

**HM 730 - SCHOLARLY PAPER COURSE OUTLINE**  
**FALL/WINTER 2018-2019**  
**Master of Health Management Program**

**COURSE OBJECTIVE/PROFILE**

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The objective of this course is to provide students with the opportunity to demonstrate, in writing, their ability to analyze and integrate ideas that reflect current knowledge in areas of health management practice, education, research and/or policy.

The student will identify a topic and, in consultation with a Faculty Advisor, develop a proposal for the scholarly paper, providing a rationale for the topic, purpose, issues to be examined, and a reference list. The student will then complete the paper under the guidance of his/her Faculty Advisor. The paper is a scholarly essay, not a thesis. The topic of the paper must be specific and cannot be covered in-depth in other coursework.

**LEARNING OBJECTIVES/OUTCOMES:**

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Upon completion of this course students will be able to:

- Identify and refine a topic of interest and apply health management concepts
- Search, appraise and synthesize relevant literature, using various databases
- Prepare a comprehensive outline (proposal) delineating components of a scholarly paper
- Write a scholarly paper that demonstrates critical thinking and integration of ideas, concepts and the literature
- Demonstrate writing skills and formal use of the English language that is objective and balanced in tone, and, has clear and logical flow
- Accurately use American Psychological Association (APA) referencing style

**INSTRUCTOR CONTACT INFORMATION**

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Course Coordinator: Pat Miller, PT, PhD, Associate Professor (Part-time)

Contact email: [pmiller@mcmaster.ca](mailto:pmiller@mcmaster.ca)

The primary mode to contact with the Course Coordinator is by the McMaster email system. Do not contact using the Avenue to Learn email system.

## **ROLE DESCRIPTIONS**

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### ***Student:***

Students who enroll in this course must be self-directed and disciplined. They are expected to work independently throughout the course, and to establish realistic timelines and coordinate meetings/communication with their respective Faculty Advisor. They will identify a relevant topic of interest, prepare the proposal, and complete the scholarly paper in accordance with the established course timelines and requirements. They will make recommendations about potential Faculty Advisors and Readers. They are expected to seek assistance from the Course Coordinator as needed.

### ***Faculty Advisor:***

The Faculty Advisor will be a faculty member of McMaster University, preferably having an appointment with the Master of Health Management Program, and will have knowledge or expertise in the topic area of the scholarly paper. The Faculty Advisor will provide guidance to the student as the student completes the scholarly paper course. The Faculty Advisor is expected to meet with his/her student by phone, on-line, or in person at least twice in each of the two terms during the course. Beyond that, the frequency of contact between the student and advisor is at the discretion of the Faculty Advisor in consultation with the student. The Faculty Advisor may review draft(s) of the proposal and the paper at their discretion. The Faculty Advisor must approve the proposal before it is submitted by the student however the Faculty Advisor should not read the final submission of the paper in advance of the evaluation process. It is the responsibility of the student to meet deadlines and to work independently on the proposal and the paper.

### ***Scholarly Paper Course Coordinator:***

The Scholarly Paper Course Coordinator can assist students in identifying a topic of interest, selecting a Faculty Advisor, and selecting potential names to recommend as a Reader. The Scholarly Paper Course Coordinator is responsible for all activities relating to the preparation and delivery of the course and for submission of final course grades by the dates identified by the School of Graduate Studies. The Scholarly Paper Course Coordinator is available to students throughout the course, to address any questions or issues. Information about the course will be provided to students by the Scholarly Paper Course Coordinator on Avenue to Learn. The Scholarly Paper Course Coordinator will review and provide recommendations to the Master of Health Management Program Curriculum Committee for final approval on all student proposals.

