

Department of Community Health and Epidemiology

College of Medicine University of Saskatchewan

Graduate Student Handbook **Fall 2019** (version: July 31, 2019)

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Table of Contents

Who we are.....	4
Department Head's Message.....	5
Vision, Mission, Values, and Goals	6
Masters (MSc) in Community and Population Health Sciences.....	9
Overview.....	9
Residency Requirement	9
Policy regarding transfer from MSc to PhD program.....	9
Curriculum.....	10
Required Credit Courses.....	10
Required Non-Credit Courses	10
Additional Courses	11
Grades Required to Pass	11
Grades Required to Hold Funding	11
MSc Thesis.....	11
Overview	11
Thesis Advisory Committee.....	12
Thesis Pre-Proposal.....	14
Thesis Proposal.....	14
Full Thesis Draft	15
Preparing for Defence.....	16
Oral Examination of the Thesis.....	16
Procedures Following Thesis Defence.....	17
MSc Program Milestones (completion in two years).....	17
Doctorate (PhD) in Community and Population Health Sciences.....	18
Overview	18
Residency Requirement	18
Curriculum.....	19
Required Credit Courses.....	19
Required Non-Credit Courses	19
Additional Courses	19
Grades Required to Pass	20
Grades Required to Hold Funding	20
Qualifying Exam	20
Comprehensive Exam.....	20
PhD Thesis.....	23
Overview.....	23

Thesis Advisory Committee	23
Thesis Pre-proposal	24
Thesis Proposal	25
Full Thesis Draft	26
Preparing for Defence	27
Oral Examination of the Thesis	27
Procedures Following Thesis Defence.....	28
Program Milestones: PhD (completion in four years)	29
Guidelines for Supervisors, Committee Members and Students	30
Appointments and Responsibilities of a Thesis Supervisor	30
Appointment and Functions of the Student's Thesis Advisory Committee	31
Responsibilities of Chair of Advisory Committee	32
Leave of Absence	32
Grievances	32
Student Academic Integrity	33
Plagiarism	33
Consequences	34
Department Resources for Students	35
Student Space Assignment	35
Locking Filing Cabinets	35
Student Mail	36
Thesis Libraries	36
Photocopying	37
Lunchroom	37
Recycling Waste Containers	37
Local Emergency Response Plan	37
APPENDIX A -- PhD Comprehensive Exam Policies and Procedures	38
APPENDIX B -- MSc-CPHS (Community & Population Health Science) program	42
MSc Program Milestones (completion in two years)	43
APPENDIX C --PhD-CPHS (Community & Population Health Science) program	44
Program Milestones: PhD (completion in four years)	45
APPENDIX D -- CHEP Student-Supervisor Agreement	46

Who we are

The **Department of Community Health and Epidemiology (CH&E)** located in the E wing of the new Health Sciences building at the University of Saskatchewan was founded in 1959-60 as the Department of Social and Preventative Medicine. Over the years, along with a name change in 1988, it has developed and expanded into a vibrant department in the College of Medicine with 18 departmental faculty members and numerous associate faculty members. It is affiliated with 6 research units/centres and has forged partnerships with multiple provincial and federal health service programs.



[CH&E faculty](#) are concerned with understanding the individual and collective factors that determine health, and applying this knowledge to maintain and improve the health status of populations and reduce inequities in health status between groups.

In addition to involvement in medical undergraduate education and housing the Public Health and Preventive Medical Residency Program, the Department offers MSc and PhD programs in Community and Population Health Sciences. CH&E is also involved in the delivery of MSc and PhD programs in Biostatistics in collaboration with the Department of Math and Statistics and the School of Public Health.

CH&E also has four great administrative assistants:

- Stephanie Kehrig (Graduate Programs Assistant)
- Cheryl Bolster (General Department Secretary)
- Kathy Evans (Department Head Secretary)
- Patricia Young (Program Administrative Assistant, Public Health/Preventive Medicine Residency Program).

Department Head's Message

Welcome to the Department of Community Health & Epidemiology! It is a great place to learn, work and live. The Faculty's diverse backgrounds and training combined with a wealth of experiences create excellent opportunities for academic development as well as ground-breaking and meaningful research.

It is a place where each faculty, each staff, each student is also encouraged to show leadership and contribute to the collective. Our teaching, research, and social engagement focus on population health with a lens on social justice and equity for all.

Students, expect to be inspired by your studies, encouraged to think out of the box, and to push yourself. You will be called to engage at the community level to make a difference and be nurtured by great change leaders.

It is also a place to have fun and to grow a deeper appreciation of diversity in a creative and safe environment. One of the best measures of success is the testimony of many of our graduates who currently occupy leadership positions in the health care system, in public health, in academia, in community, and government.

- Dr. Anne Leis, Department Head

Vision, Mission, Values, and Goals

Our Vision

We envision a society in which all people have equitable opportunity to experience optimal health, shaped by evidence-informed policies and practices and based on principles of sustainability.

Our Mission

We create, synthesize and translate knowledge for evidence-informed policies and practices which support population health equity locally and globally.

Values

1. Respect is defined as mutual acceptance and encouragement of people's critical thinking and the diversity of persons, communities and cultures.

Behaviours which demonstrate respect

- We address the needs and concerns of student, faculty and staff.
- We use participative decision making.
- We consult with and value the views of others
- We encourage respectful collegial discussion and critical examination of diverse opinions.
- We value other people's perspectives, time and space.

2. Fairness involves exercising impartiality and equity in interpersonal relationships as well as balancing conflicting interests.

Behaviours which illustrate fairness

- We consider the interests of all parties.
- We treat others equitably with dignity.
- We provide timely and constructive feed-back.
- We support equitable relationships with partners.
- We practice collaboration through regular communications and equitable distribution of powers among stakeholders.
- We work within and follow ethical principles and guidelines.
- As a department we provide fair access to learning and funding opportunities for all students.
- As a department we provide fair access to departmental support and professional development opportunities for all faculty and staff.

3. Excellence refers to the achievement of exceptionally high quality in academic standards, service to the community and innovation.

Behaviours which demonstrate excellence

- We support perseverance in the pursuit of challenging goals
- We are committed to be active participants in the excitement and enrichment of a learning community.
- We support high achievement in students' work habits and personal career goals.
- We promote curiosity and critical thinking in teaching and research.
- We vigorously pursue research for the benefit of persons and communities.
- We model and mentor commitment to quality.
- We foster new ideas and innovation in all we do.
- We are open to constructive criticism through peer reviews and students' evaluations

4. Professionalism refers to a commitment to abide by high ethical standards of behaviour and relevant group standards. It requires an on-going personal commitment to integrity.

Behaviours which demonstrate Professionalism

- We demonstrate inclusiveness in our day to day work.
- We practice open communications and responsibility.
- We know and apply ethical and professional standards of conduct.
- We take responsibility for our actions.
- We are actively engaged in research and activities which move knowledge to action.
- We are prepared to take risks and learn from our mistakes.

Goals of the Department of Community Health & Epidemiology

Department as a Healthy Community

1. To be a healthy and vibrant community providing a supportive working environment based on good communication and collaboration.
2. To support faculty and staff professional development towards personal career goals.
3. To integrate the goals of individual faculty and staff with Department priorities, responsibilities, and funding.

Community Engagement and Social Accountability

1. To develop relationships with community members, groups and agencies, with attention to issues of social justice.
2. To share and mobilize the knowledge and skills of the department with diverse partners. This includes the provision of direct service to develop and maintain professional skills, and for remuneration.
3. To continuously improve our outreach through on-going monitoring and feedback.

Teaching and Learning

1. To foster high-quality, scholarly teaching, based on an interdisciplinary evidence-informed Population Health approach.
2. To prepare students to effectively perform the roles of practitioner, researcher, and/or educator.
3. To foster self-directed, life-long, and collaborative learning.
4. To use evidence-based methods to effectively self-evaluate and to assess courses and programs on a regular basis.

Research

1. To conduct excellent, interdisciplinary, and transdisciplinary research in population health with a focus on inequities locally and globally.
2. To recruit and retain students and trainees who have succeeded in their preparatory fields, and mentor these students/trainees to become excellent researchers and research users.
3. To develop diverse partnerships to co-create knowledge and find applications in society.
4. To support one another, via formal and informal means, thereby creating and sustaining a vibrant research milieu that is one of the most successful in Canada for its size and resources.

Masters (MSc) in Community and Population Health Sciences

Department of Community Health & Epidemiology

Overview

The MSc program in Community and Population Health Sciences prepares students for academic careers, including pursuit of doctoral studies, or to work in a variety of research-intensive environments. Students will learn about community and population health concepts, epidemiology, theory, and research; develop basic skills in qualitative and quantitative research methods and project management; and gain hands-on experience in research through the completion of a thesis.

The MSc in Community and Population Health Sciences is a thesis-based program that can be completed in two years of full-time study.

All current graduate students should familiarize themselves with the [College of Graduate and Postdoctoral Studies \(CGPS\) policies](#); portions of this graduate student handbook are taken directly from the CGPS policy manual and the [student website on thesis preparation](#).

Residency Requirement

CH&E graduate students are required to be 'in residence', meaning residing in Saskatoon, until core program requirements have been met, including thesis committee approval of pre-proposal and completion of required courses.

