M., & **Bokhari, S.A.** (2008). What is the impact of empathic behaviour of informal caregivers on physical symptoms and psychological distress by ovarian cancer patients? *Oncology Nursing Forum*, 35(5), 808-813.
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- *Urbanik, C., & Lobchuk, M. (2009).** Encouraging family caregivers to "Step inside the patient's shoes". *Home Healthcare Nurse: The VNAA Official Journal for Clinical Practice and Official Journal of the Home Healthcare Nurses Association*, 27(4), 213-218.
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- *Lobchuk, M.M., McClement, S.E., Daeninck, P., Shay, C., & Elands, E. (2007).** Asking the right question of informal caregivers about patient symptom experiences: Proxy perspectives and reducing inter-rater gap. *Journal of Pain and Symptom Management*, 33(2), 130-145.
- Bayyavarapu, S., Sawatzky, J.V.** Understanding weight loss in patients with colorectal cancer: a human response to illness. *Oncology Nursing Forum* (accepted; for publication in 03/10).
- Seenandan, K-A., & Sawatzky, J-A., (in press).** Risk Assessment for Hereditary Breast Cancer: BRCA1 and BRCA2. *Canadian Oncology Nursing Journal (CONJ)*.
- Thompson, G., Menec, V., Chochinov, H., & McClement, S. (2008).** Family satisfaction with care of a dying loved one in nursing homes: What makes the difference? *Journal of Gerontological Nursing*, 34(12), 37-44.
- Thompson, G., & Chochinov, H. (2008).** Dignity-based approaches in the care of the terminally ill. *Current Opinion in Supportive and Palliative Care*, 2, 49-53.

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- Martin, W. F.**, & Degner, L. F. (2006). Perception of risk and surveillance practices of women with a family history of breast cancer. *Cancer Nursing*, 29(3), 227-235.
- Thompson, G.**, & Chochinov, H. (2006). Methodological challenges in measuring quality care at the end of life in the long-term care environment. *Journal of Pain and Symptom Management*, 32(4), 378-391.
- Thompson, G.**, McClement, S., & Daeninck, P. (2006). Changing lanes: Facilitating the transition from curative to palliative care. *Journal of Palliative Care*, 22(2), 91-98.
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- Green, M.** & Hawranik, P. (2008). Smoke-free policies in the psychiatric population on the ward and beyond: A discussion paper. *International Journal of Nursing Studies*, doi:10.1016/j.ijnurstu.2007.12.004.
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Abstracts

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- Heaman, M., **Bayrampour, H.**, Gagnon, A., Gissler, M., Zimbeck, M., Alexander, S., & Blondel, B. (2008). Migrant women's utilization of prenatal care: A systematic review. *2nd Conference of Migrant Health in Europe: Programme and abstract book* (p. 54).

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**Note: Undergraduate student author*

Manuscripts under Review

Gagné, D., Sawatzky, J., & Woodgate, R. L. What's making me so tired? Understanding and managing cancer-related fatigue. Submitted to the *European Journal of Oncology Nursing*.

Hoogsteen, L. & Woodgate, R. L. Can I play? A concept analysis of participation in children with disabilities. Submitted to *Physical & Occupational Therapy In Pediatrics*.

Pedersen, A., & Hack, T.F. The British Columbia patient navigation model: A health care broker. Submitted to *Oncology Nursing Forum*.

APPENDIX K

Faculty Advisors, Committee Members, and Course Leaders

B.I Human Resources			
Faculty Member	Advisor	Internal Committee Member	Course Teacher
Dr. Dauna Crooks, Dean, Faculty of Nursing	✓	✓	✓
Dr. Judith Scanlan, Associate Dean, Graduate Program		✓	✓
Dr. Christine Ateah	✓	✓	✓
Dr. Wanda Chernomas	✓	✓	✓
Dr. Diana Clarke	✓	✓	✓
Dr. Benita Cohen	✓	✓	✓
Dr. Lesley Degner	✓	✓	✓
Dr. Marie Edwards		✓	✓
Dr. Bill Diehl-Jones	✓	✓	✓
Dr. Lorna Guse	✓	✓	✓
Dr. Tom Hack	✓	✓	✓
Dr. Maureen heaman	✓	✓	✓
Dr. Michelle Lobchuk	✓	✓	✓
Dr. Susan McClement	✓	✓	✓
Dr. Diana McMillan	✓	✓	✓
Dr. JoAnn Sawatzky		✓	✓
Dr. Annette Schultz	✓	✓	✓
Dr. Lynn Scruby	✓	✓	✓
Dr. Bev Temple	✓	✓	✓
Dr. Roberta Woodgate	✓	✓	✓

APPENDIX L: LETTERS OF SUPPORT



UNIVERSITY OF MANITOBA | Information Services
And Technology



Executive Director/
Central Administration
E3-606 EITC
Winnipeg, Manitoba
Canada R3T 2N2
Tel: (204) 474-9590
Fax: (204) 474-7515

February 10, 2010

Judith Scanlan
Assoc Professor & Assoc Dean,
Graduate Programs
Faculty of Nursing
University of Manitoba

Dear Dr. Scanlan;

Thank you for sending me the proposal for the PhD program in Nursing.

Based on the material therein and expected enrollments, this proposed new program should have no significant effect on IST facilities.

Sincerely,


G E Miller
Executive Director IST

Academic Computing &
Networking
E3-606 EITC
Winnipeg, MB R3T 2N2
(204) 474-9590
(204) 474-7515 FAX

Administrative Systems
100 Administration Bldg.
Winnipeg, MB R3T 2N2
(204) 474-9905
(204) 474-7502 FAX

Bannatyne IT Group
S206 Medical Service Bldg.
Winnipeg, MB R3E 0W2
(204) 789-3747
(204) 789-3919 FAX

Telecom Group
133 Machray Hall
Winnipeg, MB R3T 2N2
(204) 474-9590
(204) 474-7515 FAX

Classroom Technology Group
123 Fletcher Argue Bldg.
Winnipeg, MB R3T 2N2
(204) 474-8163
(204) 474-7598 FAX

Media Production Group
112 Arnes Bldg.
Winnipeg, MB R3T 2N2
(204) 474-8946
(204) 474-7625

www.umanitoba.ca

Memo

Registrar's Office
400 University Centre
Phone 474-9425
Fax 275-2589



February 18, 2010

Sent as email attachment

To: Dr. Judith Scanlan, Associate Professor & Associate Dean, Graduate Programs,
Faculty of Nursing

From: Neil Marnoch, Registrar

Re: Proposal for a Doctoral Program in Nursing

Dr. Scanlan, having reviewed the program proposal for a Doctoral Program in Nursing, I see no problems in the Registrar's Office supporting this program with respect to registration, fee assessment and academic evaluation.

Please note that, although transfer of credit from external institutions or courses taken as an Occasional Student may be permitted by the program and may reduce courses required, credit awarded will not reduce a student's program fees. I also note that the Residency Requirements of this proposed program requires that students study full time for one year, while the Faculty Graduate Studies requires that all PhD students be full-time in each year of the program. Program fees will be assessed for each year on a full time basis.

Best of luck with your proposal.

Creating Opportunities for Student Success

STUDENT
AFFAIRS

APPENDIX M: LIBRARY STATEMENT

University of Manitoba Libraries Statement for New Programme



Faculty Nursing
Proposed Programme Ph.D. in Nursing

Executive Summary (see attached)

The Libraries' collection can support this new programme, as it currently exists.

Our existing monograph and journal collection is robust enough to support a doctoral level program, and our collections budget is flexible enough to support a diverse range of current and future research areas.

Analysis of our journal collection indicates that we hold 81% of titles indexed in CINAHL, the premier database for the subject of nursing. Also, we continue to purchase an extensive range of books, both print and electronic, that are at the doctoral level. We are continually assessing new resources such as databases, e-books, and journal collections brought to our attention by both the literature of the profession and by Faculty of Nursing department members.

The recent acquisitions of The Cochrane Library and The Joanna Briggs Institute offer excellent support for evidence based practice for doctoral students and other resources such as RefWorks and Document Delivery are available to support high level research and study.

A doctoral program can be well supported by the Libraries' collection, now and in the future.

Emma Hill Kepron
Nursing Librarian

Nicole Michaud-Oystryk
Head, Elizabeth Dafoe Library

Kristen Knease for J.H.
Coordinator, Collections Management

Nicole Michaud-Oystryk
Director of Libraries

20 January 2010
Date

Report of the Senate Planning and Priorities Committee on the proposal to introduce a Ph.D. Program in Nursing

Preamble

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.htm, wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The Programs and Planning Committee of the Faculty of Graduate Studies (FGS) has the responsibility of reviewing new graduate programs and makes recommendations to FGS Council.
3. The FGS Council recommends that Senate approve a new Ph.D. Program in Nursing Science in the Faculty of Nursing.

Observations

1. The University of Manitoba is one of only two research intensive universities in Canada without a PhD program in Nursing. It is widely recognized within the nursing profession that an increased number of PhDs in nursing would contribute importantly to the expansion of knowledge from a nursing perspective and to the provision of crucial expertise in policy making and education.
2. The absence of a PhD program in Nursing in Manitoba means that those who graduate from the Faculty's Master of Nursing program must leave the province if they wish to undertake a PhD. A recent survey indicates that half of graduate students enrolled in the Faculty's MN program would be interested in pursuing a PhD if a program were to be established at the University of Manitoba. Finally, the absence of a PhD program makes it difficult to recruit PhD educated nurses to faculty positions at University of Manitoba since such professionals seek the contribution to research and scholarship that a PhD program provides.
3. The Faculty of Nursing currently has 21 faculty members who are members of the Faculty of Graduate Studies and have experience as graduate advisors and committee members. The Faculty is already a participant in with the Department of Community Health Sciences in the Joint PhD program in Cancer Control. In addition, it is a founding partner in the Applied Health Sciences doctoral program. The Faculty has also gained important experience assisting in the establishment of a PhD program at the University of Medical Sciences-Havana, a project financed by CIDA and managed by the AUCC. Finally, in the past several years the Faculty has significantly increased its funding for research from all sources.
4. The Faculty plans to admit six students with master's degrees in Nursing or other appropriate degrees every second year to a maximum of 12 students; and it assumes that a first cohort of six will graduate at the end of four years. Student research will be funded by the designation of one of the Faculty's MGFs for a PhD student; through funds

generated by the growing amount of research funding available to the Faculty; and through applications to the relevant granting agencies. PhD candidates will also have access to the considerable research support provided by the Manitoba Centre for Nursing and Health Research which is housed in the Helen Glass Centre for Nursing and is directed by the Faculty's Associate Dean, Research.

5. The Faculty has assured the SPPC that it can field this program on the basis of existing resources. The four year BN in Nursing at Red River College will be fully implemented by 2013-14; and this will mean the end of the Joint UM/Red River College BN, a significant decrease in undergraduate Nursing enrolments at the University of Manitoba, and a freeing up of qualified faculty to teach in the PhD program. Where possible, existing courses in other faculties will be accessed; and it is proposed, for example, that the required quantitative research methods training will be provided in this way. In addition to the required academic staff, there is available sufficient support staff, space, technical support, and library resources to support the program without any outside funding or any new claim on internal University resources.
6. The program is strongly supported by the key institutions, professional bodies, agencies and faculties outside of the Faculty of Nursing that are deeply concerned about the absence of advanced research, teaching, and leadership capacity in Nursing that depends upon the availability of PhDs.

Recommendation

The SPPC recommends THAT:

Senate approve and recommend to the Board of Governors that it approve a Ph.D. Program in Nursing in the Faculty of Nursing. The Senate Committee on Planning and Priorities recommends that the Vice-President (Academic) not implement the program unless satisfied that there would be sufficient existing resources in the Faculty of Nursing budget to support the establishment and ongoing operation of the program.

Respectfully submitted,

Ada Ducas, Chair
Senate Planning and Priorities Committee

Proposal for the re-structuring of research ethics governance and oversight

September, 2011

Observations

1. At the present time, the work of the Senate Committees on Animal Care and the Ethics of Research involving Human Subjects is important involves both recommending on policies and procedures around research ethics, and involvement in and oversight of the day to day operation of research ethics involving humans and animals.
2. While the setting of policy and procedures in these areas is clearly best situated with the Senate and the Board, the implementation and operations of the policies and procedures are more effectively placed in the hands of administrative committees and units. Indeed, of the G-15 institutions, only two have governance bodies involved in the day-to-day operations of research ethics. The more common practice is to have policies on Animal and Human Ethics in research approved by governing bodies and the administration of research ethics overseen by committees under the auspices of the Vice-President (Research).
3. The University of Manitoba currently has the policies in place and could easily move to a smoother, more-integrated structure for the administration of research ethics. Such a change would ensure that policy remains in the purview of Senate and the Board of Governors and that the administration of research ethics is in full compliance with the requirements of the Canadian Council for Animal Care and the Tri-Council Policy Statement (TCPS 2) Ethical Conduct for Research Involving Humans.
4. The proposed restructuring outlined in this report has been developed with consultation from the Office of the Vice-President (Research), the Office of the University Secretary, the Committees on Human and Animal Research Ethics and the offices responsible for the administration of Animal and Human research ethics. This proposed restructuring has been reviewed and is supported by the Office of the Vice-President (Research) and the Committees on Human and Animal Research Ethics.

Recommendations

1. That Senate approve the revised the terms of reference for the Senate Committee on University Research to incorporate recommending, advising and monitoring matters related to research ethics.
2. That Senate disband the Senate Committee on Animal Care, with the understanding that the non-policy responsibilities of the Committee would be handled by the new Committee on Animal Care.
3. That Senate disband the Senate Committee on the Ethics of Research involving Human Subjects, with the understanding that the non-policy responsibilities of the Committee would be handled by the new Human Ethics Resource Committee.
4. That Senate approve and recommend that the Board of Governors approve amendments to the policy on the Ethics of Research Involving Human Subjects to incorporate changes outlined above, to update the document and to separate policy from procedures in the new format.

5. That Senate approve and recommend that the Board of Governors approve amendments to the policy on the Care and Use of Animals to ensure the above changes are incorporated.

Attached

1. Revised Terms of Reference – Senate Committee on University Research
2. Terms of Reference – Human Ethics Research Committee
3. Terms of Reference – Animal Care Committee
4. Revised Policy and Procedures – Animal Care and Use
5. Revised Policy and new Procedures – Ethics of Research Involving Human Subjects

Respectfully submitted,

Gary Glavin,
Associate Vice-President (Research) and Chair,
Senate Committee on Animal Care
Senate Committee on the Ethics of Research involving Human Subjects

Comments of the Senate Executive Committee:
The Senate Executive Committee endorses the report to Senate.