**Reader:**

The Reader preferably will have a faculty appointment at McMaster University however they do not need to be affiliated with the School of Rehabilitation Science or the DeGroot School of Business. Alternately, the Reader may have an appointment at another university that includes graduate student supervision experience. When possible, the Reader will be from a faculty or school not represented by the Faculty Advisor. He/she must have knowledge or expertise in the topic of the scholarly paper. The Reader is responsible for evaluating the scholarly paper by conducting a thorough review of the student's final paper to ensure that it meets with the quality standards set by the Master of Health Management Program and McMaster University. The Reader provides an independent assessment, is not privy to the interactions between and student and his/her Faculty Advisor, and does not review drafts of the paper.

**Program Manager:**

The Program Manager is available to answer questions about the scholarly paper course before the student enrolls in the course. The Program Manager is available to the student to offer support regarding academic issues. The Program Manager is available to the Scholarly Paper Course Coordinator for assistance in managing the course as needed.

## **COURSE TEXTS**

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There are no required textbooks for this course although it is expected that individually, each student will search out and undertake extensive readings based on his/her scholarly paper topic, in order to complete the proposal and paper.

It is strongly recommended that students access the *Publication Manual of the American Psychological Association (6<sup>th</sup> Edition)* since it is to be used for referencing style within the body of the proposal and the reference list, and for proper citation of quotes. The Manual also provides information about grammatical style and use of punctuation.

## **COURSE DESCRIPTION/CONTENT**

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The Scholarly Paper course is equivalent to two consecutive, one term graduate courses and is offered annually beginning with the fall (September) term. Typically, the scholarly paper will be completed during the fall and winter terms of the third year of the Program. Students will complete the scholarly paper course with the guidance of the Faculty Advisor.

The students' scholarly paper must illustrate integrative thinking at a general and abstract level. In consultation with a Faculty Advisor, the student will develop a proposal for the scholarly paper related to the student's area of interest or to a project/topic submitted by the

Faculty Advisor to the Course Coordinator. The student will then complete the paper with the guidance of his/her Faculty Advisor. It is the responsibility of the student to meet all course deadlines and to work independently on the proposal and the paper.

The paper will not typically involve the collection or analysis of primary data or the conduct of research with subjects. The scholarly paper is not a thesis. However, should a student's paper include the collection of primary data, approval from the McMaster University Research Ethics Board or the Hamilton Integrated Research Ethics Board, and any other ethics committees as required by outside institutions must be obtained as soon as possible but prior to beginning the collection of data.

Students are expected to complete the scholarly paper course within two consecutive terms from its initiation. The scholarly paper is worth 100% of the final course mark. Failure to successfully complete the scholarly paper will require withdrawal from the Program. The student should declare any problems or events which may take place during the scholarly paper course so that the Faculty Advisor can take them into consideration.

On-line discussion forums will be provided for student use in Avenue to Learn. The first will be a general discussion forum where students may interact with each other. For the second forum, students will be divided into small groups to facilitate discussion specific to the development and preparation of the scholarly paper. Since neither of these forums will be moderated by the Course Coordinator, any questions about the paper or the process should be sent by email directly to the Course Coordinator.

Note: Content of online discussions are confidential and not to be shared with individuals outside of the class unless permission has been provided by the author.

## **Steps in the Scholarly Paper Process**

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### Determining your Topic:

Each student will identify a proposed topic(s) for the scholarly paper. Students are encouraged to initially identify 2 or 3 potential topics. This will allow the student to explore each topic further to determine the available literature, application to health management, student interest and faculty advisor options.

Topics may be based on health management issues/ideas/practices encountered during the Program or at his/her workplace that the student is interested in exploring further, or may be based on a project that was proposed by a potential Faculty Advisor to the Course Coordinator. The topics cannot be ones for which the student has previously written a paper or done a substantive presentation that was worth 40% or more of a course grade.