Policy regarding transfer from MSc to PhD program

In cases where a student is enrolled in the MSc program, although having a MSc from another university, or where outstanding academic and research performance is evident, consideration may be given to transfer to the PhD program. Transfer from MSc program to PhD program should take place after the end of the first year in the program. Recommendation to transfer must be initiated through a formal meeting of the student's Advisory Committee and in consultation with the Graduate Program Chair who will then forward their recommendation to the CGPS. It is expected that the student will have completed most of their course work (i.e. at minimum 15 credit units, out of the 18 CUs required) obtaining a grade point average greater than 85%. A student who is recommended for transfer to a PhD program will be required to take a PhD qualifying examination. The following conditions must be met:

- The student shows great promise both in terms of academic accomplishments and in potential for research;
- The student has completed at least 15 credit units, and has achieved a high academic standing (defined as grade point average of 85%) in these 15 credit units;
- There is evidence of superior writing and oral communication ability;

- There is evidence the student has requisite research skills and knowledge to be able to successfully complete a PhD dissertation;
- The student has successfully completed the PhD Qualifying Examination prior to being recommended for transfer. The results of the examination must clearly indicate that the student has the potential to obtain sufficient knowledge of his/her general field of study to proceed towards completing successfully the candidacy exam for the PhD degree. The Qualifying Examination for the purposes of transfer can only be taken once. A student failing the Qualifying Examination or any part thereof cannot be recommended for transfer.

Note: The overarching principle is that the student who is seeking transfer from the MSc to the PhD program should not be using this path to circumvent standards of admission that would have been originally applied for entrance to the PhD program

Curriculum

Five core courses (15 credit units), one elective course (3 credit units), and non-credit courses:
 CHEP 994 Thesis,
 CHEP 990 Department Seminar and on-line courses,
 GPS 960 Introduction to Ethics and Integrity and
 GPS 961 Ethics in Human Research.

Required Credit Courses

CHEP 800.3 – Epidemiology
 CHEP 802.3 - Community and Population Health Research Methods
 CHEP 811.3 - Professional Research Skills
 CHEP 813.3 – Embodying Inequity: Social and Structural Determinants of Population Health

plus one research methods class:

CHEP 805.3 (Biostatistics 1) or a qualitative research methods course (e.g. PSY 809.3, JSGS 851.3, ERES 845.3, NURS 893.3 or equivalent).

Required Non-Credit Courses

CHEP 994 – Research Thesis each term
 CHEP 990 – Departmental Seminar: Students are required to register for the 990 seminar throughout their time in program. CHEP 990 is treated as a course, in which students receive a 'grade' (e.g. in progress/incomplete/pass) at the end of each term that a student is enrolled. Seminars are typically held several times a month during Fall and Winter terms. MSc students and PhD students are strongly encouraged to attend in-person all 990 seminars, or are required at minimum a 75% attendance of all seminars. A core requirement of the 990 seminar is the student's presentation of his/her thesis work at the annual CHEP Student Research Day.

GPS 960 – Introduction to Ethics and Integrity (on-line): This course discusses ethical issues that graduate students may face during their time at the U of S.

GPS 961 – Ethics in Human Research (on-line): This course is required of those students who are conducting research that will involve human subjects. It is strongly recommended that the

GPS 960 and GPS 961 be completed early in your program as possible, but no later than in the end of the first year.

Additional Courses

In addition to required classes, a minimum of one elective is required. Electives need to be chosen to support the student's thesis project. **Electives are chosen by students in consultation with their supervisor and thesis advisory committee.** Ideally, the student should take the required courses first and the electives only once the thesis topic has been chosen. If a student takes electives earlier in the program, the student runs the risk that these courses will subsequently be found by the advisory committee to be not appropriate for the Program of Studies, in which case the student would be required to take additional elective courses.

If a student wishes to take an elective course prior to the formation of the advisory committee, they must obtain the approval of the supervisor who may wish to consult with the Graduate Program Chair.

There are several courses offered by CH&E which may meet the elective requirement (please refer to the course catalogue for other options):

CHEP 806 – Applied Statistical Methods for Follow-up Data
CHEP 808 - Complex Survey Data Analysis
CHEP 810 – Advanced Topics in Clinical Trials
CHEP 814 – Closing the Gap: Global Health and Social Inequities
CHEP 815 – Food Systems and Community Health
CHEP 816 – Population Health Intervention Research
CHEP 818 – Advanced Qualitative Health Research In Population
CHEP 819 - Colonization And Its Impact On Indigenous Peoples' Health And Healing

Grades Required to Pass

Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Master's program, provided the GPA is at least 70%.

Grades Required to Hold Funding

In most cases, graduate awards administered through the University of Saskatchewan require students to have first-class standing, which is a GPA of 80%, equivalent to the University of Saskatchewan grading system. Students holding devolved awards must maintain their eligibility while they hold their award (maintain at least an 80% average on their course work).

MSc Thesis

Overview

The purpose of the thesis is to give students' experience in designing and carrying out a research project. A major component of the MSc program, it provides the opportunity to develop a particular set of skills and familiarity with a specific content area. Through the

completion and defence of a thesis, students will demonstrate ability to apply appropriate theory and methodology to investigation of a problem.

Master's thesis projects in CH&E vary widely in terms of purpose, content, and method. While recognizing this diversity, it is important to set some parameters around the scope of projects—the amount of work required—to ensure that students are treated fairly and to help them complete their degree in a timely fashion.

All research consists of four general components:

- (1) framing a problem in the form of research questions;
- (2) determining what data are needed to answer those questions;
- (3) designing research to collect and analyze those data; and
- (4) using the data to answer the questions.

While every Master's thesis project will include these components, the relative emphasis placed on each one, and the amount of work involved, will vary depending on the nature of the project. With this in mind, the following guidelines have been developed to try to create some consistency across projects.

- While original data collection is not required, students should develop their own research question. In other words, even if analyzing a data set collected by the supervisor, the student should come up with the particular question to be addressed, not the supervisor.
- The research question need not be completely original; in other words, replicating a prior study is acceptable. However, there needs to be something new about the research, e.g., replicating a study in a different population or setting.
- The research question should be appropriate to the state of knowledge in the field. For example, in a completely new area, a descriptive study, perhaps using qualitative methods, would be most suitable, while a well-developed area calls for an analytical study, often testing a theory.
- When conducting a secondary analysis of existing data, more sophisticated and complex analyses are expected than when original data are collected.
- Research should be guided by a theoretical or conceptual model or framework. This may be developed by the student for the purpose of the specific research project or it may already have been created by someone else.
- Knowledge translation is an important component of every research project and should be addressed in the thesis proposal. The form and extent will depend on the nature of the research, ranging from producing a brief summary of results for research participants, publication in a scientific journal or presentation at a conference, to a more extensive process involving, for example, a public meeting or the development of a fact sheet for practitioners or policy-makers.

Thesis Advisory Committee

MSc students' thesis research is conducted under the guidance and mentorship of the thesis supervisor and thesis advisory committee.

At the MSc level, there is a minimum number of three committee members needed: 1) the supervisor, 2) the chair who is a member of the Graduate Sub-Committee or the Department Head, and 3) a committee member. The graduate program chair assigns the committee chair. The choice of committee members depends on your thesis topic and is decided through

discussion with your supervisor. Your supervisor will approach and ask committee members to serve on your thesis advisory committee. Once the committee is formed, it is the responsibility of the student to arrange meetings (including necessary technology) with the supervisor and the Advisory Committee. Once you have a committee date/time confirmed, ask the Graduate Programs Assistant to book a room. If you are having problems scheduling the meeting, contact your committee chair. The role of the Chair is purely administrative and does not necessarily include the expectation of providing advice about the content of the thesis. The Chair ensures that meetings of the Advisory Committee are held at least once per year. The supervisor is responsible for organizing the thesis defence including approaching potential external examiners who are approved by the thesis advisory committee.

From the development of the pre-proposal to the thesis defence, the Advisory Committee will meet approximately five times, at the following points: (1) to give feedback on the pre-proposal (and to review the student's timeline, coursework and grades); (2) to approve the proposal; (3) if needed, at some point during or just after data collection; (4) to give feedback on the first full thesis draft; and (5) to decide whether the thesis is ready for examination. The student should work closely with the supervisor between meetings. We expect that the chair of the advisory committee will be present at the following milestone committee meetings: preproposal approval, proposal approval, to approve thesis for defense, and the defense.

Prior to committee meetings, students will often need to send out material to committee members for their review; this material must be reviewed and approved by the supervisor before distribution to the rest of the committee. The student should provide committee members with the material a minimum of 2-3 weeks prior to the scheduled meeting (more time may be needed for a full thesis draft).

Committee members are expected to provide their feedback to students at formal committee meetings and are not required to meet with students outside of these formal meetings. If the student requires additional help on thesis-related content beyond formal committee meetings, this should be discussed during the advisory meeting; if the committee member(s) agrees, parameters should be set. If the student requires assistance from a faculty member who is not part of the student's advisory committee, the request should come from the supervisor.

At each committee meeting, students are expected to start the meeting with a PowerPoint presentation (approximately 20-25 minutes) outlining their thesis and program progress to date, including a timeline to defence.

At each meeting, the chair or the supervisor prepares a Progress Report and minutes of the meeting to be submitted to the CGPS. A copy of the report will be placed in the student's file. Students who encounter difficulty with their supervisor are encouraged to try to approach them directly, describing the problem as specifically as possible. If this approach does not result in a satisfactory resolution, or the student feels unable to talk openly to the supervisor, the student has the option to approach either the chair of the Advisory Committee, if the Committee is formed, or the chair of the Graduate Program Committee provided the chair is not the supervisor, or the department head, depending on the student's preference. A student

who wishes to make a further appeal should contact the Dean of Graduate and Postdoctoral Studies.

Thesis Pre-Proposal

For this first thesis advisory committee meeting, the student must prepare a 3-5 page pre-proposal. The pre-proposal should include a brief literature review, rationale, research questions, proposed methodology and some key references. The purpose of this pre-proposal is to provide the committee with the opportunity to give input into the refinement of research questions and make sure the project is feasible, given timeframe and resources, before the development of a full proposal. Once the supervisor has approved the pre-proposal, circulate it to the Advisory Committee to review before the meeting. At this first meeting, the committee will: (a) give guidance for the development of a full proposal; (b) decide which, if any, additional electives should be taken to support the proposed research; (c) in conjunction with the student, set a target date for the completion of the full proposal; and (d) approve the students program of studies. The meeting will start a PowerPoint presentation by the student which will include: 1) an overview of the pre-proposal; 2) a list of courses taken and grades received; 3) additional coursework needed; and 4) a timeline to defence.