Revised Terms of Reference – Senate Committee on University Research

Terms of Reference:

1. To provide advice and recommendations to Senate and the University Administration on all matters related to research at the University including:
 - a) policies concerning research development and administration, reviewing such policies regularly and recommending revisions as appropriate;
 - b) policies and issues related to ethics in the conduct of research, scholarly and artistic work;
 - c) mechanisms for promoting the research mission of the University and recognizing research excellence;
 - d) strategies for enhancing research performance and competitiveness;
 - e) any other research-related matters which may arise from time to time or which may be referred to the Senate Committee on University Research by Senate or the University Administration;
2. To consider proposals to establish research centres/institutes for recommendation to Senate and conduct periodic reviews of these centres/institutes, reporting to Senate as appropriate;
3. To consider, on behalf of the Senate and the University Administration, major reports of granting bodies affecting University research, responding where required;
4. To act as a forum for the discussion of development, promotion and administration of University research, recommending to Senate and the University Administration as appropriate;
5. To receive annual reports on the implementation and operations of Human and Animal research ethics.
6. Subject only to subsequent report to Senate, to appoint and oversee the operation of any standing sub-committees (standing sub-committees shall report to SCUR annually and recommend to SCUR changes in policies related to their specific mandate);
7. To appoint and monitor ad hoc committees as are deemed necessary to carry out the mandate of the Committee;
8. To serve as a liaison with other research-related bodies and committees (e.g. Faculty of Graduate Studies, the University Committee on Animal Care, the Human Ethics Resource Committee, the Senate Libraries Committee, the Senate Committee on Academic Computing);
9. To appoint members of the Research Grants Committee, subject to the terms of reference of this committee, and to receive and consider reports from the Research Grants Committee; and
10. To report at least annually to Senate.

Composition:

1. Vice-President (Research), *ex officio* - Chair
2. President, *ex officio*
3. Vice-President (Academic) and Provost, *ex officio*
4. Associate Vice-President (Research), *ex officio*

5. Dean of Faculty of Graduate Studies, *ex officio*
6. Research Grants Officer, *ex officio*, non-voting member
7. Four Deans or Directors representing a range of research activities in the University at least one of whom is from the Bannatyne Campus, elected by Senate to serve three-year terms
8. Eight faculty members actively engaged in research and representing a range of research activities in the University, at least two of whom are from the Bannatyne Campus, elected by but not necessarily from Senate to serve three-year terms
9. Two graduate students selected by the Graduate Students' Association to serve two-year terms

Human Ethics Resource Committee

1. Purpose

The purpose of the Human Ethics Resource Committee (HERC) is to enhance, implement and support ethics oversight at the University of Manitoba, drawing upon the experience and knowledge of the Research Ethics Boards and REB administration. While administering daily ethics operations, HERC has direct accountability to the Senate Committee on University Research.

2. Composition

The Human Ethics Resource Committee shall consist of both men and women:

1. the Associate Vice-President (Research) jointly representing the Vice-President (Academic) and Provost, Vice-President (Administration), and the Vice-President (Research), *ex officio*, Chair
2. the Chairs of the REBs, *ex officio*
3. the Fort Garry Human Ethics Coordinator and Bannatyne Research Ethics Coordinator; and
4. a representative of the Research Quality Management office.
5. One graduate student appointed by the Vice-President (Research) or delegate on advice of the Graduate Students' Association.

3. Terms of Reference

The Human Ethics Resource Committee:

1. ensures university-wide understanding of and compliance with the applicable guidelines;
2. provides advice and recommendations to Senate and the University Administration regarding the University's general policies relating to human research and the effects of these policies on faculty members, staff and students;
3. reviews special policies and/or procedures adopted by REBs in reviewing protocols;
4. appoints REB members, and establishes new REBs and/or redistributes the responsibilities and composition of existing REBs based on numbers of protocols submitted;
5. receives and considers reports from other bodies concerning human research activities at the University and reports thereon to Senate with comments and/or direction as appropriate;
6. provides ethical and legal expertise to individual REBs as needed;
7. annually reviews policies, procedures and decisions of individual REBs;
8. annually reviews and approves REB files from previous years to be removed from storage and shredded;
9. reports annually to Senate on the ethics review of research involving humans, along with such recommendations as it considers appropriate;
10. promotes an atmosphere at the University of Manitoba for students, staff and faculty to engage in a high standard of research;

11. supports the education of researchers with respect to the ethics of human research;
12. meets face-to-face quarterly, at minimum; and
13. under the auspices of SCUR, administers researcher appeals regarding REB decisions (see 3.7.3) and reports annually to SCUR on its activities.

Committee on Animal Care

Terms of Reference:

1. To provide advice and recommendations to the Senate Committee on University Research (SCUR), Senate and the University Administration regarding: the University's general policies relating to the development of facilities for and use of animals in research, teaching or testing; prioritizing support for the development and delivery of animal care services; and animal care and use policies and their effect on faculty members, staff and students;
2. To maintain and monitor a University-wide animal protocol management and review system;
3. To provide for an appeal mechanism in the event that the assessment of a protocol is challenged;
4. To ensure that an annual inspection of University animal laboratory, service and housing facilities is made and to report to SCUR on the condition thereof, and to report to the Vice-President (Research), SCUR and through SCUR to Senate at such other times as may be necessary or appropriate;
5. To facilitate implementation of long term plans for maintenance, upgrades and replacement of animal facilities;
6. To establish, appoint and monitor sub-committees as are deemed necessary to carry out the business of the University Committee on Animal Care; and
7. To receive and consider reports from any other bodies concerning animal care and use in research, teaching or testing activities at the University; and to report thereon to SCUR with comments and/or recommendations as appropriate.

Composition:

1. Associate Vice-President (Research), jointly representing the Vice-President (Academic) and Provost and the Vice-President (Research), (*ex officio*) - Chair
2. Dean of Agricultural and Food Services, *ex officio* (or designate)
3. Dean of Arts, *ex officio* (or designate)
4. Dean of Graduate Studies, *ex officio* (or designate)
5. Dean of Medicine, *ex officio* (or designate)
6. Dean of Science, *ex officio* (or designate)
7. Chairs (2) of the Protocol Management and Review Committees, *ex officio*
8. Chair of the Education Committee, *ex officio*
9. The Executive Directors, St. Boniface General Hospital Research Centre, *ex officio* (or designate)
10. The Director, Animal Care and Use Program, *ex officio*
11. One representative of the community, appointed by the Vice-President (Research), normally for a two-year term
12. Six (6) members appointed by the Vice-President (Research) as follows:
two (2) students, one graduate and one undergraduate;

three (3) faculty members experienced in animal research, care and use, at least one from each of the Fort Garry and Bannatyne Campuses; and one (1) faculty member who does not use animals in research, teaching or testing

The terms of office for faculty members shall be for three (3) years and for students two (2) years.

POLICY:	ANIMAL CARE AND USE
Effective Date:	December 3, 2008 <u>Revised Fall, 2011</u>
Revised Date:	
Review Date:	December 3, 2018 <u>Fall, 2021</u>
Approving Body:	Senate
Authority:	
Implementation:	VP (Research), VP (Administration), VP (Academic) and Provost
Contact:	Associate VP (Research)
Applies to:	Faculty/School Councils, Student and other trainees, External Parties, Employees [All employees who use animals in research, teaching and/or testing]

1.0 Reason for Policy

1.1 To affirm the University of Manitoba's commitment to maintaining high standards of animal care and use in animal-based research, teaching or testing, and to set out the principles under which animal care and use will be governed at the University of Manitoba.

1.2 To ensure adherence to the Applicable Requirements, as hereinafter set out, including without limitation to the policies and guidelines of the Canadian Council on Animal Care.

2.0 Policy Statement

2.1 Definitions

2.1.1 Affiliated Entity means organizations which have formal agreements with the University to conduct collaborative research;

2.1.2 Animal means living vertebrates and cephalopods; 2.1.3 Animal User means any person affiliated with the University who uses Animals in research, teaching, or testing at the University or elsewhere; and, any organization or person, not necessarily affiliated with the University, using Animals in research, teaching, or testing while on University premises or using University Facilities, equipment or resources;

2.1.4 Applicable Requirements means in relation to the care and use of Animals, any government legislation and/or regulations; professional and ethical codes; guidelines and standards to which the University adheres , including, among others, guidelines, standards and/or regulations by, or of,:

a) the CCAC; b) the Canadian Association of Laboratory Medicine; c) the Canadian Veterinary Medical Association; d) the Manitoba Veterinary Medical Association; e) the University Animal Care Committee (the "ACC"); and f) the ~~Senate~~ Committee on

Animal Care (the "SCAC").

2.1.5 CCAC means the Canadian Council on Animal Care;

2.1.6 Facility means a facility in which Animals are used by Animal Users where such facilities are owned and/or operated by either the University or an Affiliated Entity;

2.1.7 Protocol means the "Animal Use Protocol Form (Research/Teaching/Testing)", which is submitted by an Animal User for consideration by the ACC, and contains a detailed description of the rationale of the study, describes the treatments and procedures to be performed on live Animals, and the experience and training of the Animal User;

2.1.8 University Facility means a facility in which Animals are used by Animal Users where such facilities are owned and/or operated by the University; 2.1.9 Veterinary Services Staff means individuals reporting to the Director, Animal Care and Use Program, who normally include, Clinical Veterinarians, Animal Health Technician Practitioners, Laboratory Animal Training Co-ordinator and Technicians;

2.1.10 Any references in the singular form shall be deemed to include the plural form where the meaning of a section so requires. In addition, any references to legislation/policies/regulations/guidelines, documents, committees or organizations shall be deemed to include successor or substitute forms of legislation/policies/regulations/guidelines, documents, committees or organization.

2.2 Policy Statements Under Which Use Will be Governed

2.2.1 The use of Animals in research, teaching or testing is a privilege and can be undertaken only when a justifiable need is established by the Animal User to the ACC.

2.2.2 All care and use of Animals must follow Applicable Requirements.

2.2.3 Implementing and adhering to Applicable Requirements concerning the proper care and use of Animals in research, teaching or testing is an institutional responsibility shared by University Administration, including central, faculty and departmental administration; specially appointed committees; the Director, Animal Care and Use Program ("DACUP"); Veterinary Services Staff, Directors of Facilities; and Animal Users.

2.2.4 Before a project involving the use of Animals for research, teaching or testing is initiated or Animals are acquired, a Protocol must be submitted by the Animal User for approval by the appropriate ACC.

2.2.5 To ensure Animal Users are competent and thoroughly familiar with the Applicable Requirements, they must participate in education and training provided and stipulated by the University.

2.2.6 The University considers improper care and use of Animals in research, teaching or testing to be a serious offence, subject to severe penalties, including but not limited to, the withdrawal of Animal use privileges and/or disciplinary action.

2.2.7 To give effect to this policy, the University shall establish procedures and

committees.

3.0 Accountability

3.1 The Vice-Presidents Research, Academic and Administration jointly bear responsibility for the implementation of this Policy. Such responsibility is hereby delegated to the Associate Vice-President (Research). 3.2 The University Secretary is responsible for advising the Vice-Presidents named in 3.1 above that a formal review of the Policy is required.

4.0 Secondary Documents

4.1 The Vice-President (Research) in consultation with the Senate Committee on University Research may approve Procedures which are secondary to and comply with this Policy.

5.0 Review

5.1 Formal Policy reviews will be conducted every ten (10) years. The next scheduled review date for this Policy is ~~December 3, 2018~~ Fall, 2021.

5.2 In the interim, this Policy may be revised or rescinded if:

- (a) the Approving Body deems necessary; or
- (b) the relevant Bylaw, Regulations or Policy is revised or rescinded.

5.3 If this Policy is revised or rescinded, all Secondary Documents will be reviewed as soon as reasonably possible in order to ensure that they:

- (a) comply with the revised Policy; or
- (b) are in turn rescinded.

6.0 Effect on Previous Statements

6.1 This Policy supersedes:

- (a) all previous Board/Senate Policies, Procedures, and resolutions on the subject matter herein;
- (b) all previous Administration Policies, Procedures, and directives on the subject matter contained herein; and
- (c) Care and Use of Animals, revised ~~June 2, 1999~~ December 3, 2008.

7.0 Cross References

Animal Care and Use: Procedure

PROCEDURE	ANIMAL CARE AND USE
Effective Date:	December 3, 2008 <u>Revised Fall, 2011</u>
Revised Date:	
Review Date:	December 3, 2018 <u>Fall, 2021</u>
Approving Body:	Administration: Vice-President (Research)
Authority:	Policy: Animal Care and Use
Implementation:	Associate Vice-President (Research)
Contact:	Association Vice-President (Research)
Applies to:	Faculty/School Councils, Department Councils, Students and other trainees, External Parties, Employees [all employees who use animals in research, teaching and/or testing].

1.0 Reason for Procedure(s)

To enable the implementation of the Animal Care and Use Policy (the "Policy"), by establishing procedures relating to:

1.1 Responsibilities; 1.2 Protocol Review and Approval; 1.3 Education and Training; 1.4 Post Approval Monitoring; 1.5 Peer Review; 1.6 Animal Acquisition, Housing and Disposal; 1.7 Authority to Terminate Animal Use; 1.8 Appeal of Protocol Review Decisions; and 1.9 Non-Compliance.

2.0 Procedure(s)

2.1 Definitions

2.1.1 Abbreviated Protocol for Minimal Animal Involvement means a document submitted by an Animal User for consideration by a subcommittee of the ACC, and containing a brief description of the study which allows for confirmation of minimal Animal use.

2.1.2 Academic Staff Member means:

(a) all Animal Users who fall into one of the categories defined in the University's Procedure entitled "Employee Organizations and Employment Group"; and, for the purposes of this Policy also include:

(b) all Animal Users holding nil-salaried appointments at the University of Manitoba (i.e., adjunct professorships, nil-salaried academic appointments, visiting scientists).

2.1.3 Animal Facilities Staff means personnel working with Animals in Facilities with their primary responsibility being Animal husbandry and/or Facility functioning.

2.1.4 Category of Invasiveness or COI means the categories defined by the CCAC describing the invasiveness of the procedures used on a live Animal. Invasiveness is based on the degree and duration of pain or physical distress associated with the procedure. **2.1.5 Lead Investigator** means the Principal Investigator on a grant. **2.1.6 Off-site Housing** means locations (other than the Facilities) in which Animals for use are housed. **2.1.7 Principal Investigator** means the person identified as such on the Protocol. **2.1.8 Research Personnel** refers to personnel, other than

the Principal Investigator (PI), identified on the Protocol. Such persons are normally academic staff, visiting scientists, post doctoral fellows, research associates, technicians or students. 2.1.9 Any references in the singular form shall be deemed to include the plural form where the meaning of a section so requires.