After the student has identified the potential topic(s), s/he will need to determine the proposed scope and direction, and consider the various sections of your paper or the related topics within the content area that will be discussed. The names of potential Faculty Advisors also must be identified. Students are **not to recruit** a Faculty Advisor. The actual process of contacting and being matched with a Faculty Advisor will not begin until after the topic(s) has been submitted and reviewed by the Course Coordinator. (See next step below)

Each student will submit to the Course Coordinator his/her topic(s) via the 'Assessments' in Avenue to Learn by the due date/time listed in the course schedule. Students must submit at least one topic and are encouraged to consider submitting two, namely a 'preferred' and an 'alternate' topic. For each topic, include

- a rough working title;
- an outline indicating the proposed scope and direction of the paper, including the purpose and an indication of the topics or issues that will be discussed, or these same details provided through the completion of the template posted on Avenue to Learn, and
- a list of names for 3 potential Faculty Advisors.

Students are also required to submit, via Avenue to Learn 'Assessments', a list of all assignments completed in the Program (including those taking as an elective at another university) that were worth 40% or more of a course mark. A template table is provided on Avenue to Learn. Students must complete this form and submit it along with their proposal by the required date/time.

Students are referred to the following documents posted on Avenue to Learn that provide students with resources and samples to assist them in completing this part of the Scholarly Paper process:

1. Determining Your Topic(s)
2. Developing Your Topic(s)
3. Identifying Potential Faculty Advisors

#### Identification of the Faculty Advisor:

After reviewing each student's topic(s) and list of potential Faculty Advisors, the Course Coordinator will contact each student as soon as possible to give them permission to move to the next step in the process. The Course Coordinator will identify the recommended topic and name of a proposed Faculty Advisor for the student to approach. Students should be aware that the Faculty Advisor proposed by the Course Coordinator may differ from those in the list provided by the student. The identification of the student's Faculty Advisor will be impacted by various factors such as the number of students requesting a given advisor, and the Course

Coordinator's knowledge of the expertise and availability of various advisors.

The student is responsible for initiating contact with the proposed Faculty Advisor. Once provided with the name and contact information, each student will promptly contact the proposed Faculty Advisor to:

- Introduce him/herself
- Provide information about his/her topic
- Invite the faculty member to be his/her Faculty Advisor for the Scholarly Paper.

The student is advised to carefully create the email or alternative format in which he or she approaches the faculty member when requesting him or her to act as the Faculty Advisor. The faculty member may or may not be aware the student will be contacting them. Should the faculty member have any questions about the course or process, he or she is asked to contact the Course Coordinator for assistance.

You will find two examples from former students provided in the section addressing the development of your topic choices on Avenue to Learn.

Contact(s) with the proposed Faculty Advisor can be via email, in-person, online and/or telephone meeting to discuss the scholarly paper topic area of interest and to confirm their willingness to be the Faculty Advisor.

Immediately notify the Course Coordinator via McMaster email with the outcome of the Faculty Advisor's decision. Should it be necessary, the Course Coordinator will work together with the student to identify an alternate faculty member to approach.

The target date for confirming faculty advisors is Wednesday October 12, 2018, but it is recommended that students confirm their Faculty Advisor as soon as possible.

#### Preparing the Scholarly Paper Proposal:

1. The student will meet (email, in-person, online and/or telephone) with his/her Faculty Advisor to discuss and refine the scholarly paper topic and prepare a proposal. This proposal becomes the student's contract with the Faculty Advisor and Scholarly Paper Course Coordinator, and his/her roadmap for writing the paper.

#### *Proposal Format:*

The proposal will be typed using 12 point Times New Roman font, single spaced with 2.5 cm margins (1 inch) and submitted in MS Word format.

Proposal Content:

The proposal will be submitted as two separate electronic files; the first file will be the main proposal document, the second file will include all Appendices. Please name files as follows:

- [last name, initial] Scholarly Paper Proposal
- [last name, initial] Scholarly Paper Appendices

The main proposal document (file #1) is usually about 4-5 pages in total and shall consist of the following sections:

- a) Cover page (1 page): including name of student, student's McMaster identification number, date of submission, course number, and name of Faculty Advisor;
- b) Background and Plan for the Scholarly Paper (maximum 2 pages, single-spaced) including:
  - i. Title of Paper;
  - ii. Rationale for choosing the topic;
  - iii. Description of the purpose of the paper;
  - iv. A point-form outline of the main areas of content to be included in the paper (e.g. introduction, purpose, review and analysis of the literature, discussion and application, summary/conclusions);
- c) Reference List (1-3 pages): listing preliminary key references (extensive but not exhaustive).