Thesis Proposal

Approval of the thesis proposal typically takes place at the 2nd advisory committee meeting. The format for the thesis proposal is not rigid or fixed. Students should work closely with their supervisor to determine the appropriate content and organizational framework.

The proposal should be approximately 20 pages long, excluding references and appendices. The length depends considerably on the extensiveness of the literature review. Some qualitative traditions, e.g., grounded theory, advise researchers to review the literature after data collection, to avoid influencing the findings.

The following is a typical outline for a quantitative thesis proposal.

- 1) Introduction
 - a) Statement of the problem
 - b) Purpose of the study
 - c) Theoretical perspective
 - d) Research questions/hypotheses
 - e) Definition of terms
- 2) Review of the literature
- 3) Methods
 - a) Type of research design
 - b) Sample, population, and participants
 - c) Data collection instruments and variables
 - d) Data analysis procedures
 - e) Knowledge translation
- 4) Anticipated ethical issues
- 5) Significance of the study
- 6) Appendices: Instruments, timeline, references

A qualitative research proposal usually has a slightly different format, as the following example shows.

- 1) Introduction
 - a) Statement of the problem (including relevant literature)
 - b) Purpose of the study
 - c) Research questions
- 2) Procedures
 - a) Characteristics of qualitative research (optional)
 - b) Qualitative research strategy
 - c) Role of the researcher
 - d) Data collection procedures
 - e) Data analysis procedures
 - f) Strategies for validating findings
 - g) Narrative structure (i.e., the narrative forms that will be used to present the findings, e.g., a process model, an extended story, an analysis across cases)
 - h) Knowledge translation

Once the full proposal is complete and the supervisor agrees it is ready, the student will circulate to the Advisory Committee and arrange a committee meeting. At this meeting, the committee will provide feedback on the proposal and either give approval to begin the study, or indicate what needs to be done before they can approve the proposal (e.g., they may want another meeting or they may be willing to review the changes through email). When the proposal is approved, a departmental form is signed by committee members and placed in the student's file.

Thesis research must be approved by the appropriate University Ethics Committee. The student should wait until the thesis proposal is approved by the committee before submitting the ethics application; but to speed up the process, students may wish to get the application ready while writing the proposal, so it can be submitted soon after committee approval. As with all other aspects of the thesis, the student should seek advice and input from the supervisor. Please refer to the Ethics Office website for further information:

<https://vpresearch.usask.ca/researchers/ethics1.php>

Full Thesis Draft

After considerable hard work and perseverance, a student will have completed a full thesis draft. With the permission of the supervisor and advisory committee, a student may draft a traditional or manuscript-style thesis. A manuscript-style thesis is a document that includes one or more scholarly manuscripts written in a manner suitable for publication in appropriate venues. The recommended length of the main body of a MSc thesis (traditional style) is between 50 and 150 pages. It is the shared responsibility of the student and supervisor to ensure that the thesis is written in correct scholarly/scientific English, that it is free of errors in punctuation and typing, and that it respects academic standards and any conventions which are specific to the discipline.

Once you have completed a complete thesis draft and your supervisor agrees it is ready, circulate it to your Advisory Committee and arrange a committee meeting. The supervisor is

responsible for ensuring, within reasonable limits, that the thesis presented to the Advisory Committee is of an acceptable standard and quality for the degree sought. At this meeting, the committee will provide you with feedback and either give you approval for defence, or indicate what needs to be done before they can approve it (e.g., they may want another meeting or they may be willing to simply review the changes through email). When the thesis is approved for defence, a departmental form is signed by committee members and placed in your file. At this final committee meeting, potential external examiners will also be discussed. Care must be taken in proposing the names of external examiners to ensure any possibility of conflict of interest, either personal or professional in nature. Defence dates will also be discussed and the supervisor will contact potential external examiners regarding availability. Once finalized, the supervisor will communicate to the Graduate Programs Assistant the defence date and time and the chosen external examiner.

Preparing for Defence

The Graduate Programs Assistant must notify CGPS a **minimum of three weeks** prior to the desired oral defence date. Upon receipt of the notification, a convocation check will be completed by the CGPS to verify that all program requirements have been met, including current registration

It is the student's responsibility to:

- Ensure that all revisions required by the advisory committee were incorporated into the thesis.
- Prepare and assemble all materials for the thesis in accordance with University and CGPS regulations and to ensure that the thesis volume is complete and in good order.
- Deliver copies of the thesis defence draft to members of the Advisory Committee. The student must also provide an additional copy to the Graduate Programs Assistant, who in turn makes this copy available to the External Examiner after this person is approved. The student is to have no contact with the external examiner prior to the defence.
- Inform the Graduate Programs Assistant whether it will be an open or closed defence.
- Inform the supervisor at the time of scheduling the defence of a disability that could interfere with the ability to respond to questioning at an oral defence, which in turn will allow for appropriate accommodation.
- Ensure all requirements of the Program of Studies have been completed, registration is current, outstanding fees are paid, and University deadlines are respected in view of any particular convocation.

Oral Examination of the Thesis

It is the responsibility of the research supervisor to provide advice and support to the student in preparing for the Oral Defence.

The student shall make a brief (10-20 minute) presentation followed by questions from the Examining Committee, beginning with the External Examiner. Examination questions are limited to work done by the candidate for the thesis, to knowledge of matters directly related to it, and to peripheral knowledge of the subject matter.

All members of the Examining Committee are expected to ask relevant and probing questions on the methodology/contents of the thesis, and/or on the research field. Candidates should respond to questions directly, in a manner which is informed by the contents of the methodology and contents of the thesis, and as concisely as is appropriate to the question. They should not hesitate to make clarification should they have the impression that the questions asked derive from misconceptions about the research material or the literature.

Students are judged on their ability to speak in an informed way about their research and to respond clearly and cogently to questions on the thesis (results and methodology) and on the thesis topic (knowledge of the academic field and related literature).

At the conclusion of the examination, the candidate shall withdraw while the Examining Committee decides by majority vote whether the thesis as submitted and the candidate's oral defence meet the requirements for the degree:

https://cgps.usask.ca/documents/pnp_m_phd.pdf

Procedures Following Thesis Defence

Following a successful defence and completion of all recommended revisions to the thesis:

a) The student is required to submit an [Electronic Thesis or Dissertation \(ETD\)](#) to the CGPS site.

b) In consultation with the supervisor, student should submit **one** copy of the final version of the thesis to CH&E and to members of the thesis advisory committee.

Thesis students should work closely with their Advisory Committee in order to ensure all necessary documents have been received in their academic unit and in the CGPS office. Following the thesis defence, students will receive a Convocation Checklist. Students are strongly advised to pay close attention to this useful information.

Applications to graduate must be submitted by the student online through PAWS on or before the last working day of March to receive their degree at Spring Convocation, or on or before the last working day of August, to receive their degree at Fall Convocation. Students should apply to graduate even if they are uncertain they will make convocation deadlines.

MSc Program Milestones (completion in two years)

	Milestones
YEAR 1	
Term 1	<ul style="list-style-type: none"> • Required CHEP classes: 800.3, 802.3, 813.3 • Required non-credit CHEP 990, GSR 960, 961 • Advisory committee meeting to approve pre-proposal
Term 2	<ul style="list-style-type: none"> • Required CHEP classes: 811.3, 805.3 <u>or</u> qualitative research class (e.g. PSY 809.3, JS GS 851.3, ERES 845.3, NURS 893.3 or equivalent) • Registration in CHEP 994, 990 One elective; or this can be taken over spring/summer or in second year • Advisory committee meeting to approve proposal • Ethics approval

Term 3	<ul style="list-style-type: none"> • Registration in CHEP 994 • Elective (if not already taken) • Research and writing
YEAR 2 Term 1	<ul style="list-style-type: none"> • Registration in CHEP 994, 990 • Elective (if not already taken) • Research and writing • Advisory committee meeting to review progress/'permission' to finish thesis draft
Term 2	<ul style="list-style-type: none"> • Registration in CHEP 994, 990 • Research and writing • Present at CHEP Student Research Day • Advisory committee meeting to approve thesis for defence
Term 3	<ul style="list-style-type: none"> • Registration in CHEP 994 • Thesis defence

Doctorate (PhD) in Community and Population Health Sciences

Department of Community Health & Epidemiology

Overview

The PhD in Community and Population Health Sciences is a research-intensive degree, preparing students to work as community/population health researchers in an academic or government setting. The program is designed with considerable flexibility, recognizing that students come to the population health field with diverse backgrounds. This allows students, with their Advisory Committee, to create individualized programs that take into consideration their particular research interests and the areas in which they need additional development. Through coursework and seminars, students will gain a more sophisticated understanding of community/population health theory and the research-policy-practice context. Designing and carrying out an independent research project provides an opportunity to further develop knowledge and skills around a specific problem.

The PhD in Community and Population Health Sciences is a thesis-based program that can be completed in four years of full-time study.

All current graduate students should familiarize themselves with the [College of Graduate and Postdoctoral Studies \(CGPS\) policies](#); portions of this graduate student handbook are taken directly from the CGPS policy manual and the [student website on thesis preparation](#).

Residency Requirement

CH&E graduate students are required to be 'in residence', meaning residing in Saskatoon, until core program requirements have been met, including thesis committee approval of pre-proposal, completion of core courses, and completion of the comprehensive exam.