2.2 Responsibilities

Implementing and adhering to Applicable Requirements concerning the proper care and use of Animals in research, teaching or testing is an institutional responsibility shared by: the University Administration, including central, faculty and departmental administration; specially appointed committees, including the Senate Committee on University Research (SCUR) Committee on Animal Care (CAC) and the Animal Care Committees (ACCs); the Director, Animal Care and Use Program (DACUP), Veterinary Services Staff, Directors of Facilities and Animal Users. Notwithstanding this shared responsibility, the specific responsibilities of these individuals, groups/units, and committees are as follows:

2.2.1 The Associate Vice-President (Research) (AVPR) is responsible for the implementation of these Procedures. 2.2.2 The DACUP is responsible for providing overall direction to the University's Animal Care and Use Program.

2.2.3 Faculty/School Deans/Directors and Department Heads:

2.2.3.1 Faculty/School Deans/Directors and Department Heads have a general responsibility for the research, teaching or testing carried out in their Faculty/School or Department, and for encouraging and ensuring compliance with Applicable Requirements.

2.2.3.2 Deans/Directors of Faculties/Schools and Department Heads are responsible for the operations of the Facilities under their jurisdiction and for ensuring that they meet all Applicable Requirements. Deans/Directors of Faculties/Schools are responsible for ensuring funding to meet Applicable Requirements with respect to maintenance, upgrade, and long term planning of Facilities under their jurisdiction.

2.2.3.3 Deans/Directors of Faculties/Schools where Animals are used in research, teaching or testing are responsible for establishing a mechanism for assessing the scientific/instructional merit of those projects that are not subject to recognized peer review (refer to section 2.6). Where a unit (e.g., Research Centre/Institute) reports directly to a Vice-President, these responsibilities are vested in the appropriate Vice-President.

2.2.4 The CAC is responsible for ensuring University-wide understanding of, and compliance with, all Applicable Requirements. The specific composition and detailed terms of reference of the CAC are determined by Senate and must accord with the requirements of the CCAC.

2.2.5 The ACCs are responsible for the ethical review of Protocols and ensuring compliance with the approved Protocols. ACC Chairs have delegated authority for signature, on behalf of the University, of approved Protocols under their jurisdiction. ACC Chairs are responsible to the AVPR. The specific composition and detailed terms of reference of the ACCs are determined by the CAC and must accord with the

requirements of the CCAC.

2.2.6 The E-subcommittee of the ACC is responsible for the ethical review of Protocols for "E" Category of Invasiveness and for recommending, through a written report, the approval, hold or denial of the Protocol to the ACC. The specific composition and detailed terms of reference of the "E" subcommittee are determined by the CAC and must accord with the requirements of the CCAC.

2.2.7 The Education Committee is responsible for the development and delivery of the education program as required by the CCAC. The specific composition and detailed terms of reference are determined by the CAC and must accord with the requirements of the CCAC.

2.2.8 The Infrastructure Planning Committee is responsible for advising on Facility-related matters. The specific composition and detailed terms of reference are determined by the CAC.

2.2.9 Local Animal Users Committees (the "LAUCs"), where established, are responsible for providing the respective Dean/Director with advice relevant to the Facility under their jurisdiction. The specific composition and detailed terms of reference of the LAUCs are determined by the Dean/Director.

2.2.10 Veterinary Services Staff are responsible for the provision of veterinary and Animal health care and ensuring that Animal welfare needs are addressed; supporting and facilitating the research program; promoting the education of Animal Users; and ensuring compliance with Applicable Requirements.

2.2.11 Directors of Facilities are responsible for: the overall operations of the Facilities, in particular, for the acquisition, daily maintenance and care of Animals in the Facility; ensuring that an approved Protocol is in place before Animals are acquired; ensuring that the actual use does not exceed the number approved by the ACC; providing leadership and advice in the maintenance and planning of Facilities; acting as a resource person to Animal Users regarding new protocol development; and informing the Dean/Director/Vice-President of concerns that may arise in the discharge of his/her duties. Directors of Animal Facilities may vary in terms of reporting structure and title.

2.2.12 PIs are responsible for designing and carrying out their research, teaching or testing activities in accordance with the Applicable Requirements, which include: ensuring an approved Protocol is in place prior to initiation of work or acquisition of Animals; ensuring Protocols are adhered to; ensuring Research Personnel are appropriately trained; educating Research Personnel in the rationale for and implementation of Applicable Requirements; and ensuring that Research Personnel working under their supervision respect and observe Applicable Requirements.

2.2.13 Academic Staff Members with appropriate expertise are also expected to serve, as may be reasonably required, on the university's animal care and use committees including but not limited to the CAC, ACCs, LAUCs, and the Education Committee.

2.2.14 Research Personnel are responsible for carrying out the care and use of Animals in accordance with Applicable Requirements.

2.3 Protocol Review and Approval

2.3.1 Protocols containing A and B COI procedures are distributed for review to three members of the applicable ACC which must include a Clinical Veterinarian, a community representative, and one other ACC member. A copy of the Protocol is forwarded to the applicable ACC Chair. The status of the Protocol review is reported to the full ACC. Copies of all Protocols are available to all ACC members at any time upon request.

2.3.2 Protocols containing C and D COI procedures are distributed to the applicable ACC for review by the full committee at the scheduled ACC meeting.

2.3.3 Protocols containing E COI procedures are only approved by the ACC in exceptional cases and only on the recommendation of the E-subcommittee, which will submit a written report and recommendation to the ACC.

2.3.4 Following review, Protocols will be assigned a classification that either allows use to proceed or which requires additional input or modification prior to use proceeding. Protocols which allow use to proceed will be assigned one of the following classifications: approval; approval subject to; or provisional approval. Protocols which require additional input or modification prior to use proceeding will be assigned one of the following categories: conditional approval or hold. Protocols found to be ethically unacceptable, will be assigned a category of denied.

2.3.5 ACCs are responsible for ensuring that all proposed activities involving the use of Animals have been reviewed for scientific/instructional merit (refer to section 2.6).

2.3.6 An approved Protocol is not to be modified without the written approval of a Clinical Veterinarian and the Chair of the appropriate ACC. An amendment form must be completed by the Animal User when requesting such a modification.

2.3.7 Protocol approvals are valid for one year from the date approved.

2.3.8 Where an Academic Staff Member enters into a collaborative project with researchers at another CCAC approved institution (the "host institution") and the care and use of Animals occurs at the host institution, the following will apply:

2.3.8.1 Where the Academic Staff Member receives products from Animals but does not dictate or participate in the use, the Academic Staff Member is required to complete an Abbreviated Protocol for Minimal Animal Involvement. 2.3.8.2 Where the Academic Staff Member dictates or participates in collaborative research but is not the Lead Investigator (the "LI"), a copy of the approved Protocol from the host institution may be accepted by the ACC. 2.3.8.3 Where the Academic Staff Member is the LI on the project, a University of Manitoba Protocol must be completed even if a Protocol is approved at the host institution. 2.3.8.4 Where the Academic Staff Member is employed at another CCAC approved institution (the "home institution") and also has an academic appointment at the University of Manitoba (i.e., adjunct professorship, visiting scientist, or nil-salaried academic appointment), use of Animals undertaken at the Academic Staff Member's home institution does not require a University of Manitoba Protocol.

2.4 Education and Training

The Education Committee will develop an education program as required by the CCAC.

To ensure Animal Users are competent and thoroughly familiar with the Applicable Requirements, they must participate in the education and training stipulated and provided by the University.

2.4.1 PIs and Research Personnel are expected to complete the Animal User training course prior to initiating Animal use and to attend a refresher course every 5 years. PIs and Research Personnel are expected to complete wet labs as required. Requirements are based on experience, the procedures being performed, and requirements of the appropriate ACC. Wet labs are to be completed prior to Animal use being initiated where possible and, in all cases, before unsupervised Animal use is initiated.

2.4.2 Animal Facilities Staff must complete the Animal User training course. For newly appointed personnel, a grace period will normally be provided but will not extend beyond 3 months.

2.4.3 Veterinary Services Staff must complete the Animal User training course. For newly appointed personnel, a grace period will normally be provided but will not extend beyond 3 months.

2.5 Post Approval Monitoring The ACCs, Veterinary Services Staff, Animal Facilities Staff and Animal Users currently are responsible for post approval monitoring. The process currently in place is as follows:

2.5.1 Information Acquisition

2.5.1.1 Procedures as described in Protocols to be subjected to post approval monitoring are flagged by the ACC during the Protocol review process and/or by Veterinary Services Staff at any time.

2.5.1.2 Animal Users inform Veterinary Services Staff when procedures that have been flagged for post approval monitoring will be initiated.

2.5.1.3 Facilities are responsible for informing Veterinary Services Staff when Animals have been ordered or requested. 2.5.1.4 Animal Users are responsible for informing Veterinary Services Staff of unexpected signs of pain, distress or mortality of Animals which occur during the Animal use.

2.5.1.5 Veterinary Services Staff are responsible for informing the ACCs of the results of post approval monitoring activities.

2.5.2 Monitoring

2.5.2.1 Veterinary Services Staff monitor flagged or invasive procedures during rounds or in specially arranged meetings.

2.5.2.2 When Animal Facilities Staff observe the use of procedures which are not approved in the Protocol, a report is made to the Director of the Facility and/or Veterinary Services Staff for immediate action. The Director of the Facility or Veterinary Services Staff will inform the ACC in a timely manner, usually at the next ACC meeting.

2.5.2.3 Records, such as surgical/anesthesia records and mortality data, are monitored by Veterinary Services Staff on a routine basis for indications of unexpected pain, distress or mortality.

2.5.2.4 The ACCs scrutinize Protocol renewals for indications of unexpected pain, distress or mortality.

2.5.3 Problem Solving

2.5.3.1 Unexpected pain, distress or mortality

2.5.3.1.1 In cases where information from direct communications, records or protocol renewals indicate procedures may be causing higher than expected levels of pain, distress or mortality, a Veterinarian (or designate) meets with the Animal User(s) to assess/rectify the problem.

2.5.3.2 Noncompliance

2.5.3.2.1 In the first instance of noncompliance, the ACC Chair or a Clinical Veterinarian meets with the Animal User(s). Education and assistance is the focus of this discussion.

2.5.3.2.2 In cases of repeated noncompliance or serious non-compliance, 2.10 Non-Compliance, is followed.

2.6 Peer Review

2.6.1 To ensure that use of Animals is undertaken only in necessary and valid projects, all projects must be evaluated for scientific or instructional merit. The majority of projects undergo peer review for scientific merit by the sponsor, e.g., proposals to national granting councils/agencies. In cases where the sponsor does not use adequate peer review to assess the quality of the proposed research, the proposal must be independently peer-reviewed and recommended, with documentary evidence of that review submitted to the ACC.

2.6.2 Deans/Directors of Faculties/Schools where Animal use is undertaken are responsible for establishing a mechanism for assessing the scientific/instructional merit of those projects that are not subject to recognized peer review by a sponsor, e.g., a national granting council/agency. The mechanism established must involve at least two persons capable of an independent and critical assessment of the proposed use. The mechanism for each Faculty must be approved by the CAC.

2.7 Animal Acquisition, Housing and Disposal

2.7.1 An approved Protocol is required before Animals may be purchased, bred or otherwise brought into Facilities or Off-site Housing.

2.7.2 Arrangements for Animal acquisition and housing must be made in accordance with Facility requirements. The approval of a Protocol or the authorization of research funding is no guarantee that the University will be able to breed or acquire, house and care for the Animals specified. If, at the time the use is to be undertaken, the capacity of the Facilities is otherwise fully utilized, the use may have to be modified or rescheduled.

2.7.3 All Animals must be procured, transported and received according to CCAC Guidelines on: procurement of animals used in science. In order to comply with these guidelines, the following must be adhered to:

2.7.3.1 For Animals caught in the wild or donated to the University, the Clinical Veterinarian must receive prior notification and approve receipt of the Animals. All Animals that are wild and are acquired by the University must be obtained and transported in compliance with all applicable wildlife, transport of exotic biota and endangered biota regulations in the jurisdiction of origin, as well as in Canada and Manitoba.

2.7.3.2 Animals to be acquired through suppliers who are either new suppliers to the University or with whom the University has had prior problems, must be inspected by a Clinical Veterinarian or a designate preferably prior to shipping but before acceptance.

2.7.3.3 An Animal acquisition letter of agreement must accompany Animals upon arrival from sources which do not sell purpose bred Animals.

2.7.4 Animals must be housed in Facilities or at Off-site Housing which are inspected annually by an ACC and approved by the CAC and are in compliance with Applicable Requirements.

2.7.4.1 Off-site Housing is not normally allowed due to the difficulty of monitoring the health and welfare of Animals, husbandry practices, research procedures and Protocol adherence. Exceptions to this may be granted by the ACC if scientific justification is provided.

2.7.4.2 In cases where Off-site Housing has been approved, the Animal User must either: a) comply with requests from the ACC for information regarding the physical nature of the site, methods of Animal husbandry, handling and capture, housing and/or procedures and the Off-site Housing must agree to an inspection by the ACC when requested or; b) provide assurance that the site has a CCAC Good Animal Practice certificate or equivalent. If the Off-site Housing is outside of Canada, a description of the practices and or the name of the agency that assures Animal welfare may be required.

2.7.5 Wherever possible, all procedures on live Animals should be conducted in Facilities. The amount of time Animals are held in laboratories must be minimized and must not exceed 24 hours. Animals cannot be held outside Facilities without ACC approval. Laboratories in which live Animals are held must be inspected annually by the appropriate ACC.

2.7.6 All breeding colonies will normally be managed by the respective Animal Facilities Staff in order to manage breeding colony production, ensure transparency and maintain accurate Animal usage records.

2.7.6.1 The ACC may approve breeding colony management by an Animal User who provides adequate scientific justification. Normally, this would occur only when the breeding itself is an integral part of the research procedures.

2.8 Authority to Terminate Animal Use

2.8.1 Clinical Veterinarians and the DACUP have the authority to: stop any objectionable procedure if it is considered that unnecessary distress or pain is being experienced by an Animal; stop immediately any use of Animals which deviates from the approved use, any non-approved procedure, or any procedure causing unforeseen pain or distress to Animals; and humanely kill an Animal if pain or distress caused to the Animal is not part of the approved Protocol and cannot be alleviated. Clinical Veterinarians also have the authority to treat, remove from a study or euthanize an Animal, if necessary.

2.8.2 In addition, ACC chairs, or their designates, in consultation with a Clinical Veterinarian or the DACUP, have the same authority as noted in 2.8.1.