*Review the Scholarly Paper Review Form for a summary of the requirements.*

The Appendices (file #2) shall consist of:

- a) Appendix A – Writing Schedule and Timeline  
In consultation with your Faculty Advisor, identify key milestones for the writing process between December and the due date in March, including dates for submitting draft(s) to the Faculty Advisor for review. You could also include proposed meeting dates and times. This will be an individualized plan and can be organized as best meets the needs of you and the Faculty Advisor, and your respective schedules. There are expected to be at least two meetings in the Winter term.
- b) Appendix B – Declaration of Primary Research (template provided on Avenue to Learn).
- c) Appendix C - Suggestions for Scholarly Paper Reader (template provided on Avenue to Learn).

APA Style:

Students are required to follow the *Publication Manual of the American Psychological Association* (6<sup>th</sup> Edition) for referencing style within the body of the proposal and the reference list, and for proper citation of quotes. The Manual also provides information

about grammatical style and use of punctuation. Strict adherence to other style points in APA is not required.

Submission Requirements – Method and Due Date; Faculty Advisor Confirmation:

The final version of the proposal is to be approved by the Faculty Advisor prior to its submission and final approval by the Master of Health Management Program Curriculum Committee.

1. The Proposal will be submitted via Avenue to Learn no later than 9:00am ET on Friday, November 23, 2018. You are also required to upload two files - your Proposal and the Appendices (timeline, suggestions for Reader, and declaration of research) to A2L by 9 am on Wednesday, November 22, 2017. **Be sure to email the Course Coordinator and copy your Faculty Advisor to indicate you have completed your submission.** You will receive an email from the Course Coordinator to indicate that your submission was received.
2. Following a review of the submission, the Scholarly Paper Course Coordinator will notify the student and Faculty Advisor by email when the proposal is approved or if revisions are required.
3. If a Proposal requires revisions, the student will be provided with feedback on the submitted proposal. The student, with approval from their Faculty Advisor, may resubmit the revised proposal to the Scholarly Paper Course Coordinator within two weeks of being notified of the outcome. A marked up copy of the revised proposal using the “track changes” feature of the document along with an unmarked copy of the revised proposal must both be submitted via Avenue to Learn before the date and time identified by the Course Coordinator. Again, the student is expected to inform to the Scholarly Paper Course Coordinator by email with a copy his/her Faculty Advisor when the revised Proposal is submitted.

Completion of the Scholarly Paper:

4. In consultation with the Faculty Advisor, the student will begin work on the scholarly paper after the Proposal has been approved. The student may consult with their Faculty Advisor during the writing period regarding resources and points of clarification. The Faculty Advisor may read draft(s) of the paper, but should not read the final submission in advance of the evaluation process. The scholarly paper, like final papers for courses, is to be written solely by the student.



Paper Format:

The length of the paper will be 25-30 pages, excluding title page, references and appendices. The paper will be typed in 12 point Times New Roman font, double spaced with 2.5cm (1 inch) margins and submitted in MS Word format.

APA Style:

It is essential that the student references appropriately and avoids any suggestion of plagiarism. Students are required to follow the *Publication Manual of the American Psychological Association* (6<sup>th</sup> Edition) for referencing style within the body of the paper and the reference list, and for proper citation of quotes. The Manual also provides information about grammatical style and use of punctuation. Strict adherence to other style points in APA is not required.

Use of Turnitin:

Papers submitted to Avenue to Learn will be subjected to an originality check using Turnitin. Further information about Turnitin is found later in the Course Outline. If you have any questions, please contact the Course Coordinator.

Submission Requirements:

Each student will submit the Scholarly Paper via the 'Assessments' in Avenue to Learn by 9:00 am EST, Friday, March 15, 2019. Do not send a copy of the final submission to the Faculty Advisor because Program staff will do this.