Curriculum

Two core courses (6 credit units) and two elective courses (6 credit units) and non-credit courses: CHEP 996 Thesis, CHEP 990 Department Seminar and on-line courses, GPS 960 Introduction to Ethics and Integrity and GPS 961 Ethics in Human Research. **Students who have not taken courses that represent an adequate introduction to Community and Population Health Sciences at the Master's level will be required to take additional core classes.**

Required Credit Courses

CHEP 817 – Advanced Research Seminar in Population Health

An advanced methods course, either quantitative (CHEP 806 or equivalent) or qualitative (i.e. CHEP 818 - Advanced Qualitative Health Research In Population or equivalent). Other research courses require approval by the Graduate Program Chair.

Required Non-Credit Courses

CHEP 996 – Research Thesis

CHEP 990 – Departmental Seminar: CHEP 990 – Departmental Seminar: Students are required to register for the 990 seminar throughout their time in program. CHEP 990 is treated as a course, in which students receive a 'grade' (e.g. in progress/incomplete/pass) at the end of each term that a student is enrolled. Seminars are typically held several times a month during Fall and Winter terms. MSc students and PhD students are strongly encouraged to attend in-person all 990 seminars, or are required at minimum a 75% attendance of all seminars. A core requirement of the 990 seminar is the student's presentation of his/her thesis work at the annual CHEP Student Research Day.

GPS 960 – Introduction to Ethics and Integrity (on-line): This course discusses ethical issues that graduate students may face during their time at the U of S.

GPS 961 – Ethics in Human Research (on-line): This course is required of those students who are conducting research that will involve human subjects. It is strongly recommended that the GPS 960 and GPS 961 be completed early in your program as possible, but no later than in the end of the first year.

Additional Courses

Two graduate level courses related to the area of the thesis research and with the approval of the supervisor and thesis advisory committee. There are several courses offered by CH&E faculty which may meet this requirement (please refer to the course catalogue for other elective options):

CHEP 808 Complex Survey Data Analysis

CHEP 810 – Advanced Topics in Clinical Trials

CHEP 814 – Closing the Gap: Global Health and Social Inequities

CHEP 815 – Food Systems and Community Health

CHEP 816 – Population Health Intervention Research

CHEP 818 - Advanced Qualitative Health Research In Population

CHEP 819 – Colonization And Its Impact On Indigenous Peoples' Health And Healing

Grades Required to Pass

Percentage Scores of at least 70% are required for a minimal pass performance for each course which is included in a PhD program.

Grades Required to Hold Funding

In most cases graduate awards administered through the University of Saskatchewan require students to have first-class standing, which is a GPA of 80%, equivalent to the University of Saskatchewan grading system. Students holding devolved awards must maintain their eligibility while they hold their award (maintain at least an 80% average on their course work).

Qualifying Exam

At the advice and discretion of the Advisory Committee and Graduate Program Chair and Committee, a student will be asked to take a qualifying exam. If a qualifying exam is deemed necessary, it will occur no later than the end of the first year in the PhD program. The content of the qualifying exam will be determined by the advisory committee in consultation with the Graduate Program Chair.

Comprehensive Exam

In addition to coursework, all Ph.D. students are required to successfully complete a comprehensive exam. Students take this exam once their required coursework is complete, (i.e. 12 credit units) and before they begin their doctoral research, usually in their second year of program. A student passing the comprehensive exam is deemed a Ph.D. candidate. A student needs to have their thesis research proposal approved before they write the comprehensive exam. Students must remain in residence until successful completion of the comprehensive exam.

The CHE comprehensive exam process is structured to reflect the general goals of the Community & Population Health Sciences Program as well as the individualized nature of each student's program of studies. The examination is therefore a collaborative undertaking of both the Department and the Thesis Advisory Committee with representatives from both forming a student's comprehensive examination committee. The exam consists of eight (8) questions across four (4) competency areas; two in each area. The areas are:

- 1) Community & Population Health;
- 2) Epidemiology;
- 3) Advanced Methods; and
- 4) Theory/Content.

The student is required to respond to four (4) questions, one in each area. Responses will first be provided in a written format, completed over four consecutive days. A student who successfully passes the written portion will advance to an oral examination, scheduled typically within 2-3 weeks after completion of the written exam. A detailed account of the comprehensive exam process can be found in figures 1 and 2, and the policies and practice related to the comprehensive exam are found in the Appendix.