2.9 Appeal of Protocol Review Decisions

2.9.1 An appeal of a decision to reject a Protocol shall be made to the DACUP. 2.9.2 The appellant and the ACC Chair will be invited to meet with the DACUP in order to either 1) resolve the outstanding issues or 2) clearly document the issues of disagreement between the ACC and the appellant.

2.9.3 If the ACC Chair and the appellant, in consultation with the DACUP, are unable to come to an acceptable resolution of the differences, the DACUP will refer the appeal, complete with the documented issues, to the CAC Chair, who with the advice and approval of the CAC, will establish a sub-committee of three members to hear the appeal and recommend to the CAC.

2.9.4 In such cases, both the appellant and the Chair of the applicable ACC shall be given an opportunity to appear before the appeal sub-committee.

2.9.5 The decision of the CAC shall be final and binding.

2.10 Non-Compliance

2.10.1 Instances of non-compliance with the Policy or these Procedures shall be brought to the attention of the Chair of the appropriate ACC and the DACUP for documentation and resolution. 2.10.2 If a resolution is not reached or the problem recurs, the DACUP shall advise the Chair of the CAC who shall attempt to obtain a satisfactory resolution through the appropriate Dean/Director.

2.10.3 Serious instances of noncompliance or repetitive breaches in Policy and Procedures shall be forwarded by the CAC Chair to the Vice-President (Academic) and Provost for disposition.

3.0 Accountability

3.1 The University Secretary is responsible for advising the Vice-President (Research) that a formal review of the procedures is required.

4.0 Review

4.1 Formal Procedure reviews will be conducted every ten (10) years. The next scheduled review date for these Procedures is December 3, 2008.

4.2 In the interim, this/these Procedure(s) may be revised or rescinded if:

(a) the Approving Body deems necessary; or (b) the relevant Bylaw, Regulation(s) or Policy is revised or rescinded.

5.0 Effect on Previous Statements

5.1 This Procedure supersedes:

(a) all previous Board/Senate Procedures, and resolutions on the subject matter contained herein; (b) all previous Administrative Procedures, and resolutions on the subject matter contained herein; and (c) all previous Faculty/School Council Procedures stemming from the Faculty/School Council Bylaw and academic and admission Regulations and any resolutions on the subject matter contained herein.

6.0 Cross References

Animal Care and Use: Policy



Title: The Ethics of Research Involving Humans_____

Effective Date: Fall, 2011 **Review Date:** Fall, 2021

Approving Body: ☒ Board of Governors ☐ Senate
☐ Administration (specify): _____

Authority ☒ *University of Manitoba Act* Section # 3 (c), 16(1) _____
☐ Other Legislation [name and section #] _____
☐ Bylaw [name and section #] _____
☐ Regulation _____

Implementation: Associate Vice-President (Research)_____

Contact: Associate Vice-President (Research)_____

Applies to: ☒ Board of Governors members ☒ Senate members
☒ Faculty/School Councils ☒ Students
☐ External Parties _____
[specify applicable external parties]
☒ Employees All employees _____

[specify applicable employee organizations and employment group]

1.0 Reason for Policy

In 1994, the Tri-Council Working Group on Ethical Conduct for Research Involving Human Subjects was created by the Presidents of the three major national research funding councils (the Medical Research Council of Canada (MRC, now the Canadian Institutes of Health Research, CIHR), the Social Sciences and Humanities Research Council of Canada (SSHRC) and the Natural Sciences and Engineering Research Council of Canada (NSERC)). This multi-disciplinary working group was commissioned to develop consistent guidelines across the three councils with respect to ethical conduct for research involving humans, resulting in the 1998 Tri-Council Policy Statement (TCPS) "Ethical Conduct for Research Involving Humans". After subsequent drafts were presented to the Canadian research community for feedback and revision, the 2010 Tri-Council Policy Statement (TCPS 2) Ethical Conduct for Research

Involving Humans was released. The TCPS 2 replaces the previous TCPS. It is mandated by the granting Councils that, in order to receive research funding from these agencies, all publicly-funded Canadian institutions involved in human research must adhere to the principles and articles stipulated in this document.

The University of Manitoba is committed to complying with the intent of the Tri-Council's policy statement. The present policy affirms the TCPS 2 and articulates the core principles governing the conduct of human research at the University of Manitoba. Under this policy, all research projects involving human participants conducted at, or under the auspices of, the University of Manitoba require prior ethics review and approval by a Research Ethics Board (REB).

2.0 Policy Statement

2.1 Definitions

The following definitions are from the TCPS 2:

- **Human research** is defined as an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation involving participants. It refers to any project that involves the collection of specimens, data or information from persons, through intervention or otherwise. Included are procedures that have a low degree of invasiveness (e.g. surveys, interviews, naturalistic observations, exercise or psychometric testing, examination of patient records), as well as more invasive procedures (e.g. blood sampling, insertion of a cannula, administration of a substance).
- A **participant** in human research is a person whose data, or responses to interventions, stimuli, or questions by a researcher are relevant to answering a research question.
- A **research ethics protocol** is a document submitted by the applicant for consideration by the REB. This document contains a detailed description of: the rationale/purpose of the study; procedures to be followed in soliciting participants for the research, obtaining their informed consent when possible, collecting, handling and storing their information, data or biological specimens, protecting their privacy, anonymity and safety; disclosing conflicts of interest; and providing feedback regarding the study at its conclusion.
- **Minimal risk** means that the risks of harm anticipated in the proposed research are not greater nor more likely, considering probability and magnitude, than those ordinarily encountered in life, including those encountered during the performance of routine physical or psychological examinations or tests.

- **Identifiable or personal information** is defined as information that may reasonably be expected to identify an individual, alone or in combination with other available information.
- **Directly identifying information** identifies a specific individual through direct identifiers (name, social insurance number, personal health number, etc.)
- **Indirectly identifying information** can be reasonably expected to identify an individual through a combination of indirect identifiers (date of birth, place of residence, unique personal characteristic, etc.)
- **Coded information** has been stripped of direct identifiers and replaced with a code.
- **Anonymized information** has been irrevocably stripped of direct identifiers.
- **Anonymous information** is not associated with any direct identifiers.

2.2 Applicable Ethics Principles. The University of Manitoba hereby affirms The Tri-Council Policy Statement "Ethical Conduct for Research Involving Humans", as embodying principles that apply in the discharge of its responsibilities for protecting the rights and welfare of human participants. The TCPS 2 articulates minimal standards, however, and this University policy, those of a sponsoring agency, discipline, or for a category of research may have more applicable or more restrictive requirements for the protection of human participants. In such cases, the more applicable or restrictive requirements shall apply and take precedence in the review and approval of research projects conducted at the University of Manitoba.

2.3 Requirement for Ethics Review. Except as provided for in policy section 2.4, all research projects involving humans conducted at, or under the auspices of, the University of Manitoba require prior ethics review and approval by a Research Ethics Board (REB) that reports to a standing Human Ethics Resource Committee (HERC, see Appendix I), which in turn reports to the Senate Committee on University Research (SCUR). This requirement of prior ethics review and approval applies to:

2.3.1 All research involving humans conducted under the auspices of the University of Manitoba by the University's academic staff (including G.F.T. academic staff), administrative and support staff, or students, both graduate and undergraduate, persons with adjunct appointments, visiting professors, visiting professional associates, research associates, and post-doctoral fellows.

2.3.2

- (a) All research carried out on University premises using University facilities, equipment or resources;
- (b) research conducted elsewhere under the auspices of the

University;

(c) the activities of formally affiliated organizations as a condition of affiliation; and

(d) the activities of organizations or individuals whether formally affiliated or not, while on University premises or using University facilities, equipment or resources, including off-campus sites. When research takes place in a foreign country, the researcher must also assure that his/her procedures meet all legal requirements of that country, as well as the requirements of this policy.

2.3.3 All types of research conducted with humans. Specifically, prior ethics review and approval is required when research data are derived from, but not exclusively restricted to:

(a) information collected through intervention or interaction with a living individual(s);

(b) identifiable private information about individuals (information is identifiable if it may reasonably be expected to identify an individual;

(c) human biological materials (derived from living or deceased individuals), human embryos or fetuses, human fetal tissue, human reproductive materials and stem cells, and/or

(d) written or recorded information derived from individually identifiable human participants. In addition, ethics review is required for the following categories of research that may be overlooked or raise questions about the necessity for such a review:

2.3.3.1 Pilot studies and feasibility studies, even those involving only one human participant, require the same scrutiny as full-scale research projects involving many participants.

2.3.3.2 Projects that involve the secondary use of data on humans gathered in earlier projects.

2.3.3.3 Research conducted by [administrative and academic units](#) that involves the collection of survey replies or the use of records as correlates of survey replies from human participants, e.g. students, staff and/or faculty members.

2.3.3.4 Research projects in which the researcher is a consultant unless the researcher has a strict consulting relationship in which: (a) the researcher is hired on his or her own time; (b) the researcher holds no rights in the work; and (c) neither the researcher nor the University retains any data.

If any one of these three criteria is not met, prior ethics review and approval is required.

2.3.3.5 All graduate and undergraduate independent student research projects conducted in partial fulfillment of degree requirements (see procedures **section #1.4.1 below**). Research projects conducted as part of formal course requirements may, in certain instances (see procedures **section #1.4.2 below**), require REB review and approval. It is incumbent on the instructor to check the applicability of this requirement with the REB Chair.

2.4 Research Excluded, i.e. Not Subject to REB Review. Prior ethics review and approval from an REB will not normally be required for:

2.4.1 A limited type of research most often found within the humanities, fine arts, and in some historical research, relying exclusively on publicly available information, which involves: (a) information which is legally accessible to the public and appropriately protected by law, such as a public database where aggregated data that cannot be associated with any individual are obtained; (b) information already in the public domain (e.g. autobiographies, biographies or public archives) where there is no reasonable expectation of privacy; and/or (c) research involving a living individual in the public domain, or an artist, based exclusively on publicly available information, and as long as the subject is not approached directly for interviews or access to private papers. Nevertheless, it is the responsibility of the researcher to ascertain that any information used from these sources is presented in an accurate fashion. There are exceptions; research involving publicly accessible digital sites (such as Internet chat rooms or self-help groups with restricted membership) should undergo REB review.

2.4.2 Archival analysis of records by University departments normally engaged in the collection, maintenance, and analysis of such records. Nevertheless, it is incumbent on such units to ensure that the anonymity of individuals and confidentiality of their records are maintained.

2.4.3 Class research projects which involve humans and which are conducted by students on other members of the class as exercises to learn how to conduct research.

2.4.4 Research involving the observation of people in public places where intervention by or interaction with the researcher is not involved, there is no reasonable expectation of privacy, and the research results will not allow identification of specific individuals.

2.4.5 Creative practice activities, unless employed in the context of research to obtain responses from participants used to analyze a research question.

2.4.6 Quality Assurance or Quality Improvement studies, program evaluation, performance reviews or testing within normal educational requirements when used exclusively for assessment, management or improvement purposes.

2.5 Uncertainty About the Need for REB Review. For research/scholarly work where the researcher is uncertain whether REB review is required, it is the responsibility of the researcher to obtain the written opinion of the Chair of the appropriate REB as to whether the research should be subjected to prior ethics review and approval.

2.6 Academic Freedom. All REBs and all persons involved in the ethics review process shall act in such a manner as to ensure that there is no infringement of the academic freedom of researchers.

2.7 Compliance. The University requires all faculty members, staff and students to adhere to this policy and the procedures that are derived from it. The University considers the improper treatment of human participants in research to be a serious offence, subject to severe penalties, including but not limited to the withdrawal of privileges to conduct research involving humans or disciplinary action.

3.0 Accountability

- 3.1** The University Secretary is responsible for advising the President that a formal review of the Policy is required.
- 3.2** The Vice-Presidents Research, Academic, and Administration jointly bear responsibility for the implementation of this Policy. Such responsibility is hereby delegated to the Associate Vice-President (Research).

4.0 Secondary Documents

- 4.1** The Vice-President (Research) in consultation with the Senate Committee on University Research may approve Procedures which are secondary to and comply with this Policy.

5.0 Review

- 5.1** Formal Policy reviews will be conducted every ten (10) years. The next scheduled review date for this Policy Fall, 2021.
- 5.2** In the interim, this Policy may be revised or rescinded if:
- (a) the Approving Body deems necessary; or
 - (b) the relevant Bylaw, Regulations or Policy is revised or rescinded.
- 5.3** If this Policy is revised or rescinded, all Secondary Documents will be reviewed as soon as reasonably possible in order to ensure that they:
- (a) comply with the revised Policy; or
 - (b) are in turn rescinded.

6.0 Effect on Previous Statements

- 6.1** This Policy supersedes The Ethics of Research Involving Human Subjects (May 25, 2000

[Previous Governing Document no./title/effective date]

7.0 Cross References

Cross References:

[Indicate other specific Governing Documents which should be cross referenced to this Governing Document.]

Procedures: The Ethics of Research Involving Human Subjects

APPENDIX I

Human Ethics Resource Committee

1. Purpose

The purpose of the Human Ethics Resource Committee (HERC) is to enhance, implement and support ethics oversight at the University of Manitoba, drawing upon the experience and knowledge of the Research Ethics Boards and REB administration. While administering daily ethics operations, HERC has direct accountability to the Senate Committee on University Research.

2. Composition

The Human Ethics Resource Committee shall consist of both men and women:

1. the Associate Vice-President (Research) jointly representing the Vice-President (Academic) and Provost, Vice-President (Administration), and the Vice-President (Research), *ex officio*, Chair
2. the Chairs of the REBs, *ex officio*
3. the Fort Garry Human Ethics Coordinator and Bannatyne Research Ethics Coordinator; and
4. a representative of the Research Quality Management office.
5. One graduate student appointed by the Vice-President (Research) or delegate on advice of the Graduate Students' Association.

3. Terms of Reference

The Human Ethics Resource Committee:

1. ensures university-wide understanding of and compliance with the applicable guidelines;
2. provides advice and recommendations to Senate and the University Administration regarding the University's general policies relating to human research and the effects of these policies on faculty members, staff and students;
3. reviews special policies and/or procedures adopted by REBs in reviewing protocols;
4. appoints REB members, and establishes new REBs and/or redistributes the responsibilities and composition of existing REBs based on numbers of protocols submitted;
5. receives and considers reports from other bodies concerning human research activities at the University and reports thereon to Senate with comments and/or direction as appropriate;
6. provides ethical and legal expertise to individual REBs as needed;
7. annually reviews policies, procedures and decisions of individual REBs;
8. annually reviews and approves REB files from previous years to be removed from storage and shredded;
9. reports annually to Senate on the ethics review of research involving humans, along with such recommendations as it considers appropriate;

10. promotes an atmosphere at the University of Manitoba for students, staff and faculty to engage in a high standard of research;
11. supports the education of researchers with respect to the ethics of human research;
12. meets face-to-face quarterly, at minimum; and
13. under the auspices of SCUR, administers researcher appeals regarding REB decisions (see 3.7.3) and reports annually to SCUR on its activities.