5. The scholarly paper will be evaluated independently by the Faculty Advisor and a designated Reader. Selection of the Reader is done by the Scholarly Paper Course Coordinator in consideration of the list of proposed Readers submitted with the Proposal.
6. The Faculty Advisor and Reader will review the paper independently, using the evaluation criteria included on the evaluation form. (A reminder: The Reader is not privy to any earlier discussions that have taken place between the student and the Faculty Advisor.)
7. The completed evaluation forms will be sent to the Scholarly Paper Course Coordinator and the final grade (pass with distinction, pass, fail) will be determined.
8. If the paper is assigned a fail, the student will be notified and will have the opportunity to rewrite the paper one time. The resubmission will be due within four weeks of the student receiving formal written notice from the Scholarly Paper Course Coordinator of the failing grade. The resubmitted paper will be re-evaluated by the student's Faculty Advisor and the original Reader. In this situation, completion and marking of the re-write, and determination of the final grade will not occur in time to meet the School of Graduate Studies deadlines for June convocation.

**FALL/WINTER 2016-17 COURSE SCHEDULE**

<i>Date/Time</i>	<i>Activity</i>
September 10, 2018	Start of Fall Term
September 24, 2018 – 9:00 am EST	Submit proposed topic(s), suggestions for Faculty Advisors, and completed table of assignments worth 40% or more, into A2L “Assessments-Assignments”
ASAP	Course Coordinator will identify Faculty Advisor for you to contact
October 12, 2018	Target date for final confirmation of Faculty Advisor’s name via email to the Course Coordinator.
November 23, 2018 – 9:00 am EST	Deadline for submission of Scholarly Paper Proposal and required Appendices (2 files in total) to A2L “Assessments-Assignments”.
By December 7, 2018	Notification to student of either: a. Approval of Scholarly Paper Proposal b. Requirement to revise and resubmit the Scholarly Paper Proposal
Within 2 weeks of notification	Resubmit Scholarly Paper Proposal, <i>only if revisions were required.</i>
Approval of proposal	Proceed with the Scholarly Paper
January 7, 2019	Start of Winter Term
March 15, 2019 – 9:00 am EST	Submission of the Scholarly Paper into A2L ‘Assessments’
4 weeks from notification of grade	Resubmission of the paper to the Course Coordinator via email, <i>if the Scholarly Paper was assigned a failing grade.</i>

## **MODES OF STUDY**

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This course is an independent self-directed in-depth exploration of a topic chosen by the student or proposed by the Faculty Advisor. It is the responsibility of the student to meet deadlines and to work independently on the proposal and the paper.

The Scholarly Paper topic must be submitted to and approved by the Course Coordinator. The student will work with a Faculty Advisor whose research, clinical, or teaching interests match the student's learning needs and who is willing to work with the student.

This course will include the use of Avenue to Learn as the principle delivery system. The content and news sections of A2L will be used regularly. Students are expected to independently read course content posted on the A2L course website. Unmoderated discussion forums will be available for students to interact with classmates. Content of online discussions are confidential and should not be shared with individuals outside of the class unless there is permission granted by the author.

Typically, on-line interactions will be asynchronous (i.e., not in real time) as this enables students from different time zones to organize their learning activities around work, family and personal demands. Synchronous meetings will be planned by the Course Coordinator using WebEx from time to time during the course. These sessions will be recorded and the link to the archived session will be posted for all students.

One-to-one interactions with the Course Coordinator and/or Faculty Advisor may occur through the McMaster email system, in-person, on-line or via telephone. It is recommended that the student update the Faculty Advisor on progress, regularly throughout the two terms of study.

Students are to contact the Course Coordinator via McMaster Email at any time during the course to address questions or concerns, to provide comments or feedback, or to seek support or direction.

The Course Outline, including the Course Schedule, details the course expectations and the mode of submission (Avenue to Learn 'Assessments', email). Students are expected to follow the submission requirements.