Community Health and Epidemiology - Comprehensive Exam Decision Tree

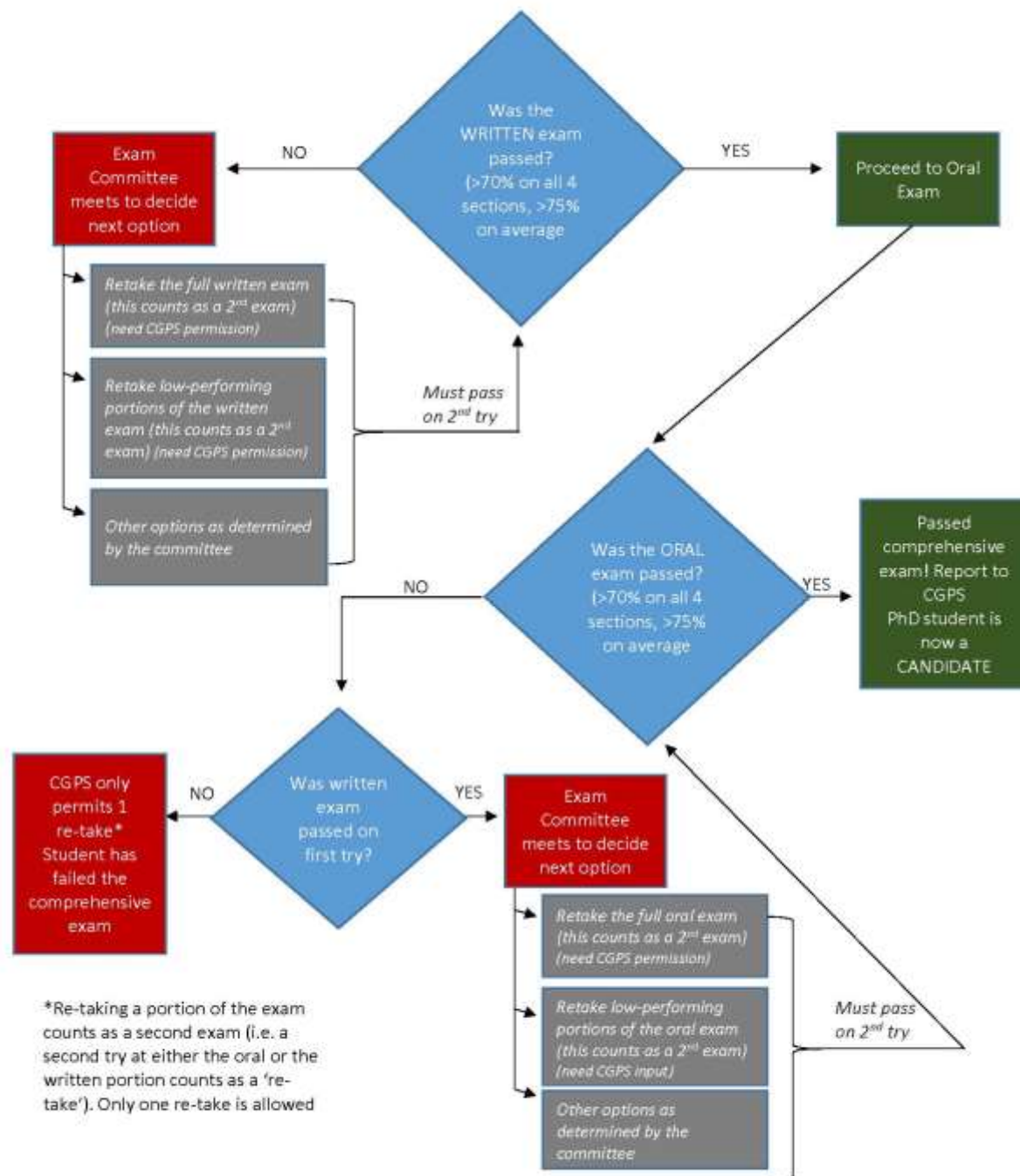


Figure 1. Comprehensive Exam Decision Tree

Community Health and Epidemiology - Typical PhD Comps Timeline

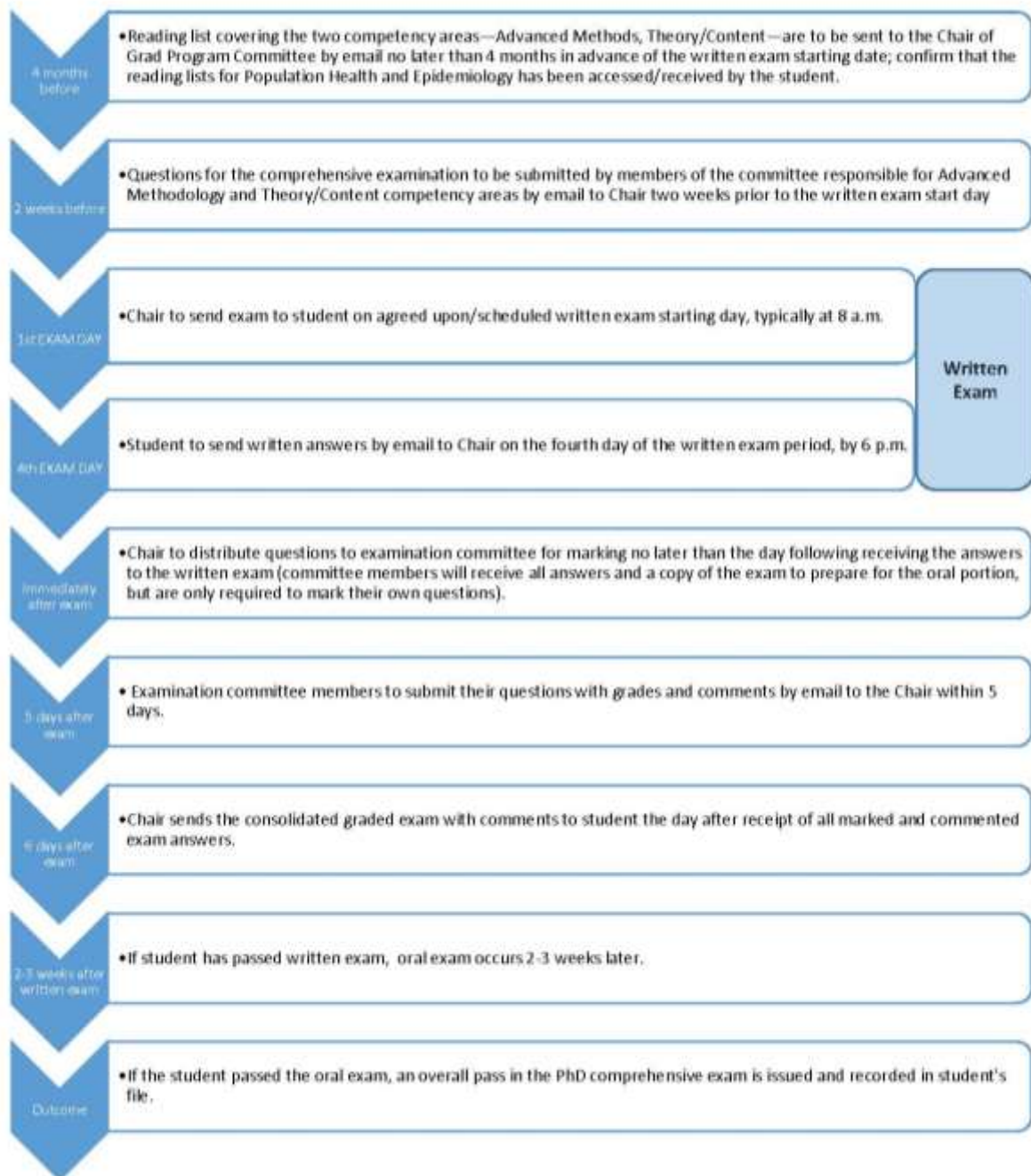


Figure 2. Typical PhD Comps Timeline

PhD Thesis

Overview

The degree of Doctor of Philosophy (PhD) is granted only upon evidence of general proficiency and of distinctive attainment in Community and Population Health Sciences. In particular, the candidate must demonstrate an ability for independent investigation and original research. These abilities will be presented in a thesis with a degree of literary skill and by an oral examination wherein the candidate exhibits mastery of their field.

There are many potential thesis topics that fall within the scope of community and population health sciences; the appropriateness of the chosen project is decided by the thesis supervisor and advisory committee. Whatever the chosen topic, the thesis must be theoretically driven, demonstrate critical thinking, represent an original contribution to knowledge in the relevant literature, and must be of sufficient merit to be acceptable for publication. The thesis must be written according to a standard style acknowledged within the candidate's particular field of study and recommended by the unit, be lucid and well-written, and be reasonably free from errors of style and grammar (including typographical errors).

With the permission of the supervisor and advisory committee, a student may draft a traditional or manuscript-style thesis in a style approved by the academic unit. A manuscript-style thesis is a document that includes one or more scholarly manuscripts written in a manner suitable for publication in appropriate venues. Please refer to CGPS guidelines:

<https://students.usask.ca/graduate/thesis-preparation.php#panel-Formatting-Guidelinesandrequirements>. The recommended length of the main body of a PhD thesis (traditional style) is between 150 and 300 pages.

Thesis Advisory Committee

PhD students' thesis research is conducted under the guidance and mentorship of the thesis supervisor and thesis advisory committee.

At the PhD level, there is a minimum number of five committee members needed: the supervisor, the chair, and three committee members. One of the committee members is a cognate member (who must be an experienced member of the CGPS Graduate Faculty from a different academic unit (department/college) than the student and supervisor).

The graduate program chair assigns the committee chair. The choice of committee members depends on the student's thesis topic and is decided through discussion with their supervisor. Your supervisor will approach and invite members of the thesis advisory committee. Once the committee is formed, it is the responsibility of the student to arrange meetings with the supervisor and the Advisory Committee.

Once you have a committee date/time confirmed, ask the Graduate Programs Assistant to book a room (and any needed technology). If you are having problems scheduling the meeting,

contact your committee chair. The role of the Chair is purely administrative and does not necessarily include the expectation of providing advice about the content of the thesis. The Chair ensures that meetings of the Advisory Committee are held at least once per year

From the development of the pre-proposal to the thesis defence, the Advisory Committee will meet approximately six times, at the following points: (1) to give feedback on the pre-proposal (and to review the student's timeline, coursework and grades); (2) to plan the comprehensive exam; (3) to approve the proposal; (4) at some point during or just after data collection; (5) to give feedback on the first full thesis draft; and (6) to decide whether the thesis is ready for examination. The student should work closely with the supervisor between meetings. We expect that the chair of the advisory committee will be present at the following milestone committee meetings: pre-proposal meeting, proposal approval, to approve thesis for defense, and the defense

Prior to committee meetings, students will often need to send out material to committee members for their review; **this material must be reviewed and approved by the supervisor before distribution to the rest of the committee.** The student should provide committee members with the material approximately 3 weeks prior to the scheduled meeting (more time will be needed for a full thesis draft).

Committee members are expected to provide their feedback to students at formal committee meetings and are not required to meet with students outside of these formal meetings. If the student requires additional help on thesis-related content beyond formal committee meetings, this should be discussed during the advisory meeting; if the committee member(s) agrees, parameters should be set. If the student requires assistance from a faculty member who is not part of the student's advisory committee, the request should come from the supervisor.

At each committee meeting, students are expected to start the meeting with a PowerPoint presentation (approximately 20-25 minutes) outlining their thesis and program progress to date, including a timeline to the comprehensive exam and thesis defence.

At each meeting, the chair prepares a Progress Report and minutes of the meeting to be submitted to the CGPS. A copy of the report will be placed in the student's file.

Students who encounter difficulty with their supervisor are encouraged to try to approach him/her directly, describing the problem as specifically as possible. If this approach does not result in a satisfactory resolution, or the student feels unable to talk openly to the supervisor, the student has the option to approach either the chair of the advisory committee, if the committee is formed, or the chair of the Graduate Program Committee provided the chair is not the supervisor, or the department head, depending on the student's preference. A student who wishes to make a further appeal should contact the Dean of Graduate and Postdoctoral Studies.

Thesis Pre-proposal

For this first thesis advisory committee meeting, you must prepare a 5-7 page pre-proposal. The pre-proposal should include a brief literature review, rationale, research questions, proposed methodology and some key references. The purpose of this pre-proposal is to

provide your committee with the opportunity to give input into the refinement of your research questions and make sure your project is feasible, given your timeframe and resources, before you develop a full proposal. The pre-proposal is also important for informing the comprehensive exam. To be approved by the advisory committee, the pre-proposal must be of sufficient detail and depth to clearly indicate the appropriate content/theory and advanced methods competencies that the student should be expected to master for the comprehensive exam. At this first meeting, the committee will: (a) give guidance for the development of a full proposal; (b) decide which, if any, additional electives should be taken to support the proposed research; (c) in conjunction with the student, set a target date for the completion of the full proposal; and (d) approve your Program of Studies. The meeting will start with your PowerPoint presentation which will include: 1) an overview of your pre-proposal; 2) a list of courses taken and grades received; 3) additional coursework needed; and 4) a timeline to the comprehensive exam and thesis defence.

Thesis Proposal

The proposal should provide a clear definition of the problem or issue to be addressed, a review of the pertinent literature, a description of the methods to be used, the data to be gathered or analyzed, and potential contributions to the field. This is a very important document that provides a road-map for the thesis process, and helps to address problems at the planning stage rather than later phases of the research. The PhD thesis proposal should be approximately 30 pages in length, not including appendices and references.

The following is a typical outline for a quantitative thesis proposal.

- 1) Introduction
 - a) Statement of the problem
 - b) Purpose of the study
 - c) Theoretical perspective
 - d) Research questions/hypotheses
 - e) Definition of terms
- 2) Review of the literature
- 3) Methods
 - a) Type of research design
 - b) Sample, population, and participants
 - c) Data collection instruments and variables
 - d) Data analysis procedures
 - e) Knowledge translation
- 4) Anticipated ethical issues
- 5) Significance of the study
- 6) Appendices: Instruments, timeline, references

A qualitative research proposal usually has a slightly different format, as the following example shows.

- 1) Introduction
 - a) Statement of the problem (including relevant literature)

- b) Purpose of the study
- c) Research questions
- 2) Procedures
 - a) Characteristics of qualitative research (optional)
 - b) Qualitative research strategy
 - c) Role of the researcher
 - d) Data collection procedures
 - e) Data analysis procedures
 - f) Strategies for validating findings
 - g) Narrative structure (i.e., the narrative forms that will be used to present the findings, e.g., a process model, an extended story, an analysis across cases)
 - h) Knowledge translation

Once a student has completed their full proposal and their supervisor agrees it is ready, circulate it to your Advisory Committee and arrange a committee meeting. At this meeting, the committee will provide the student with feedback on your proposal and either give approval to begin the study, or indicate what needs to be done before they can approve the proposal (e.g., they may want another meeting or they may be willing to simply review the changes through email). When the proposal is approved, a departmental form is signed by committee members and placed in the student's file.