APPENDIX II

SPECIFIC COMPOSITION OF EACH REB

Biomedical Research Ethics Board (BREB)

All members of this REB are nominated by the BREB Chair in consultation with the respective Deans associated with BREB, and appointed by the Associate Vice-President (Research) on behalf of the Human Ethics Resource Committee and the Senate Committee on University Research. This REB shall consist of both men and women, and will include:

1. a Chair (non-voting), appointed for a three (3) year term, renewable;
2. at least five (5) faculty members (with designated alternates) experienced in the use of humans in research, appointed for three (3) year terms, renewable;
3. one (1) graduate student appointed for a one (1) year term, renewable;
4. one (1) community representative, appointed for a three (3) year term, renewable;
5. one (1) member knowledgeable in the law as required by the TCPS 2;
6. one (1) person with ethics training and/or background as required by the TCPS 2; and
7. the Research Ethics Board Coordinator (non-voting member).

At least one member (ad hoc, if necessary) should be knowledgeable in the research area addressed by the protocol under discussion. Wherever possible, the board will seek to include a First Nations representative. With the approval of the Associate Vice-President (Research), additional members, because of workload, may be appointed to the REB. As the number of University members on the REB increases, the number of community representatives should increase proportionally.

Health Research Ethics Board (HREB)

All members of this REB are nominated by the HREB Chair in consultation with the respective Deans associated with HREB, and appointed by the Associate Vice-President (Research) on behalf of the Human Ethics Resource Committee and the Senate Committee on University Research. This REB shall consist of both men and women, and will include:

1. a Chair (non-voting), appointed for a three (3) year term, renewable;
2. five (5) faculty members experienced in the use of humans in research, appointed for three (3) year terms, renewable;
3. one (1) graduate student appointed for a one (1) year term;

4. one (1) community representative, appointed for a three (3) year term, renewable;
5. one (1) member knowledgeable in the law ;
6. the Research Ethics Board Coordinator (non-voting member).

At least one member of the REB should be knowledgeable in ethics. At least one member (ad hoc, if necessary) should be knowledgeable in the research area addressed by the protocol under discussion. Wherever possible, the board will seek to include a First Nations representative. With the approval of the Associate Vice-President (Research), additional members, because of workload, may be appointed to the REB. As the number of University members on the REB increases, the number of community representatives should increase proportionally.

Psychology/Sociology Research Ethics Board (PSREB)

All members of this REB are nominated by the PSREB Chair and appointed by the Associate Vice-President (Research) on behalf of the Human Ethics Resource Committee and the Senate Committee on University Research. This REB shall consist of both men and women, and will include:

1. a Chair (non-voting), appointed for a three (3) year term, renewable;
2. ten (10) faculty members (3 faculty members from the Department of Psychology, 3 members from the Department of Sociology, 3 members from the Faculty of Social Work and one member from Student Counselling and Career Centre) experienced in the use of humans in research, appointed for three (3) year terms, renewable upon review of the first year of service;
3. three (3) graduate students (one from Department of Psychology, one from Department of Sociology, and one from the Faculty of Social Work) appointed for three (3) year terms, renewable upon review of the first year of service;
4. one (1) community representatives, appointed for a three (3) year term, renewable upon review of the first year of service;
5. one (1) member knowledgeable in the law;
6. the Human Ethics Coordinator (non-voting member).

The normal appointment cycle for the terms of all REB members begins on September 1 of the year in which they are appointed and concludes on August 31 of the year in which their term is completed. At least one member of the REB should be knowledgeable in ethics. At least one member (ad hoc, if necessary) should be knowledgeable in the research area addressed by the protocol under discussion. Wherever possible, the board will seek to include a First Nations representative. With the approval of the Associate Vice-President (Research), additional members, because of workload, may be appointed to the REB. As the number of University members on the REB increases, the number of community representatives should increase proportionally.

Education/Nursing Research Ethics Board (ENREB)

All members of this REB are nominated by the ENREB Chair and appointed by the Associate Vice-President (Research) on behalf of the Human Ethics Resource Committee and the Senate Committee on University Research. This REB shall consist of both men and women, and will include:

1. a Chair (non-voting), appointed for a three (3) year term, renewable;
2. eight (8) faculty members (3 members from the Faculty of Education, 3 members from the Faculty of Nursing, and 2 members from the Faculty of Kinesiology and Recreation Management) experienced in the use of humans in research, appointed for three (3) year terms, renewable upon annual review;
3. two (2) graduate students (one from the Faculty of Education, one from the Faculty of Nursing) appointed for a one (1) year term;
4. one (1) community representative, appointed for a three (3) year term, renewable upon annual review;
5. one (1) member knowledgeable in the law;
6. the Human Ethics Coordinator (non-voting member).

The normal appointment cycle for the terms of all REB members begins on September 1 of the year in which they are appointed and concludes on August 31 of the year in which their term is completed. At least one member of the REB should be knowledgeable in ethics. At least one member (ad hoc, if necessary) should be knowledgeable in the research area addressed by the protocol under discussion. Wherever possible, the board will seek to include a First Nations representative. With the approval of the Associate Vice-President (Research), additional members, because of workload, may be appointed to the REB. As the number of University members on the REB increases, the number of community representatives should increase proportionally.

Joint-Faculty REB (JFREB)

All members of this REB are nominated by the JFREB Chair and appointed by the Associate Vice-President (Research) on behalf of the Human Ethics Resource Committee and the Senate Committee on University Research. This REB shall consist of both men and women, and will include:

1. a Chair (non-voting), appointed for a three (3) year term, renewable;
2. ten (10) faculty members (3 members from the Faculty of Arts*, two members from the Faculty of Social Work, two members from the Faculty of Human Ecology, one member from the I.H. Asper School of Business, one member from the Faculty of Architecture, and one member from the other Faculties and Schools) experienced in the use of humans in research, appointed for three (3) year terms, renewable upon review of the first year of service;
3. two (2) graduate students (one from the Faculty of Arts, one from the other Faculties and Schools) appointed for a one (1) year term, renewable;
4. one (1) community representative, appointed for a three (3) year term, renewable upon review of the first year of service;
5. one (1) member knowledgeable in the law;
6. the Human Ethics Coordinator (non-voting member).

* Note: Arts membership shall be drawn from departments other than Psychology or Sociology.

The normal appointment cycle for the terms of all REB members begins on September 1 of the year in which they are appointed and concludes on August 31 of the year in which their term is completed. At least one member of the REB should be knowledgeable in ethics. At least one member (ad hoc, if necessary) should be knowledgeable in the

research area addressed by the protocol under discussion. Wherever possible, the board will seek to include a First Nations representative. With the approval of the Associate Vice-President (Research), additional members, because of workload, may be appointed to the REB. As the number of University members on the REB increases, the number of community representatives should increase proportionally.

APPENDIX III

TERMS OF REFERENCE OF REBS:

The Research Ethics Boards (REBs):

1. review all protocols for compliance with applicable guidelines for research involving humans, including assurance of the scientific/scholarly merit of the research;
2. ensure maintenance of an up-to-date record of protocols for human research in a form approved by the Human Ethics Resource Committee and consistent with applicable guidelines;
3. prepare an annual report on their activities for review and consideration by the Senate Committee on University Research;
4. monitor compliance with University policy and procedures related to research with humans;
5. serve as a forum for the initial appeal of protocol review decisions/actions within its jurisdiction;
6. act as a resource to the Senate Committee University Research and the Associate Vice-President (Research); and
7. ensure access to protocols by all members of the Human Ethics Resource Committee and the Senate Committee on University Research.



UNIVERSITY OF MANITOBA
OF MANITOBA **PROCEDURE(S)**

Title: The Ethics of Research Involving Humans_____

Effective Date: Fall, 2011 **Review Date:** Fall, 2021

Approving Body: ☐ Board of Governors ☐ Senate
☒ Administration (specify): Vice-President (Research)_____

Authority ☒ Policy [name and section #] The Ethics of Research Involving
Humans, 4.1
☐ Bylaw [name and section #] _____
☐ Regulation [name and section #] _____

Implementation: Associate Vice-President (Research)_____

Contact: Associate Vice-President (Research)_____

Applies to: ☒ Board of Governors members ☒ Senate members
☒ Faculty/School Councils ☒ Students
☒ Department Councils
☐ External Parties _____
[specify applicable external parties]
☒ Employees All employees _____
[specify applicable employee organizations and employment group]

1.0 Reason for Procedure(s)

To give effect to the policy on The Ethics of Research Involving Humans, the University shall establish certain procedures and mechanisms. These procedures and mechanisms shall include the articulation of:

- (1) responsibilities of administrative officers, faculty members, staff and students;
- (2) the composition and terms of reference of the Research Ethics Boards

(REBs) which are responsible for the review and approval of research protocols involving the use of human participants;

(3) procedures for protocol management and review, including the assessment of the scientific/scholarly merit, where appropriate, of the proposal to conduct research with humans, as well as mechanisms to ensure adequate communication between faculty members and the REBs; and an appeal process, in cases where there is a dispute over the process by which a decision was reached to deny ethical approval for the use of humans in a research project;

(4) procedures for modifying and monitoring approved protocols; and

(5) procedures concerning the reporting and handling of noncompliance by researchers.

2.0 Procedure(s)

2.0 Responsibilities. Implementing and adhering to policies on the ethical use of humans in research is an institutional responsibility shared by: the administration, including Central, Faculty and Departmental administration, the Office of Research Services and researchers, including faculty members, staff and students. Notwithstanding this shared responsibility, the specific responsibilities of these individuals, and groups or units are as follows:

2.1 Responsibilities of the Administration

2.1.1 Central Administration. The University's Vice-President (Academic) and Provost, Vice-President (Administration), and Vice-President (Research) jointly bear executive responsibility for the implementation of the University's policies respecting the use of humans in research. The University of Manitoba will exercise appropriate administrative overview, carried out at least annually, to ensure that its practices and procedures that are designed to protect the rights and welfare of human participants are being applied and are in compliance with the requirements of the TCPS 2 and this policy. This administrative overview shall be the responsibility of the Associate Vice-President (Research).

2.1.2 Human Ethics Secretariat. The University will provide administrative support for the REBs, including receiving, recording, and processing of protocol submissions, correspondence with applicants and Committee chairs, secretarial services to Committee meetings, and maintenance of records of REB decisions. This support will be provided to the REBs on the Fort Garry Campus through the Office of the Vice-President (Research), and to the Bannatyne Campus REBs through the Dean's Office, Faculty of Medicine. The Secretariat will promote

awareness of the TCPS 2 and of this policy, and educate researchers on campus on the ethical conduct of research through workshops, and other methods as deemed appropriate.

2.1.3 Responsibilities of Faculty/School Deans/Directors and Department Heads. Faculty/School Deans/Directors and Department Heads have a general responsibility for the research carried out in their Faculty/School or Department, and for encouraging and ensuring compliance with applicable University policies and procedures. Faculty/School Deans/Directors and Department Heads or their designates have the authority to suspend research using humans which, in their opinion, does not comply with this policy. The relevant REB should be immediately notified of this action, and should initiate a review within 5 working days.

2.2 Responsibilities of Researchers. Whenever research involving humans is to be performed under the auspices of the University of Manitoba or by any University researcher (see policy section 2.0), the researcher is responsible for meeting the following requirements:

(a) Ensuring that the research being conducted is scientifically valid and/or appropriate in a scholarly sense, and that the benefits to knowledge that will result from the research warrant the investment of time, effort and risks to be incurred by the number of human participants for which the research is planned. Scientifically invalid research, or research that is more intrusive or requires more participants to experience the research procedures than those warranted by the research design is unethical. The researcher shall carefully monitor and assure the validity of the research submitted to the REB (see procedures section 2.6.3.11).

(b) Reading and becoming thoroughly familiar with applicable ethical guidelines.

(c) Determining if their proposed research requires ethics review (see policy section 2.3.3). If there is any uncertainty about whether the research requires ethics review and approval, the researcher shall consult the appropriate REB for advice and decision.

(d) Notifying the appropriate REB of the proposed research by submitting a completed Research Ethics Protocol (see the website of [Human Ethics](#) or the [Faculty of Medicine](#)), accompanied by any supplementary materials necessary for full ethics review, and providing any additional information requested by the REB in a timely fashion.

(e) Not involving human participants in the proposed research until the REB has informed him/her of approval for the use of humans in the research.

- (f) Abiding by all decisions of the REB, including following all modifications required for REB approval and not undertaking the research if it has not been approved.
- (g) Obtaining informed consent from all participants as required by the TCPS 2 policy and the REB, ensuring that participant consent is documented in the prescribed manner, and maintaining consent documents signed by participants in a secure repository.
- (h) Maintaining the confidentiality of data obtained from participants in the manner required by the REB, applicable federal and provincial privacy legislation, and relevant organizations.
- (i) Promptly reporting to the Chair of the REB any injuries to human participants, any unanticipated problems which involve risks or unusual costs to the participants, or other adverse events resulting from the research. Initial reports may be verbal; subsequent reports shall be in the manner required by the REB.
- (j) Promptly reporting to the REB any proposed changes in the research which would result in a significantly different involvement of humans and obtaining the approval of the REB prior to the changes being made, except where necessary to eliminate apparent and immediate hazards to participants.
- (k) Promptly reporting to the Chair of the REB any proposed involvement of humans in research which previously had no plans, or only indefinite plans, for participant involvement and obtaining the approval of the REB prior to the involvement of any participants.
- (l) Promptly reporting to the REB Chair any serious or continuing non-compliance with the requirements of this policy or of the procedures stipulated by an REB by any individual associated with the research.

2.3 Responsibilities of Graduate and Undergraduate Students. As stipulated in policy section 2.0, graduate and undergraduate students conducting research with humans must comply with this policy statement in the conduct of their research. Although students' research must be sponsored by the faculty member who supervises their research, such sponsorship does not in any way diminish the obligation of students as members of the University of Manitoba community to comply with this policy, the TCPS 2, or other codes that govern the ethical conduct of research involving humans.

2.3.1 Independent Student Research. All independent student research projects conducted with human participants where the data are collected prior to writing an undergraduate or graduate research paper, Honours or Master's thesis, or doctoral dissertation must be reviewed and receive REB approval before the data are collected. Such projects shall be supervised by a faculty

member (see procedures section 2.4) who accepts responsibility for their ethical conduct. In the case of undergraduate or graduate course-based independent study projects or assignments, in consultation with and at the discretion of the appropriate REB, projects may be considered for review by the Faculty/Department-based Coursework Research Review Committee (CRRC).