## **TECHNICAL REQUIREMENTS**

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Students require access to a computer that meets the MHM program technical requirements and access to the Internet on a regular basis. Learners must have an active McMaster email account and web browser. The course will be delivered through the A2L system at McMaster.

The Scholarly Paper Proposal and Scholarly Paper (in Microsoft Word) are to be submitted electronically.

## **COURSE EVALUATION**

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Successful completion of the Scholarly Paper Proposal is required before proceeding with writing and submitting the Scholarly Paper. The Scholarly Paper is worth 100% of the course grade. The grading criteria will be: Pass with Distinction, Pass, or Fail. 'Pass with Distinction' represents a very exceptional level of achievement and typically does not represent more than a very small minority of the students registered in a course.

The final grade will be assigned by the Course Coordinator, in consideration of the recommendations provided by the Faculty Advisor and Reader of the Scholarly Paper. A copy of the Evaluation Form for the Scholarly Paper is posted in Avenue to Learn.

## **PENALTY FOR LATE SUBMISSION**

Deadlines for assignments are set. All work must be submitted on the due date and time as stated in the Course Outline. Follow instructions in the Course Outline for when to submit to the Avenue to Learn 'Assessments' and when to submit by email. Late assignments will be penalized 10% for every 24 hours, or part thereof, they are submitted past their due date and time, including weekend days. If you anticipate being unable to complete an assignment on the due date, please contact the Course Coordinator prior to the due date. Requests for extensions will not be considered within 48 hours of the deadline except under extenuating circumstances.

## **ACADEMIC INTEGRITY AND USE OF TURNITIN**

It is the student's responsibility to understand what constitutes academic integrity. Please refer to the University Senate Academic Integrity Policy. This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic integrity arise. A breach of academic integrity is defined as to knowingly act or fail to act in a way that results, or could result, in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow as well as general guidelines for penalties.

All work that students submit must be their own work (original) and include proper citations when work is copied or paraphrased. A web-based service (Turnitin) to reveal originality will be used. For most assignments (see Course Outline), students will be expected to submit their work electronically to the Avenue to Learn 'Assessments'.

Students who do not wish to have their work assessed through Turnitin must advise their instructor in writing at the beginning of the term. These student will submit their assignment as well as all rough drafts as an appendix to the instructor using a mutually agreed to process. No penalty will be assigned to a student who does not wish to have their work assessed through Turnitin. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., online search, etc.).

For further information related to the Academic Integrity Policy or the use of Turnitin, please refer to the policy at the Office of Academic Integrity:

<https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

## **COPYRIGHT**

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Copying must be done in compliance with the McMaster University's Fair Dealing Policy. Fair dealing with a work does not require the permission of the copyright owner or the payment of royalties as long as the purpose for the material is private study, and that the total amount copied equals NO MORE THAN 10% of a work or an entire chapter, which is less than 20% of the work. In other words, it is illegal to: i) copy an entire book, or ii) repeatedly copy smaller sections of a publication that cumulatively cover over 10% of the total work's content. Please refer to the following guide for more information: [www.copyright.mcmaster.ca](http://www.copyright.mcmaster.ca)

## **STUDENT ACCOMMODATION**

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Individuals who may require reasonable accommodation (an individualized adaptation or adjustment made to provide a person with a disability with equitable and non-discriminatory opportunities for participation) are encouraged to contact Student Accessibility Services (SAS). In collaboration with SAS, the student creates an accommodation plan. Prior to the beginning of each course, the student will provide the Course Instructor with the SAS approved accommodation letter. Together we will discuss how each accommodation will be provided. You will be required to follow the policies and procedures of McMaster University, Faculty of Business, and Faculty of Health Sciences. [www.sas.mcmaster.ca](http://www.sas.mcmaster.ca).

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### **POTENTIAL MODIFICATIONS TO COURSE**

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The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and A2L course site frequently during the term.

### **ACKNOWLEDGEMENT**

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Appreciation is extended to Dr. Joyce Tryssenaar for adaptation of some content from the RS730 Scholarly Paper Handbook.