



# Rehabilitation Sciences, PhD Degree Program

DEGREE-LEVEL EXPECTATIONS	PROGRAM LEARNING OUTCOMES	HOW THE PROGRAM DESIGN/STRUCTURE SUPPORTS THE DEGREE-LEVEL EXPECTATIONS
<b>Depth and Breadth of Knowledge</b>	Depth and breadth of knowledge reflected in students who are able to critically evaluate, analyze, and synthesize broad knowledge of rehabilitation research, and in-depth knowledge pertaining to their field of study, while exploring, critiquing and potentially challenging current thinking and practices in rehabilitation	<p>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are:</p> <ul style="list-style-type: none"> <li>• Coursework (REH1100H), including electives;</li> <li>• Development and execution of multiple research projects;</li> <li>• Developing a thesis proposal and passing a candidacy exam</li> <li>• Thesis defense</li> </ul>
<b>Research and Scholarship</b>	Research scholarship is reflected in students who are able to (1) draw on the principles of scientific inquiry and research methodologies broadly and in the context of the chosen field, including formulation of research questions, experimental design, data collection, analysis, visualization, and interpretation, and knowledge synthesis/ translation; and (2) analyze highly complex problems through multiple lenses, and determine appropriate solutions.	<ul style="list-style-type: none"> <li>• Coursework (courses on Research Methods and Stats; REH3100H)</li> <li>• Supervisor and supervisory committee meetings</li> <li>• Development and execution of multiple research projects</li> <li>• Developing a thesis proposal and passing a candidacy exam</li> <li>• Thesis defense</li> </ul>
<b>Level of Application of Knowledge</b>	Application of knowledge is demonstrated via original, independent, and collaborative interdisciplinary research and by leading their dissertation research program	<ul style="list-style-type: none"> <li>• Supervisor and supervisory committee meetings</li> <li>• Development and execution of multiple research projects</li> <li>• Developing a thesis proposal and passing a candidacy/ transfer exam</li> <li>• Thesis defense</li> </ul>



<b>Professional Capacity/Autonomy</b>	Professional capacity will be demonstrated through (1) the development and implementation of a strategic plan to promote professional development and lifelong learning in the chosen career path, and (2) demonstrating academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research in the historical context and the context of their program of research	<ul style="list-style-type: none"><li>• Coursework (REH 3001H), including completion of an individualized development plan</li><li>• Supervisor and supervisory committee meetings</li><li>• Completion of the Tri-Council ethics module or equivalent</li><li>• GLSE Research Integrity Workshop</li><li>• Completion of REB proposal</li></ul>
<b>Level of Communications Skills</b>	Communication skills are reflected in students who are able to effectively communicate scientific knowledge orally and in writing for academic audiences and engage in knowledge translation activities to various consumer groups, stakeholders, and funders. This includes presentations at seminars/ international conferences; writing of reports suitable for publication in peer-reviewed journals; writing of proposals for scholarships and writing of a research grant proposal	<ul style="list-style-type: none"><li>• Coursework (REH3002H), including Leadership Rehab Rounds (LRR)</li><li>• Supervisory committee meetings</li><li>• Research Day</li><li>• Developing a thesis proposal and passing a candidacy/ transfer exam</li><li>• Conference presentations and more than one report suitable for a peer-review</li><li>• Thesis completion and defense</li></ul>



<b>Awareness of Limits of Knowledge</b>	Students will (1) demonstrate ability to judge quality of research methods, limitations and sources of implicit and explicit bias; identify external factors affecting interpretation of research findings; critically reflect on their own research findings and recognize other/alternate points of view, and (2) demonstrate awareness of one's own biases, (dis)advantages, and predispositions in relation to the conduct of research, and begin to understand the ambiguity and complexity that comes with engagement with diverse perspectives	<ul style="list-style-type: none"><li>• Coursework (REH 3001H), including EDI Seminar as well as Kairos Blanket Exercise for Indigenous History in Canada or similar, and Leadership Rehab Rounds</li><li>• Research Day</li><li>• Developing a thesis proposal and passing a candidacy/transfer exam</li><li>• Development and execution of projects</li><li>• Thesis defense</li></ul>
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