2.3.2 Projects as Part of Formal Course Requirements.

(a) Student research projects that are conducted for a course and which involve research participants solicited from outside of the classroom setting, whether or not with an expectation that the results of the research will be made public through publication, must be reviewed and approved by the REB before the project begins. (Please see "[Guidelines for Ethics Review of Course-based Research Projects](#)".)

(b) In circumstances where the frequency or nature of course-based research warrants, the REB may delegate its review of course-based research projects to a formally constituted Faculty/Department-based Coursework Research Review Committee (CRRC). This delegation is based on condition that the review process of each CRRC is in compliance with the TCPS 2 and this policy and its attendant procedures. Everything that applies to an REB within these policies and procedures, also applies to a CRRC. The CRRC shall require and maintain minutes of CRRC meetings, records of protocol submissions, and all recommendations and decisions resulting from the reviews. The CRRC shall report twice annually to the REB under which it has been constituted, to enable the REB to fulfill its responsibility for ethics oversight.

(c) With the approval of the appropriate REB or CRRC Chair, the instructor may submit the protocol to be followed on behalf of the entire class or large groups of students, with REB approval given to the instructor who takes responsibility for the ethical conduct of the data collection exercise. Under these conditions, the instructor takes on added responsibility to ensure that all students understand and follow principles of ethical conduct.

(d) As stipulated in policy section 2.4.3, student research projects which involve humans and that are conducted by students on other members of the class as exercises to learn how to conduct research do not require review by the REB or CRRC.

(e) In cases where the instructor is uncertain whether a course exercise constitutes research, whether it is necessary to submit a single protocol on behalf of the class or individual protocols, or whether ethics approval is required at all, the written opinion of the REB or CRRC Chair must be sought before undertaking the class exercise. Instructors should consult the document "[Guidelines for Ethics Review of Course-Based Research Projects](#)" for guidance on what constitutes research that requires REB approval, and which activities do not require review

because they both do not constitute research and are employed primarily for professional skill development, or pedagogic purposes. It is advisable for instructors to clarify the status of class exercises with the appropriate REB or CRRC Chair at the beginning of each academic term.

2.4 Responsibilities of Faculty Members as Supervisors of Student Researchers.

Even if a student is the primary researcher collecting the data, the supervising faculty member has the following responsibilities for the protection of the human participants:

(a) During the design of a project, faculty members should instruct students on the ethical conduct of research and help them prepare protocol submissions for REB approval. The faculty member as Research Supervisor is required to sign the student's protocol submission to the REB. The signature indicates both that the Supervisor has reviewed and approved the student's submission and that the Supervisor acknowledges his or her responsibility to see that University policy will be followed.

(b) After REB approval, faculty members must take an active role to ensure that projects are conducted in accordance with the REB's requirements. Meeting periodically with students to review their progress is one way to meet this responsibility.

2.5 Responsibilities of Administrative and Academic Units Conducting Research.

Information gathering activities such as interviews and surveys undertaken by University Administration with a clear research orientation are subject to Research Ethics Board review and approval. If there is uncertainty regarding the requirement for Research Ethics Board approval, the individual administering the activity must seek the written opinion of the appropriate Research Ethics Board Chair. Individuals may find it useful to refer to "Guidelines for Administrative Research" posted on the Human Ethics website and contained in an Administrative Bulletin on this topic.

2.6 Committee Structure/Composition/Terms of Reference.

2.6.1 Human Ethics Resource Committee (HERC), reporting to the Senate Committee on University Research (SCUR). As stipulated in policy section 2.3, the Human Ethics Resource Committee, under the auspices of the Senate Committee on University Research is responsible for ensuring University-wide understanding of, and compliance with, the applicable guidelines. This Committee is responsible for ensuring that all human participants in research are treated with the highest possible ethical standards in accordance with applicable

guidelines. The composition and terms of reference of HERC are outlined in Appendix I.

2.6.2 Research Ethics Boards (REBs). The REBs are responsible for the ethics review of all protocols involving the use of humans in research. It is the responsibility of the REBs to:

- (a) ensure that all protocols that propose the use of humans comply with this policy and all applicable ethics guidelines;
- (b) ensure that the potential benefits of these protocols are sufficient to warrant the use of humans; and
- (c) take corrective action regarding, or even terminate any ongoing research project which is in contravention of this policy or of a previously approved protocol.

2.6.2.1 Approval to conduct research on humans will be granted only after the research ethics protocol has been examined by members of a REB.

2.6.2.2 There shall be five REBs, with responsibility for the ethics reviews of research with humans at the University of Manitoba as outlined below.

2.6.2.3 Bannatyne Campus REBs. Two REBs have responsibility for monitoring protocols at the Bannatyne Campus: the Biomedical Research Ethics Board (BREB) is to receive and review all research ethics protocols involving clinical trials and other biomedical research interventions. The Health Research Ethics Board (HREB) shall receive and review research ethics protocols from the Bannatyne Campus involving the behavioural sciences, surveys, examinations of medical records and protocols of generally lesser risk. Members of the Faculties of Medicine, Dentistry, and Pharmacy, the affiliated teaching hospitals, their associated research foundations and the School of Medical Rehabilitation, shall submit their protocols to the REB they consider appropriate. The Chairs of these REBs have the final authority in deciding whether the BREB or the HREB is appropriate for the review of all submitted protocols. In addition to Bannatyne Campus protocols, the BREB shall review any protocols that may be referred from REBs on the Fort Garry Campus.

2.6.2.4 Fort Garry Campus REBs. Three REBs have responsibility for the ethics review of research with humans on the Fort Garry Campus. These areas of responsibility will be reviewed from time to time and may be redesignated by HERC to ensure approximately equal division of numbers of protocol submissions arising from the Faculties, Schools and Departments on the Fort Garry Campus. Unlike the Bannatyne Campus, Faculties and Departments on the Fort Garry Campus are assigned to specific REBs and all protocols shall be submitted to their designated REB. Researchers may not submit their protocols

to alternative REBs and REBs may not review protocols from units other than those within their mandate, or that have been properly referred by another REB Chair. Protocols from the Fort Garry Campus that involve biomedical interventions should be appropriately indicated on the protocol submission form so that the Chair of the REB to which it is submitted may immediately refer it to the BREB for review. The REBs on the Fort Garry Campus are:

(a) the **Psychology/Sociology REB** (PSREB) which will review protocols submitted from the Departments of Psychology and Sociology, the Faculty of Social Work and from the Student Counselling and Career Centre;

(b) the **Education/Nursing REB** (ENREB) which will review protocols from Education, Nursing, Kinesiology and Recreation Management, Extended Education, and Engineering;

(c) the **Joint Faculty REB** (JFREB) which will review protocols from all other academic Departments and Faculties/ Schools on the Fort Garry Campus (including the Faculties of Agricultural and Food Sciences, Architecture, Arts [except Psychology and Sociology], Human Ecology, Law, Management, Science, the Schools of Art and Music, the Libraries, the Natural **Resources Institute**) and research conducted by central administration (see Procedure section 2.5).

2.6.2.5.a Research Within Multi-Disciplinary Research Centres/Institutes.

Protocols of researchers affiliated with multi-disciplinary research centres/institutes shall be submitted to and reviewed by the REB that reviews research from the academic unit in which the researcher holds their primary academic appointment. The appropriate REB for ethics review is consistently to be determined by the principal researcher's appointment, not by the varying topic or approach of the specific project, nor by the disciplines of co-researchers.

2.6.2.5.b Administrative Research. Administrative research conducted by the central administration that requires ethics review and approval (See procedures section 2.6) should be submitted to the Joint-Faculty Research Ethics Board (JFREB). Unit-based administrative research deemed to require ethics review and approval, i.e., research conducted by or for a Faculty or Department, should be submitted to the discipline-relevant REB.

2.6.2.6 The composition and general terms of reference of the REBs are determined by the Human Ethics Resource Committee under the auspices of the Senate Committee on University Research and are outlined for each of the five REBs in Appendices II and III. In all respects, the terms of reference of these REBs are consistent with the guidelines of the TCPS 2. The REBs and HERC report to the Senate Committee on University Research and to the Associate Vice-President (Research) and maintain ongoing liaison with faculty members.

2.6.2.7 The Chairs of the REBs are appointed by the Senate Committee on University Research on the recommendation of the Associate Vice-President (Research) and HERC. Chairs have delegated authority for signature, on behalf of the University, of approved protocols under their jurisdiction. Chairs also have the authority to approve any protocol that qualifies for delegated review, any request for time/participant extension, any request for an amendment to an approved protocol, and any request for renewal of approved protocols. Chairs also have the authority to refer a protocol to another more appropriate REB for review, and to assign, in their absence, a delegate to perform Chair duties. Chairs of REBs are members, *ex officio*, on the Human Ethics Resource Committee.

2.6.2.8 Members for each REB shall be nominated to the Associate Vice-President (Research) by the REB Chair, on the recommendation of the Departments and/or Faculties/Schools submitting protocols to that REB. Each REB Chair shall propose to HERC and SCUR the specific configuration of the REB and the number of members to be nominated from each Faculty or Department, in proportion to the number of each Department's or Faculty's submissions. The specific nominees for each faculty position allotted to each Faculty or Department shall be elected or selected in a manner determined by that Faculty or Department. Within REBs that cover a number of Faculties/Schools and Departments, such as the JFREB, effort shall be made to rotate REB membership so that all units submitting protocols to that REB have opportunities for representation.

2.6.2.9 Meetings of the REB. REBs shall meet face-to-face on a regular basis at dates and times that are publicly announced in advance (preferably for the entire academic year). Whereas REBs normally meet monthly, this may not be necessary at certain times of the year (e.g. July or December) and researchers should be informed well in advance so that they may plan their protocol submission for the most appropriate meeting. Researchers should also be informed of the dates by which their materials must be received by the REB in order to be considered at scheduled meetings. Regularly scheduled monthly REB meetings may be cancelled if no protocols for full-board review have been received by the submission deadline. Even under these circumstances, each REB must meet at least once each academic term. Where circumstances require, members may attend, and meetings may be held, by a communications medium (such as telephone) if all members participating in the meeting are able to communicate with each other.

2.6.2.10 Quorum, Decision-making, and Minutes of REB Meetings. The quorum for the conduct of an REB meeting normally shall be a minimum of five duly appointed REB members, including both women and men, and including a community member, a member knowledgeable in ethics, two members with expertise in relevant research areas covered by the REB and, for the biomedical research projects, a member with legal expertise. In the event that this number is

not achieved, the meeting may proceed only if in the judgment of the Chair the number and range of expertise present is adequate for the conduct of reviews. Decisions without a quorum are not valid or binding and will require an approval at a subsequent meeting that meets quorum.

Normally decisions shall be arrived at by consensus. After all reasonable efforts to reach a consensus have been exhausted, decisions shall be taken on the basis of a simple majority vote. Minutes of all REB meetings shall be prepared and maintained for the REB by the Human Ethics Secretariat or Research Ethics Board Coordinator.

Protocol Review and Approval

2.6.3 Protocol Submission

2.6.3.1 Before a project involving the use of humans for research is initiated, a Research Ethics Protocol submission form describing the proposed procedures must be filed with the Human Ethics Secretariat, either in the Fort Garry Ethics Office or the Bannatyne Campus Research Ethics Board Office. The protocol must indicate the REB to which it is addressed, whether referral to another REB is advisable, and should provide a clear statement of the proposed research (scientific rationale and details of the procedures to be used with the humans, including obtaining their informed consent). In short, it should include all the information required by the TCPS 2, applicable regulatory agencies, relevant privacy legislation and submission requirements posted on the Fort Garry [Human Ethics Website](#) Or Bannatyne Campus Ethics Website.

2.6.3.2 Pilot studies should be identified as such in protocol submissions to the REB. A single protocol submission outlining a range of treatment procedures may be a practical way of obtaining ethics approval for the variations the researcher wishes to pilot test. Following identification of a workable treatment or procedure, the researcher must resubmit a new ethics protocol submission that may receive delegated review and approval.

2.6.3.3 On receipt of the protocol submission, the REB Chair or delegate will review the submission to determine if it is complete. If additional information is required, the Chair will either return it to the applicant for completion, or request additional information.

2.6.3.4 If it is determined that the submission is complete, the Chair or designate of the relevant REB will decide whether a delegated or full review is required. The Chair or designate will also determine if the protocol would be more appropriately reviewed elsewhere and, if so, refer it to that other REB. For example, a protocol from Nursing or Kinesiology and Recreation Management that involves invasive procedures, might be referred to the BREB for review. In

such cases the REB reviewing the "referred protocol" shall report its decision to the referring REB as well as to the researcher.

2.6.3.5 Types of Review. Proposals for research will receive proportionate reviews; that is, the degree, depth and extent of the ethics review will be proportional to the anticipated degree of risk to participants. In cases where the anticipated risk is negligible or low, REBs have the authority to delegate review of such protocols (Delegated Reviews). Protocols that involve greater than minimal risk must be reviewed in face-to-face meetings of the REB (Full REB Review). Hence, research projects are reviewed at one of two levels, depending upon the REB's (Chair's) interpretation of the project's risk to participants. The final determination of whether a delegated or full review is required will be made by the REB Chair. Accordingly, applicants should anticipate the possibility of a full review in the timing of their submission. REBs will assess applications proportionate to the magnitude and probability of potential harm to the participant inherent in the research under review, and if appropriate, may refer the application to another REB with the appropriate expertise, or to the full REB if a subgroup is conducting the review.

2.6.3.6 Delegated Review. To qualify for a delegated review, a research project must involve an activity that incurs no more than minimal risk for participants (see definitions immediately following the Preamble of this policy), or be a minor change in a previously approved research ethics protocol that involves no additional risk to the research participant(s).

2.6.3.6.1 Procedures for a Delegated Review. Decisions on protocols subject to delegated reviews are reached by a review of the protocol by either a subgroup of the REB, the applicable Chair or a designated individual member specified by the applicable Chair. If reviewed by a subgroup, two members (the Chair may be one of these) read the submission and forward their decision/recommendations in writing (in print or by electronic means) to the Chair. The Chair of the REB renders the decision for the Committee based on the judgment of these REB members. If both members approve the protocol as submitted, the project may be approved; however, if one or more members (including the Chair) raise concerns, normally the Chair will provide feedback to the applicant and assess revisions made by the applicant to determine to what extent the concerns have been resolved. The Chair may also attempt to resolve these informally with the applicant, or decide that the protocol warrants a full review, in which case the protocol submission must be referred to the next regular meeting of the REB.