Thesis research must be approved by the appropriate University Ethics Committee. You should wait until your thesis proposal is approved by your committee before submitting your ethics application; but to speed up the process, you may wish to get the application ready as you are writing your proposal, so it can be submitted as soon as you've received committee approval. Please refer to the Ethics Office website for further information:

<https://vpresearch.usask.ca/researchers/ethics1.php>

Full Thesis Draft

After considerable hard work and perseverance, the student will have completed a full thesis draft. With the permission of the supervisor and advisory committee, a student may draft a [traditional](#) or [manuscript-style](#) thesis. A manuscript-style thesis is a document that includes one or more scholarly manuscripts written in a manner suitable for publication in appropriate venues. The recommended length of the main body of a PhD thesis (traditional style) is between 150 and 300 pages. It is the shared responsibility of the student and supervisor to ensure that the thesis is written in correct scholarly/scientific English, that it is free of errors in punctuation and typing, and that it respects academic standards and any conventions which are specific to the discipline.

Once the student has completed a full thesis draft and the supervisor agrees it is ready, circulate it to your Advisory Committee and arrange a committee meeting. The supervisor is responsible for ensuring, within reasonable limits, that the thesis presented to the Advisory Committee is of an acceptable standard and quality for the degree sought. In addition, the supervisor will ensure that the submitted thesis draft has been checked by them to ensure that the thesis meets the standards of academic integrity (i.e. it presents student's original work and no unattributed material is included). At this meeting, the committee will provide you with feedback and either give the student approval for defence, or indicate what needs to be done

before they can approve it – they may want another meeting or they may be willing to simply review the changes through email). When the thesis is approved for defence, a departmental form is signed by committee members and placed in your file. At this final committee meeting, potential external examiners will also be discussed, narrowed down to three possibilities, and ranked. Care must be taken in proposing the names of external examiners to ensure any possibility of [conflict of interest](#), either personal or professional in nature. Defence dates will also be discussed and the supervisor will contact potential external examiners regarding availability.

The defence should be scheduled at a time when the student and all examiners are known to be available. When no other reasonable option exists, the External Examiner or a member of the Advisory Committee may attend the oral defence via video-(preferable) or tele-conference.

Preparing for Defence

Once finalized, the supervisor will communicate to the Graduate Programs Assistant the defence date and time, the 3 recommended persons to serve as External Examiner, and the curriculum vitae of the first choice of External Examiner and a rationale for the choice. The Graduate Programs Assistant must notify CGPS of the intended defence a **minimum of six weeks** prior to the desired oral defence date.

It is the student's responsibility to:

- Ensure that all revisions required by the advisory committee were incorporated into the thesis.
- Prepare and assemble all materials for the thesis in accordance with University and CGPS regulations and to ensure that the thesis volume is complete and in good order.
- Provide the Graduate Programs Assistant with a PDF copy of the thesis a **minimum of six weeks** prior to the defence date which will be forwarded to CGPS with the request for the external examiner. CGPS provides the external examiner with the thesis.
- Make sure that all members of their advisory committee receive the same PDF copy which will be released the external. The student must deliver print copies to committee members if requested.
- Provide a [Dissertation Summary](#) to CGPS **at least seven (7) days** prior to the defence; CGPS arranges for its distribution at the thesis defence.
- Inform the supervisor at the time of scheduling the defence of a disability that could interfere with the ability to respond to questioning at an oral defence, which in turn will allow for appropriate accommodation.
- Ensure all requirements of the Program of Studies have been completed, registration is current, outstanding fees are paid, and University deadlines are respected in view of any particular convocation.

Oral Examination of the Thesis

It is the responsibility of the research supervisor to provide advice and support to the student in preparing for the Oral Defence.

The Chair of the defence will invite the student to make a brief oral presentation, highlighting the major issues dealt with in the thesis, the conclusions which have been reached, and the significance of the findings. This presentation should last 10-15 minutes; it must not be more than 20 minutes.

All members of the Examining Committee are expected to ask relevant and probing questions on the methodology/contents of the thesis, and/or on the research field. Candidates should respond to questions directly, in a manner which is informed by the contents of the methodology and contents of the thesis, and as concisely as is appropriate to the question. They should not hesitate to make clarification should they have the impression that the questions asked arise from misconceptions about the research material or the literature.

Students are judged on their ability to speak in an informed way about their research and to respond clearly and cogently to questions on the thesis (results and methodology) and on the thesis topic (knowledge of the academic field and related literature).

At the conclusion of the examination, the candidate shall withdraw while the Examining Committee decides by majority vote whether the thesis as submitted and the candidate's oral defence meet the requirements for the degree:

https://cgps.usask.ca/documents/pnp_m_phd.pdf

Procedures Following Thesis Defence

Following a successful defence and completion of all recommended revisions to the thesis:

a) The student is required to submit an [Electronic Thesis or Dissertation \(ETD\)](#) to the CGPS site.

b) In consultation with the supervisor, student should submit one copy of the final version of the thesis to CH&E and to members of the thesis advisory committee.

Thesis students should work closely with their Advisory Committee in order to ensure all necessary documents have been received in their academic unit and in the CGPS office.

Following the thesis defence, students will receive a Convocation Checklist. Students are strongly advised to pay close attention to this useful information.

Applications to graduate must be submitted by the student online through PAWS on or before the last working day of March to receive their degree at Spring Convocation, or on or before the last working day of August, to receive their degree at Fall Convocation. Students should apply to graduate even if they are uncertain they will make convocation deadlines.

Program Milestones: PhD (completion in four years)

	Milestones
YEAR 1 Term 1	<ul style="list-style-type: none"> Coursework, including preparatory classes if needed. Depending on academic preparation, students may be advised by their supervisor to take preparatory courses. These courses will be in addition to the regular Ph.D. course load, and may be followed by a qualifying examination to ensure that the student is ready to be considered 'fully qualified'. Possible preparatory Classes: <ul style="list-style-type: none"> CHEP 800 Epidemiology CHEP 802 Community & Pop Health Research Methods CHEP 805 Biostatistics (Pre-requisite is a statistics course. For a refresher/preparation a basic statistics course online is available at: https://www.coursera.org/learn/basic-statistics) CHEP 811 Professional Research Skills in Community and Population Health CHEP 813 Embodied Inequities Social and Structural Determinants of Population Health <p>Required non-credit CHEP 996, 990, GPS 960, 961</p>
Term 2	<ul style="list-style-type: none"> CHEP 817 (required); or taken the next year if student requires preparatory classes/a qualifying exam. Other coursework & registration in CHEP 996, 990
Term 3	<ul style="list-style-type: none"> Advisory committee meeting for the qualifying exam (if required) or to approve pre-proposal Registration in CHEP 996
YEAR 2 Term 1	<ul style="list-style-type: none"> Remaining coursework & Registration in CHEP 996, 990 Advisory committee meeting to discuss comprehensive exam <ul style="list-style-type: none"> ✓ thesis committee examiners identified ✓ relevant advanced method and content/theory identified ✓ plan to develop reading list in place
Term 2	<ul style="list-style-type: none"> Prepare for comprehensive exam Registration in CHEP 996, 990
Term 3	<ul style="list-style-type: none"> Comprehensive exam Registration in CHEP 996
YEAR 3 Term 1	<ul style="list-style-type: none"> Advisory committee meeting to approve proposal Ethics approval Registration in CHEP 996, 990
Term 2	<ul style="list-style-type: none"> Research and writing Registration in CHEP 996, 990
Term 3	<ul style="list-style-type: none"> Research and writing Registration in CHEP 996
YEAR 4 Term 1	<ul style="list-style-type: none"> Advisory committee meeting to review progress Research and writing Registration in CHEP 996, 990.
Term 2	<ul style="list-style-type: none"> Research and writing Present at CHEP Student Research Day Registration in CHEP 996, 990.
Term 3	<ul style="list-style-type: none"> Advisory committee to approve thesis for defence Registration in CHEP 996 Thesis defence

Guidelines for Supervisors, Committee Members and Students

Appointments and Responsibilities of a Thesis Supervisor

At the beginning of their relationship, the student and supervisor should meet to [discuss expectations and how they want to work together](#). A [Student-Supervisor agreement](#) should be completed within the first term and revisited yearly and potentially more often if needed with a copy of the agreement submitted to the Graduate Programs Assistant for the student record.

It is strongly encouraged that students identify a thesis research supervisor, thesis topic, or an area in which a thesis topic will be selected, at the time of enrolment. For PhD students having a thesis topic/area identified at the time of enrolment is required. As early in the program as feasible, the student will begin working with their supervisor to develop a pre-proposal. The student should discuss the composition of the thesis advisory committee (see below) with their supervisor; if necessary the supervisor and student may discuss potential members of the thesis advisory committee and composition of the committee with the Graduate Program Chair or the Department Head. It is the supervisor's responsibility to approach and invite members of the thesis advisory committee. When the full complement of the advisory committee is identified (a minimum of three, including the chair, for MSc students; a minimum of five, including the chair and a cognate member, for PhD students) the Graduate Programs Assistant needs to be informed. A chair for each advisory committee will be named from among the Graduate Program Committee or Department Head. It is preferable to have a majority of thesis advisory committee comprised of members drawn from within the core CH&E members.

The research supervisor must be either a faculty member or an associate member of the Department. If an associate or clinical member is chosen who lacks sufficient research or supervisory experience, there must also be a co-supervisor from the Department. We expect faculty who supervise PhD students to have already gained experience supervising in the role of sole-supervisor at least one Master's student to successful completion. It should be noted that at the time of writing this section, CGPS also has policies regarding supervisory privileges that are granted for non-PhD faculty; therefore, it is advisable that students check with the Graduate Program Chair or Department Head if they are interested in working with a non-PhD faculty. Students may also have co-supervisors if the thesis research demands combined expertise from more than one faculty member. It is important to note, in the event that a student is supervised by two faculty members (co-supervision), for the purpose of the committee composition and for voting purposes within the committee deliberations, they would count as one member having one vote at the committee. Faculty members may redirect students elsewhere if they feel they are not suited to supervise the particular project or if their supervision load is full. Students who experience difficulties in finding a supervisor should contact the Graduate Program Chair.