2.6.3.6.2 Time Line for Delegated Reviews. Every effort shall be made by the REB to provide rapid decisions. The goal shall be to achieve a turnaround time of 15 working days for such reviews.

2.6.3.6.3 Reporting of Delegated Reviews by the REB. At each regular meeting of the REB, all approvals by delegated review since the previous meeting must be reported to the full REB.

2.6.3.7 Full Review. A project that involves greater than minimal risk requires approval by an REB in a face-to-face meeting that allows discussion and exchange of information regarding the protocol. Research that requires full Committee review includes, but is not limited to:

- research that involves direct contact or interaction with children or other vulnerable populations, such as those with mental disabilities or dementia;
- research that involves experimental drugs or devices;
- research that involves invasive procedures;
- research that involves significant deception; and/or
- research on sensitive topics that could cause distress to research participants.

2.6.3.7.1 Time Frame for Decisions on Projects Requiring Full Review.

Because the REBs normally meet for full reviews only monthly, it is extremely important for the researcher to allow ample time for the review process to take place in advance of their plan to conduct the research. It is also essential to be certain that the protocol submission is complete and answers all questions that might be anticipated. Submissions must be received no later than 10 working days prior to the REB's published meeting date in order to be considered at that month's meeting. Decisions of the full board meeting will be reported to the applicant in writing (in print or by electronic means) within approximately 5-10 working days.

2.6.3.8 Conflict of Interest. When an REB is reviewing research in which a member of the REB has a real or perceived personal interest, conflict of interest principles require that the member not be present when the REB is discussing or making its decision. The REB has the responsibility to identify situations where the interests of the researcher may be in conflict. In these instances the REB may require the researcher to disclose the conflict to potential participants or to abandon one of the interests in conflict.

Research Requiring Approval from Other Institutions.

2.6.3.9 Ethics Review of Research to be Conducted at Another Institution.

An ethics protocol submission for research to be conducted at another institution normally should be accompanied by a letter from the REB of that institution, indicating that permission has been granted for the research to proceed. If ethics approval from the University REB is required before such a letter may be obtained, the applicant should state this in their submission to the University REB. In this instance, the REB may grant approval, conditional upon receipt of

the letter of approval from the other institution before the research commences. Special procedures to facilitate the review process may be negotiated between a University REB and another institution where research by university researchers may frequently occur, e.g. National Research Council laboratories, Winnipeg school divisions. Such agreements shall be reported to the Chair of HERC for comment and approval.

2.6.3.10 Ethics Review of Research to be Conducted at Multiple Universities. Research conducted at other universities in addition to the University of Manitoba must receive ethics review and approval from the appropriate University of Manitoba REB as well as those at the other institutions. The research may not proceed until approval has been granted.

2.6.3.11 Scientific/Scholarly Standards and Ethics Review. It is unethical to conduct research that is incapable of addressing the research question being asked. The researcher must ensure that his/her submitted protocol is for valid research that warrants the costs, risks and specific procedures to be used with the number of research participants indicated within the research ethics protocol (see procedure section 2.2(a) above).

2.6.3.12 The REB also has the responsibility as part of its review to be assured that the research is valid. Normally, scientific validity is assumed for research that has received peer review by a grant adjudication Committee (internal or external), or by the REB following a "face-validity" test of the research, i.e. the research meets a reasonable scientific/scholarly standard. The extent of the scientific/scholarly review that is required will vary according to the risk associated with the research being carried out. In those circumstances where a REB is in agreement that the research warrants more careful assessment, the REB may request an ad hoc independent scientific/scholarly peer review of the research if appropriate expertise to make that determination is not available within the REB.

2.6.3.13 Types of REB Decisions. After review by a REB, the protocol submission may be:

- approved as submitted;
- approved with suggestions for minor changes (which can be implemented after final approval is granted);
- approved with conditions (that must be met before final approval is granted);
- deferred, pending receipt of additional information or major revisions;
- not approved.

2.6.3.13.1 The REB shall notify each researcher in writing (in print or by electronic means) of its decision regarding his/her proposed research activity. Normally the researcher will accept the proposed modification or offer a counter-

proposal to the Chair of the REB. This exchange is concluded normally when an ethically acceptable form for the research is agreed upon. To facilitate the continuing processing of such research ethics protocols between meetings, the REB should specify conditions that should be met to enable the Chair to review and grant approval on behalf of the REB.

Researchers have the right to request, and REBs have an obligation to provide, reconsideration of decisions affecting a research project. In the case of student research projects supervised by a faculty member, any request for the reconsideration of a decision must be made jointly by the student and the faculty supervisor.

If the REB does not approve a research activity, the notification shall include a statement of the reasons for its decision and the researcher shall be given an opportunity to respond in writing (in print or by electronic means) or in person. The REB may, at its discretion, re-review and reconsider its decision to not approve the research activity.

Records of All REB Committee Decisions.

2.6.4 All REBs must make provision to record and report to HERC all REB decisions in a form specified by HERC.

2.6.4.1 Retention of Records. All REBs must make provision for the retention of relevant records (protocols and related correspondence) for a period of time following completion of the research. Minimal risk protocols should be retained, either in paper copy or electronically, for a period of three years. All other protocols should be retained for a minimum of 7 years. At the conclusion of this period HERC shall annually review and approve the files to be retained or removed from storage and shredded (if paper) or deleted (if electronic).

2.6.5 Appeals of REB Decisions. The REB and the researcher should engage in negotiation to achieve a mutually agreed upon protocol that is scientifically and ethically acceptable. However, if all reasonable alternatives are explored and no agreement is achieved, i.e. the protocol is still deemed to be unsatisfactory, the REB shall reject the application. Under these circumstances the decision of the REB may be appealed to HERC. Appeals may be based on procedural grounds or on the substance of the protocol on which the researcher and the REB did not agree.

2.6.5.1 Appeals of an REB decision should be directed by the researcher to the Human Ethics Secretariat who will notify the HERC Chair of the receipt of an appeal. In the case of student research projects supervised by a faculty member, the appeal must be made jointly by the student and the faculty supervisor.

2.6.5.2 On receipt of an appeal, the Chair of HERC shall request a report in response to the appeal from the Chair of the REB. HERC will review the appeal and the report from the REB Chair and may seek additional external opinion. HERC shall invite both the appellant(or appellants, in the case of student and supervisor) and the REB Chair to attend its meeting to provide additional information and/or explanation. Both parties to the appeal, however, shall not be present during the decision-making process on the appeal.

2.6.5.3 Appeals may not result directly in approval of the research ethics protocol by HERC. HERC may either reject or uphold the appeal. In the latter instance, the REB shall be informed of the decision and shall be instructed to reconsider the protocol in light of the decision on the appeal. SCUR, having oversight for HERC, will then serve as the Final Appeal Committee (whose decisions shall be final and binding in all respects) for any appeal taken by any affected person or group against a decision by an REB. SCUR shall select three (3) committee members to hear the appeal. None of these members shall have been involved in any way with the protocol under appeal.

2.7 Modification/Monitoring Approved Research

2.7.1 Beginning the Research. Human participants may not be recruited and researchers may not begin collecting data until the research ethics protocol has been approved by the appropriate REB. Once approved, the researcher is obligated to follow the procedures contained in the protocol.

2.7.2 Modification of an Approved Protocol. The protocol is approved for the procedures, the number and characteristics of participants and the time period (up to a maximum period of one year) specified. An approved protocol is not to be modified subsequently without the prior written notification and approval of the Chair of the appropriate REB. During data collection, however, if the researcher recognizes the need for modifications to the procedures or to the number and characteristics of participants indicated in the original protocol submission, s/he is obligated to submit a written (in print or by electronic means) request for protocol amendment. Such correspondence should be sent directly to the Fort Garry Human Ethics Coordinator or Bannatyne Research Ethics Board Coordinator. Delegated review and approval of these changes, if appropriate, may be made by the REB Chair. If required, the REB may reconsider the protocol in light of the proposed revisions. The researcher may not proceed with the modified protocol until approval has been granted.

2.7.3 Time Extensions. All protocol approvals are for a maximum period of one year, and may be renewed by submission of an annual report on the anniversary date of the full approval or conditional approval at a full board meeting or the date of the original protocol approval vetted through delegated review procedures. Protocol submissions for data collection for a period less than one year lapse at

the end of the time specified (unless a subsequent request for time extension and new end date are submitted to the REB for approval).

2.8 Monitoring of Approved Research.

2.8.1 Serious Adverse Events Reports. Normally it is anticipated that research will proceed with little or no special costs or harm to participants, beyond those noted in the protocol. However, unanticipated negative reactions by participants or other unexpected events may occur. Researchers are obliged to report immediately any known serious adverse event to the Fort Garry Human Ethics Coordinator or Bannatyne Research Ethics Board Coordinator.

2.8.2 Annual Reports/Ethics Approval for Continuing Research. Annual reports are required for long-term or ongoing research projects. Such reports should be submitted on the anniversary date of the full board meeting or final ethics approval date for delegated review projects to enable the REB to monitor the progress of the research and any ethical issues that may have emerged. Researchers must request renewal of ethics approval for any data collection that continues beyond the 12 months for which ethics approval had been given. Such requests should clearly indicate the status of data collection and, if there will be changes to the protocol that was approved, specify in detail the nature of any changes that are required. Depending on the changes, the protocol may require further REB review.

2.8.3 Final Reports. In accordance with the TCPS 2, researchers conducting studies with approval from a University of Manitoba Research Ethics Board are required to submit a Final Study Status report to the REB upon closure of the study or study termination and to notify the REB when a study has been prematurely suspended. Such reports shall be submitted to the Human Ethics Secretariat (Fort Garry Campus) or Research Ethics Board Coordinator (Bannatyne Campus) no later than 30 days following the conclusion of the data collection or the final study closeout visit by the sponsor.

If a study is terminated prematurely or suspended for any reason, the researcher must promptly inform the appropriate REB in writing (in print or by electronic means) of this suspension; the reasons for the suspension and the appropriate measures in place to assure appropriate therapy and follow-up for the participants; and the procedures considered for notifying the participants. If the reason for suspension is related to an emergent safety issue, the notification should be either faxed to the REB office or preceded by a telephone call to either the Chair or Human Ethics Secretariat (Fort Garry Campus) or Research Ethics Board Coordinator (Bannatyne Campus).

2.8.4 Random Monitoring.

The Human Ethics Resource Committee (HERC) or the Research Quality Management Office will select research sites for educational site visit purposes.

As much as possible, these visits will be collaborative in nature and educational in scope.

Research sites will be randomly selected from Faculty and Student pools of research at the Fort Garry and Bannatyne campuses. Site visits will be conducted with as much emphasis as possible on collaborative and continual learning.

If, during the course of a site visit or if brought to the attention of the Research Quality Management Office, an instance of noncompliance with this policy is discovered, the Research Quality Management Office, in collaboration with the Chair of the appropriate REB, will meet with the researcher (and research supervisor, if applicable), to learn as much about the circumstances surrounding the noncompliance as possible. Every effort will be made to informally resolve the issue through educational supports and future site visits (REB, QM Office, HERC). If, however, a satisfactory resolution is not reached, or the noncompliance recurs, the appropriate Dean/Director/Department Head will then be consulted. Serious instances of noncompliance or repetitive policy breaches shall be forwarded to the Chairs of HERC and SCUR for reporting and to the Vice-President (Academic) and Provost for disposition.

2.9 Noncompliance by Researchers. Instances of noncompliance with this policy and the procedures derived from it are to be brought to the attention of the Chair of the appropriate REB for resolution. If a resolution is not reached with the researcher or the problem recurs, the Chair of the REB shall attempt to obtain a satisfactory resolution through the appropriate Dean/Director/Department Head. Serious instances of noncompliance or repetitive policy breaches shall be forwarded to the Chair of SCUR for reporting and to the Vice-President (Academic) and Provost for disposition.

2.10 Preparedness Plans for Research Ethics Review During Publicly Declared Emergencies. Research ethics review during publicly declared emergencies, such as public health outbreaks or natural disasters, may follow modified procedures and practices. Adhering to a rule of reasonable, fair and principled design and for use only during publicly declared emergencies and at the discretion of the applicable REB Chair, the normal research ethics protocol process may be partially waived and normal consent procedures modified; partial review and approval may be carried out by the applicable Chair, but full review by the REB will occur retroactively, after the research has concluded and publicly declared emergency subsided.

2.11 Research Involving First Nations, Inuit and Métis Peoples of Canada. The University of Manitoba and the TCPS 2 acknowledge the unique status of First Nations, Inuit and Métis peoples of Canada. The guidance provided by the TCPS 2 is based on the premise that engagement with the community is an integral part of ethical research involving First Nations, Inuit and Métis peoples.

Researchers planning to involve First Nations, Inuit or Métis peoples as part of their research should consult Chapter 9 of the TCPS 2.

2.12 Educational Requirements. As educational tools (such as online tutorials) are implemented university-wide by HERC, those applying for research ethics approval may be required to complete and provide proof of completion to the applicable REB.

3.0 Accountability

- 3.1 The University Secretary is responsible for advising the President that a formal review of the Procedure is required.
- 3.2 The Vice-Presidents Research, Academic, and Administration jointly bear responsibility for the implementation of this Policy. Such responsibility is hereby delegated to the Associate Vice-President (Research).

4.0 Review

- 4.1 Formal Procedure reviews will be conducted every ten (10) years. The next scheduled review date for these Procedures are Fall, 2011.
- 4.2 In the interim, this/these Procedure(s) may be revised or rescinded if:
 - (a) the Approving Body deems necessary; or
 - (b) the relevant Bylaw, Regulation(s) or Policy is revised or rescinded

Effect on Previous Statements

- 4.3 A This/these Procedure(s) supersede(s) the following:
 - (a) all previous Board/Senate Procedures, and resolutions on the subject matter contained herein; and
 - (b) all previous Administration Procedures, and resolutions on the subject matter contained herein; and
 - (c) all previous Faculty/School Council Procedures stemming from the Faculty/School Council Bylaw and academic and admission Regulations and any resolutions on the subject matter contained herein; and

5.0 Cross References

Cross References:

[Indicate other specific Governing Documents which should be cross referenced to this Governing Document.]

Policy: The Ethics of Research Involving Humans

REPORT OF THE SENATE COMMITTEE ON AWARDS – PART B

Terms of reference for the Senate Committee on Awards include the following responsibility:

On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Awards*, such offers shall be submitted to Senate for approval. (Senate, October 7, 2009)

Observation

At its meeting of September 26, 2011, the Senate Committee on Awards reviewed one amended offer that appears to be discriminatory according to the policy on the *Non-Acceptance of Discriminatory Awards*.