Every supervisor should be familiar with the chronological sequence of events that occur at crucial stages throughout a student's program. As well they should be well-versed on the general policies, procedures of the Department and of the CGPS. Supervisors, members of advisory committees and students should be fully informed about the academic schedule in the current university calendars. They should be aware of important deadlines and should know and use the various official forms required by the College. Students, supervisors, and members of advisory committees are all responsible for ensuring that the regulations of the College are met. Supervisors, members of advisory committees, and students have a shared responsibility to ensure that there is adequate time to meet on a regular basis.

At the Master's or PhD level, the supervisor's responsibility should be that of a general academic tutor with a considerable emphasis on guidance, instruction, and encouragement of progress and productivity. The supervisor should be directly involved during the draft preparation stage of the proposal and the thesis, but not overly impose particular orientations on the student. Students can expect their supervisors to be critically helpful and encouraging without being dictatorial and without insisting that the student's thesis or thesis drafts, match precisely the supervisor's personal predilections including their personal views. Supervisors will also be responsible for ensuring that their student's thesis adhere to common standards of academic integrity (e.g. free of plagiarism, unattributed text including their own previously available work) throughout thesis development, and necessarily before the thesis is submitted for defense.

Students can expect their supervisors to ensure that adequate provision has been made for continued supervision during their own absence on leave of any kind. This includes sabbatical, administrative leave. All such arrangements will be communicated to the Dean of CGPS with a copy to the student and Department head. The Department Head will advise the Dean if these arrangements are not considered satisfactory by the Department. Faculty members should recognize that it is imperative to make an appropriate reduction in supervisory responsibilities prior to and during sabbatical and similar types of extended leave (six months or more). Students can expect their supervisors to recognize that the thesis or comprehensive examination is a crucial event in a student's program. Accordingly, faculty should plan to accommodate achieving these milestones even if they are on extended leave. In order that students can schedule their work appropriately, they should be informed well in advance about the supervisor's plans for forthcoming leaves or absences. Interim supervisory arrangements which have been made to cover a period of absence do not release supervisors from final responsibility for the adequate supervision of their students. If a supervisor finds him or herself unable to continue the responsibility of supervising a student, he/she will need to immediately inform the Department Head.

Supervisors will oblige their students to maintain a high academic standard and to use the best available research techniques. It is most important then to recognize that supervisors have a twofold responsibility; first, to assist students in the learning process, and second, to judge them in their performance. It is at this point that a supervisor and members of an advisory committee must be particularly careful not to influence the student's work to the extent that the thesis becomes something other than the creation of the author, the student. Supervisors and examiners should recognize that perfection is not a prerequisite for acceptance of the thesis as "partial fulfillment of the requirements for the degree." Writing and defending a thesis is an academic exercise which, like all other exercises, can vary in quality from passable to outstanding.

Appointment and Functions of the Student's Thesis Advisory Committee

At the Master's level the advisory committee consists of the Chair of the Committee (a member of the Graduate Program Committee or the department head), the research supervisor, and at least one other member. A minimum of two members of the committee including the chair should be from the core CH&E faculty. At the PhD level the advisory committee consists of the Chair of the Committee (usually the Graduate Program Chair, Department Head or designate), the research supervisor, and at least three other members, at least one who has an appointment outside of the Department (cognate).

As early as possible during the first year of the student's program, the advisory committee must meet with the student to approve their program of studies and the thesis topic. The minutes of this meeting will identify the student's research supervisor, all course work completed or to be completed for the degree program, and the general area of research (tentative thesis title). At this initial meeting, the student should present a 2-5 page description of the proposed thesis (the pre-proposal). Committee

members will discuss this description and make clear any objections or required modifications. They must also agree on the courses already taken and yet to be taken and indicate these on the minutes. The minutes are then forwarded to the Graduate Programs Assistant who will post these to the student record in PAWS. At this meeting, a date should be set for the completion of the full proposal (within 3 months on average). After reading the full proposal, the committee should meet again to approve it.

Thereafter, the committee should meet at least once a year to review the student's progress in both course work and research. It is expected that the committee meets to review research results prior to write up of thesis. The advisory committee reads the completed thesis and signifies approval before it is sent forward to an External Examiner for evaluation. Then, with the External Examiner, the committee conducts the thesis examination.

Responsibilities of Chair of Advisory Committee

The student is responsible for convening the initial meeting where the Program of Studies is discussed, and the subsequent meeting to approve the full thesis proposal. If any difficulties are encountered, the assistance of the Chair of the Committee should be sought.

The role of the Chair is purely administrative and does not necessarily include the expectation of providing advice about the content of the thesis. The Chair ensures that meetings of the Advisory Committee are held at least once per year. Going forward, we expect the advisory committee chair to be present in the committee deliberations at least on three milestone meeting occasions--approval of proposal, approval of thesis for defense, and the defense. Minutes should be kept at these meetings and a copy should be kept in the students file and attached to the Graduate Student Progress Report (form GSR 210). This form should be completed at least once during each 12 month period, usually by 31 August, and provided to the Graduate Programs Assistant who enters these on the student record in PAWS. The Chair's next duty is to ensure that a draft of the thesis is circulated to Advisory Committee members, who advise whether or not they feel that the thesis is ready for examination.

The Chair, with the advice of the Advisory Committee, contacts a faculty member or an appropriate expert to ask him or her to be external examiner for the student's defense. The Chair advises the Graduate Programs Assistant about the composition of the examining committee, which usually consists of the Advisory Committee plus the External Examiner.

The Committee's decision about the thesis and its oral defense are communicated to the Graduate Programs Assistant who completes appropriate forms for the College of Graduate and Postdoctoral Studies.

Leave of Absence

If a student requests a leave of absence, it should be requested in writing, to the Graduate Chair and to the Supervisor, giving the reason and the period of time. Requests should be made before the beginning of the leave.

Grievances

University procedures concerning student conduct including academic integrity and information for student appeals is provided by the College of Graduate and Postdoctoral Studies in their [Policies and Procedures Manual](#). Certain problems unique to graduate students are outlined by CGPS and may be

encountered. Many of these problems have to do with the student-supervisor relationship or advisory committees. In these cases, we suggest the following procedure for dealing with grievances:

Students who encounter difficulty with their advisor or supervisor are encouraged to try to approach him or her directly, describing the problem as specifically as possible. If this approach does not result in a satisfactory resolution, or the student feels unable to talk openly to the advisor or supervisor, the student has the option to approach either the chair of the Advisory Committee, if the Committee is formed, or the chair of the Graduate Committee provided the chair is not the supervisor, or the department head, depending on the student's preference. A student who wishes to make a further appeal should contact the Dean of Graduate and Postdoctoral Studies, and/or the Graduate Students' Association.

Student Academic Integrity

The Department and the University expects and upholds the highest of standards in terms of academic integrity in its various constituencies, and this includes graduate students. The policies of the University are articulated in the Office of the University Secretary website and in the [CGPS Policies and Procedure Manual](#).

Students shall perform their academic work with honesty and integrity. Academic work includes, but is not limited to thesis research and writing, in-class participation, examinations, assignments, patient care and other duties. Every student must perform his or her own work.

Student misconduct includes: Cheating; plagiarism; forgery; fabrication; theft of instructional material or tests; unauthorized access to or manipulation of laboratory or clinical equipment or computer programs; alteration of grade books, clinical records, files or computer grades; misuse of research data in reporting results; use of personal relationships to gain grades or favours or other attempts to obtain grades or credit through fraudulent means; unprofessional conduct related to patient care; threats to university personnel; and other conduct inconsistent with academic integrity. Students' own material that has been previously reported without proper attribution also constitute academic misconduct.

Effective January 1, 2017, revised regulations for student academic misconduct came into effect. The new regulations are available through the following link:

<https://secretariat.usask.ca/documents/student-conduct-appeals/StudentAcademicMisconduct.pdf>

University of Saskatchewan Council has approved a document entitled "The Guidelines for Academic Conduct", available at: <https://secretariat.usask.ca/governance/guidelines-for-academic-conduct.php#panel-section-2-Studentdevelopmenttheteachersrole>

Plagiarism

There is an onus on every student to become informed as to what does or does not constitute plagiarism. Ignorance of applicable standards of ethical writing is not an acceptable excuse. The critical consideration is the impression created in the mind of the

others, not the subjective intent of the student. This determination involves an objective evaluation of the manuscript. No intent to deceive is required to establish plagiarism.

Plagiarism is the theft of the intellectual creation of another person without proper attribution. It is the use of someone else's words or ideas or data without proper documentation or acknowledgement. Quotations must be clearly marked, and sources of information, ideas, or opinions of others must be clearly indicated in all written work. This applies to paraphrased ideas as well as to direct quotations. A student must acknowledge and fairly recognize any contributions made to their personal research and scholarly work by others, including other students and self.

In order to protect the reputation of the high quality of the degrees offered at the University of Saskatchewan, the College of Graduate and Postdoctoral Studies takes very seriously cases of plagiarism where there is clearly an attempt to pass someone else's work off as one's own, such as copying other's work without using quotations, or paraphrasing someone's work, without citing the source in a footnote or in a reference section.

An excellent source of information about plagiarism (what it is, how to avoid it) can be found at: <http://libguides.usask.ca/citation/whycite> Questions about this matter which cannot be answered by visiting this site should be directed to your Supervisor, Graduate Chair, Department Head or the Dean of the CGPS.