Recommendation

The Senate Committee on Awards recommends that Senate and the Board of Governors approve one amended offer, as set out in Appendix A of the *Report of the Senate Committee on Awards- Part B* (dated September 26, 2011).

Respectfully submitted,

Dr. Philip Hultin
Chair, Senate Committee on Awards

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

Appendix A

MEETING OF THE SENATE COMMITTEE ON AWARDS September 26, 2011

1. AMENDMENTS

Donna R. Moore Bursaries in Medicine

The following amendments have been made to the terms of reference for the Donna R. Moore Bursaries in Medicine:

- The pool of eligible candidates will be Aboriginal women (Status, Non-status, Inuit, Métis) enrolled in the Undergraduate Medical Education program. Formerly, the award was open to all female students in this program.
- The revised terms make explicit that, to hold the award, students must demonstrate financial need on the standard University of Manitoba bursary application form.
- The amendments also clarify that the selection committee will have the discretion to determine the number and value of bursaries available each year based on the available funds.
- The description of the selection committee has been amended to stipulate that the committee will be named by the Dean of the Faculty of Medicine (or nominee) rather than the Senate of the University.
- A number of editorial amendments have been made.

(Attachments I and II)

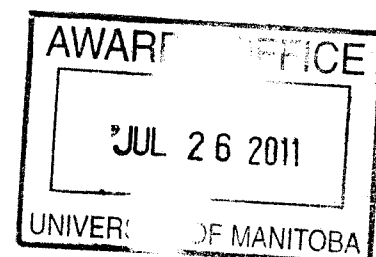


UNIVERSITY
OF MANITOBA

Faculty of Medicine

July 18, 2011

Dr. Phil Hultin
Chair, Senate Committee on Awards
c/o Shannon Coyston, Awards Establishment Coordinator
Financial Aid and Awards Office
422 University Centre
Winnipeg, MB R3T 2N2



Dear Dr. Hultin and members of the Senate Committee on Awards,

Re: Donna R. Moore Bursaries in Medicine

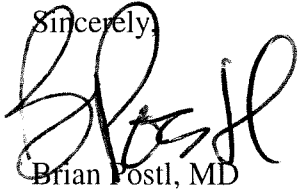
The Faculty of Medicine at the University of Manitoba is committed to growth in Aboriginal education. Consistent with this priority, I am writing in support of the Donna R. Moore Bursaries in Medicine to assist and encourage promising and deserving Aboriginal female students in the study of medicine.

From the 2006 Canadian census, the female Aboriginal population in Manitoba currently makes up 8% (approximately 90,157) of the total population of Manitoba. According to the Senate-approved General Terms and Conditions for Student Awards at the University of Manitoba, we can allow and encourage the establishment of discriminatory awards for designated groups such as female Aboriginal students as long as the proportion of female Aboriginal students to the total female student population falls below 80 percent of the proportion of female Aboriginal people within the total provincial population. Eighty percent of 8% is 6.4%, and the population of female Aboriginal medical students on campus is under 6.4% of the total female student population. When we look at the admissions into the Faculty of Medicine based on gender, in 2009-2010 the total female student population in the Undergraduate Medical Education (UGME) Program at the Faculty of Medicine was 199. At 6.4% of this total student population, we would hope to have a population of at least 13 Aboriginal female students. The actual number of self-declared female Aboriginal students was 11 or 5.5%.

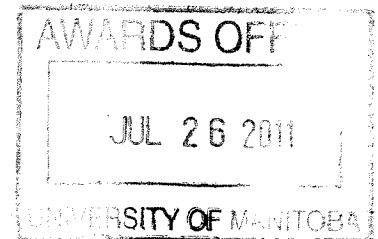
	2010	2009	2008	2007	2006
# of female students admitted to first year UGME	42	57	50	50	51
Female aboriginal students admitted to first year UGME program	3	2	2	4	2
Female aboriginal student population in the first year UGME program by %	7.1%	3.5%	4%	8%	3.9%

We are encouraged as the number of female Aboriginal students has increased in the last few years and we are projecting that this year's intake class will include at least 4 female Aboriginal students amongst the approximately 45 female students*. (*data not confirmed as process is still on-going) However the data shows that female Aboriginal students are an under-represented group as compared to the overall number of female medical students enrolled in the Undergraduate Medical Education Program at the Faculty of Medicine. The Donna R. Moore Bursaries in Medicine for female Aboriginal Medical Students will provide support to Aboriginal students enrolled in the Undergraduate Medical Education Program and I strongly support the establishment of the Donna R. Moore Bursaries in Medicine.

Sincerely,



Brian Postl, MD
Dean, Faculty of Medicine





ABORIGINAL STUDENT CENTRE

July 29, 2011

Dr. Phil Hultin
Chair of the Senate Committee on Awards
C/o Ms. Shannon Coyston
Awards Establishment Coordinator
422 University Centre

Dear Dr. Hultin & Senate Committee:

Please accept this letter as formal support for the Donna R. Moore Bursaries designed to assist deserving female Aboriginal students in the Faculty of Medicine.


As the Director of the Aboriginal Student Centre, I can verify that financial strain is the leading cause for Aboriginal students leaving school before graduation. It is common knowledge that many Aboriginal peoples live in poverty and whereas a university education can help rectify this, most cannot afford to do so and few have the privilege of obtaining financial support from their families. Bursaries and scholarships are a major component of a successful retention plan.

The number of Aboriginal students attending the University of Manitoba continues to increase and I believe this is partially due to the financial assistance made available through programs and faculties or external companies. The Donna R. Moore Bursaries is a great example of wanting to assist with the financial difficulties faced by many Aboriginal students. The proposed bursaries are designed to assist female Aboriginal students studying in the Faculty of Medicine and I extend my full support.

As of November, 2010 there were 1912 self declared Aboriginal students attending the University of Manitoba and 26 in the Faculty of Medicine, or 1.4% (Office of Institutional Analysis, 2011).

I trust that the Senate committee will approve the proposed amendment to the Donna R. Moore Bursaries in Medicine to assist with the retention efforts of underrepresented Aboriginal women in the Faculty.

In education, miigwetch


Kali Storm, Director
Aboriginal Student Centre

AWARDS OFFICE

AUG 2 2011

UNIVERSITY OF
MANITOBA

Aboriginal Student Centre
45 Curry Place
University of Manitoba
Winnipeg, MB R3T 2N2

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**STUDENT
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Report of the Senate Committee on Nominations

Preamble

1. Since last reporting to Senate on June 22, 2011, the Senate Committee on Nominations (SCN) met on September 20, 2011, to consider nominations to fill vacancies on the standing committees of Senate.
2. The terms of reference for the SCN are found on the University Governance website.

Observation

1. Listed below are all committees having vacancies to be filled, along with the names of the nominees being proposed, their faculty/school, and the expiry date of their terms.

Recommendation

1. The SCN recommends to Senate the following list of faculty nominees:

COMMITTEE	NOMINEE(S)	FACULTY/SCHOOL	END DATE
Senate Committee on Admissions	Elizabeth Worobec	Science	2012.05.31
Senate Committee on Animal Care	Don Eppler	Community Representative	2014.05.31
Senate Committee on Admission Appeals	Subbu Sivaramakrishnan	Asper School	2014.05.31
Senate Committee on Instruction and Evaluation	Karen Jensen	Music	2012.05.31
Senate Committee on Curriculum and Course Changes	Joanne Hamilton	Medicine	2013.05.31
	Michele Piercey-Normore	Science	2013.05.31
Senate Committee on the Ethics of Research Involving Human Subjects	Jeanne Randolph	Community Representative	2014.05.31

2. The SCN recommends to Senate the following list of student nominees:

COMMITTEE	NOMINEE(S)	FACULTY/SCHOOL	END DATE
Senate Committee on Appeals	Sarah Fehr	Law	2012.05.31
Joint Senate Committees (JSC) on Masters' Programs	TBA		2012.05.31

Respectfully submitted,

Professor M. Edwards, Chair
Senate Committee on Nominations



UNIVERSITY
OF MANITOBA

OFFICE OF THE
VICE-PRESIDENT (RESEARCH)

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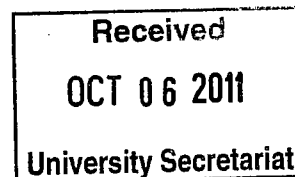
MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research)
and Chair, Senate Committee on University Research

DATE: October 5, 2011

SUBJECT: Periodic Review of Research Centres and Institutes: Manitoba Centre for Nursing
and Health Research



Attached is the report on the review of the Manitoba Centre for Nursing and Health Research conducted by the Senate Committee on University Research, according to the Policy on *Research Centres, Institutes, and Groups*.

Please include this report and recommendation on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

DSJ/nis
Encl.

Comments of the Senate Executive Committee:
The Senate Executive Committee endorses the report to Senate.

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH:
REPORT ON THE REVIEW OF THE MANITOBA CENTRE FOR NURSING AND HEALTH
RESEARCH (MCNHR)

Preamble:

1. The *Policy Research Centres, Institutes and Groups*, stipulates that all research centres/institutes be reviewed by the Senate Committee on University research (SCUR) on a periodic basis but not less than once every five years. Accordingly and following the approval by Senate of the Policy, the Senate Committee on University Research has established a schedule for the review of all research centres/institutes.
2. For each research centre/institute identified for review, a sub-committee of the Senate Committee on University Research is established. In accordance with the Policy, the task of each sub-committee is to recommend to SCUR on whether a formal, independent review committee should be struck to conduct a full review. If a sub-committee is of the view that a full review of a specific research centre/institute is not warranted, it is further charged with recommending to SCUR on the continuance or termination of the research centre/institute.

Observations:

1. The review process followed that which is outlined in section 3.3.1 of the Policy, and involved a review of annual reports of the Manitoba Centre for Nursing and Health Research as well as a report prepared by the Centre Director which contained:
 - A description of how and why (MCNHR) has achieved or revised its original objectives; a detailed listing of its research and training accomplishments; a current membership list, and a detailed financial statement;
 - A five-year plan which identifies future research directions and development strategies;
 - An extensive compendium of letters of support from: the Dean of Nursing, the Associate Dean (Research) Faculty of Kinesiology and Recreation Management,) and a host of research partner organizations and individuals from the academic, government, and private sectors.
 - The names of individuals who could provide external assessments of the research centre/institute.
2. The membership of the sub-committee was as follows: Dr. Tony Iacopino, Chair (Faculty of Dentistry), Dr. Mark Whitmore (Faculty of Science), and Dr. Janice Ristock (Associate Vice-President Research and International).
3. The assessment of the sub-committee was as follows:
 - Generally, the Centre has completed a reorganization process and now has about 90 research and professional affiliates. This reorganization has strengthened its role in the province and across some other Faculties at the University. The Centre is a research hub within the Faculty of Nursing. The report provides evidence to suggest

the Centre is promoting collaborative nursing and health research that benefits the health of Manitobans and beyond. Letters of support from Health Sciences, St. Amant, Victoria Hospital and WHRA attest to the fact that Centre activities extend beyond the Faculty and are of benefit to organizations in Manitoba.

More specifically, the Centre lists many publications, career awards and other distinctions for its affiliates. Most noteworthy are the number of grants applied for (160) and the success rate of 50%. To promote research collaboration, the Centre hosts a research seminar series (30 seminars were provided between 2008-2010). Many of these events are also broadcast to different academic and clinical sites in Manitoba. A researcher-in-residence was also developed. Two researchers in residence were supported (2009, 2010) and both were well-established researchers from the US. The Centre also organizes professional development sessions to build research capacity and engages in a significant number of activities to enhance collaboration. With regard to research grants, the Centre has acquired three different research grants (one to support graduate student research). In addition to disseminating research results (papers, seminar series, poster competition, researcher-in-residence) the Centre assists in preparing grant applications, conducting literature searches, managing grant accounts, preparing reviews for ethics, and developing communications through newsletters and bulletins.

In summary, the subcommittee strongly supports the on-going work of the Centre and believes it has fulfilled its objectives (general and specific) including evidence of knowledge translation.

- (With regard to research training, The Centre revised its membership category to include graduate student affiliates. They have 114 graduate student members who are invited to participate in events. Although there is reference to opportunities for graduate students, there are no data on how many students actually take advantage of the opportunities. The Centre also undertakes quality assurance program research, which assesses information from exit interviews with graduate and undergraduate students. The Centre works with the WHRA to assess whether nursing graduates are well-prepared for employment. This is new work that started 3 years ago and occurs on an annual basis. The Centre has begun a new summer student internship program for undergraduates. It employed 5 students in 2010. This new initiative also fits with the university's strategic plan which seeks to expose undergraduate students to research. The Centre also initiated a graduate student poster competition in 2010 and awarded 3 prizes in 2010 (many new and important initiatives have been started in this category).

- With regard to funding, the Centre has been funded by the Faculty of Nursing operating budget (with additional funds from indirect costs of research and some funding from an endowment/trust income account). The fact that the Centre has a very high proportion of its funding coming from the Faculty budget (approximately 85%) may indicate a degree of risk going forward. The Centre also generates revenue for some services (\$13K per year) and perhaps thought should be given to increasing this amount.
- With regard to the proposed 5-year plan, the Centre created an advisory board and developed a new committee structure (4 committees). The Centre needs to continue with this reorganization and stronger focus (part of the plan for the next 5 years). The Centre has outlined some additional goals that are realistic. It is hard to separate out the roles of the associate dean (research) and those of the director of the Centre (same person), or the office of the dean and the Centre itself. It almost seems that the associate dean's role is manifest through this Centre.
- With regard to projected financial viability, the report indicates that the Centre is a priority for the Faculty and will thus continue to be funded thru the operating budget of the Faculty. The subcommittee suggests the Centre might address funding thru the new collaborative cluster given that it wishes to extend its base beyond the Faculty of Nursing (and have some affiliates from different Faculties.) As long as the Centre remains a priority for Nursing, funding from the Faculty operating budget is a viable approach.

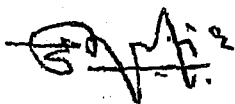
4. At the September 22, 2011 meeting of SCUR, the sub-committee recommended and SCUR approved the recommendation that the Manitoba Centre for Nursing and Health Research be renewed for a term of 5 years, from July 1, 2011 through June 30, 2016.

Recommendation:

On behalf of the Senate Committee on University Research, I am recommending to Senate:

That the Manitoba Centre for Nursing and Health Research) continue for a five year period, beginning July 1, 2011 until June 30, 2016.

Respectfully submitted,



Digvir Jayas
Vice-President (Research and International)
And Chair, Senate Committee on University Research