Consequences

Informal Procedures

Many cases of alleged academic misconduct on the part of students result from misunderstanding or carelessness. When an infraction is suspected, the instructor or invigilator may, at his or her own discretion, speak informally with the student(s) to discuss the matter and to consider an appropriate remedy.

If the student concedes having committed academic misconduct, and if the infraction is deemed by the instructor to be minor enough not to warrant a formal hearing, then the instructor and student may agree on an appropriate remedy.

Remedies available to an instructor are limited to the following:

- (a) The grade on the work that is the subject of the infraction may be reduced to a failing grade or a zero, or by a percentage appropriate to the degree of the academic misconduct; or
- (b) The student may be asked to resubmit or re-write the examination, assignment or other work.

The instructor must inform the student in writing of the nature of the remedy to be imposed. Remedies applied pursuant to above are considered to be informal measures and do not result in a permanent record of academic misconduct.

If it appears that the academic misconduct was of a more serious nature and therefore that a formal hearing is warranted, or if the student disputes the charge of academic misconduct or the remedy proposed pursuant to above, then either the instructor or invigilator, or the

student, may request a formal hearing. Where the appeal is by the student following imposition of informal measures above, the appeal must be made within 14 days of notification of the penalty. Such a request should be made to the office of the Dean or designate in the College responsible for the course in which the alleged infraction occurred or, if the matter falls outside the responsibility of a College, to the Provost and Vice-President Academic. Such a request will be subject to the procedures outlined below.

Formal Procedures

The formal procedures for allegations of misconduct shall be followed for all allegations serious enough to require a hearing, or for those situations which it has not been possible to resolve at the informal level. It is the responsibility of the person who makes an allegation (the complainant) to provide a rationale for the allegation and to present the evidence in support of it. The allegation shall be specific with the pertinent details of the incident and shall be filed as soon as is possible after the occurrence or discovery of the incident.

The formal procedures are designed so that both the complainant and the respondent can present their respective arguments before an impartial board of decision-makers, and the consequences can be both meaningful and appropriate.

Department Resources for Students

The Department of Community Health and Epidemiology has a large and vibrant graduate program that aims to produce researchers that will conduct excellent interdisciplinary and trans-disciplinary research in population and community health. To that end, much of our coursework is oriented toward fostering collaborative and team learning. Student thesis research spans a range of approaches from team-based to individual. We currently have excellent space for students to work quietly and on their own via hot-desking. (Hot desking is a work space sharing model in which students outnumber desks. Hot desking is useful for improvement of communication and collaboration.) In the health sciences E wing, **office space is available in 3231.**

Student Space Assignment

Student spaces are assigned each fall by completing a “CH&E Space Request Graduate Student form”. Students will be provided with a locker space and key/padlock for securing their personal belongings and be required to pay a \$20 refundable deposit for keys. Contact the Graduate Programs Assistant.

Two desk top computers with programs (e.g. SAS, SPSS) installed for student use are available in room 3231. Computer access is currently on a first-come, first-serve basis.

Locking Filing Cabinets

Room 3231 contains a filing cabinet with individual locking file cabinet drawers. If your research requires storage of confidential study data, please note this on your “CH&E Space Request Graduate Student form” and a key will be made available for your use.

Student Mail

Communication is increasing by email but if you receive mail, the Graduate Programs Assistant will alert you to pick it up from the Student Mail Slots in RM 3231 which are sorted alphabetically by last name.

Thesis Libraries

Former students' theses are an excellent resource. A library of hard covered theses are available for viewing in Room 3231. Since 2005, however, the University of Saskatchewan has published electronic theses and dissertations (ETDs). More than 700 print theses published before 2005 have been digitized and added to the collection as well. ETDs can be accessed from this site:

<https://harvest.usask.ca/handle/10388/381>

Photocopying

You can request that an account be set up for you to use and you will be charged per copy. (see Graduate Programs Assistant) Accounts to be paid in cash. The U of S also provides Student Printing and Photocopying (CPAS). Students can easily print, scan, and photocopy documents at university provided printers located in the libraries or in student computer labs. Students can add printing credits as any of the libraries. Using PAWS, students can easily: transfer printing credit, check account balance, check transaction history and check printing history.

Lunchroom

You are welcome to use the lunchroom (Room 3243). Our lunchroom is a shared space open to all who work in Ewing.

Cupboards have dishes and cutlery as well as two fridges, two microwaves, a toaster oven and kettles for boiling water. Staff and students are required wash their own dishes and place them back in the cupboards. If you store food in the fridge, you are encouraged to be diligent in disposing of it in a timely manner.

Food garbage is to be disposed of in the kitchen garbage bin. Please do not leave garbage in student spaces or in individual offices.

Recycling Waste Containers

With the university's move to an all-encompassing recycling program it is easier to recycle more of the materials that previously went into the waste containers. Each office will have the usual full size blue recycling bin with a small black waste container that clips onto the side. There will be no larger waste bins provided.

For complete information on what can be recycled in the blue bins, please see the following URL. <http://www.facilities.usask.ca/sustainability/whatyoucando/whatyoucandorecycle.php> Custodial staff will collect both waste and recycling from offices on a weekly basis. If your garbage fills up before the scheduled pick up day please empty the container into one of the larger containers in the office suites, washrooms, or hallways which are emptied daily. We also ask that you continue to dispose of any food products in the larger waste containers in the same areas so this can be disposed of daily.

Local Emergency Response Plan

Information on the Health Sciences Building, Health and Safety, including Emergency Response Plans are available at: <http://healthsciences.usask.ca/building-operations/building-health-and-safety.php>

APPENDIX A -- PhD Comprehensive Exam Policies and Procedures

Purpose

"The purpose of the comprehensives exam is to determine whether the student has a mature and substantive grasp of the field as a whole. Normally this examination is scheduled after the student has completed all course requirements and before beginning the doctoral research and thesis. The exam is on topics cognate to the candidate's field of research. A student passing the comprehensive exam is deemed a Ph.D. candidate." [6.3.2 CGPS Policies and Procedures Manual](#) (2006, with December 2010 revisions).

Synopsis

The CHE comprehensive exam process is structured to reflect the general goals of the Community & Population Health Sciences Program as well as the individualized nature of each student's program of studies. The examination is therefore a collaborative undertaking of both the Department and the Thesis Advisory Committee with representatives from both forming a student's comprehensive examination committee. The exam consists of eight (8) questions across four (4) competency areas; two in each area. The areas are: 1) Community & Population Health (drawn from material covered in CHEP813 and CHEP817, among others); 2) Epidemiology (classical and conceptual as is covered in CHEP800, among others); 3) Advanced Methodology (e.g. biostats, mixed methods, specific qualitative methodologies—conceptual and practical); and 4) Theory/Content (as relevant to the thesis research area). The student is required to respond to four (4) questions, one in each area. Responses will first be provided in a written format, completed over four consecutive days. If the student passes the written portion, they will proceed to the oral portion of the comprehensive exam, scheduled 2-3 weeks after receiving feedback on the written exam. Please see Figure 1, Comprehensive Exam Decision Tree.

Timing

Ph.D. students generally take the comprehensive exam once their required coursework is complete, and before they begin their doctoral research, usually in their second year of program. The timing is discussed with the supervisor and communicated by the supervisor to the graduate program chair. A requirement of proceeding to the comprehensive exam is that the thesis advisory committee has been struck, the minimum 12 credit units of required coursework are complete with an average of 70% or better, and a pre-proposal for research has been approved.

Content

The exam consists of 8 questions, from which the student selects 4 to answer; one in each area of competency as described in the synopsis above. Areas 1 and 2 are the responsibility of the Department and cover general competencies all Ph.D. students should have. Areas 3 and 4 are the responsibility of the student's thesis advisory committee and cover competency areas specific to the student's proposed thesis research, but covering a broader knowledge base than that specifically required for the thesis research.

Structure & Process

Please see Figure 2, Typical PhD Comprehensive Exam Timeline.

The comprehensive exam consists of two parts: a written paper and an oral exam. The Comprehensive Examination Committee develops the examination questions. The committee typically consists of 5 members, as required to appropriately represent the competencies being examined. Generally there are 2 Department members and 2 thesis advisory committee members (**one of whom is the thesis supervisor**). The Graduate Program Chair, or a designate, is the 5th member of the comprehensive exam committee and has the responsibility of ensuring process and procedures are appropriately followed.

The comprehensives committee for each student is struck approximately 6 months previous to the administration of the exam to a qualified student. There is flexibility in the time frame, however, it is important that the qualified student have a full reading list for each of the competency areas 3-4 months ahead of the administration of the exam to allow for adequate preparation. Prior to the committee being struck, the student will have had a full thesis advisory committee meeting, at which the comprehensive exam is on the agenda. Once it is agreed that the student may proceed to the comprehensive exam, consensus should be reached on the general topics to be examined in competency areas 3 and 4. Two members of the thesis advisory committee will sit on the comprehensive examination committee, one of whom must be a supervisor or co-supervisor. A document, signed by the advisory committee and the student, detailing the approval to proceed to the comprehensive exam and naming the thesis advisory members who will sit on the comprehensive examination committee will be copied to the Graduate Program Chair to signal the request to set the comprehensive exam.

The Graduate Program Chair will strike the remainder of the committee from among Department members, including a chairperson (the Graduate Program Chair or designate). The Comprehensive Committee Chair will guide the remainder of the process for the student. Department representatives on the committee will develop the questions in the areas of community & population health and epidemiology (2 for each competency area), including a list of suggested readings. At the same time, the thesis committee will, in the absence of the student, develop questions (2 for each area of competency to be examined) and a suggested reading list to accompany each. The student is expected as part of their preparation for the exam to expand on the suggested readings identifying additional material.

All questions, as well as reading lists specific to each competency area, are submitted in writing to the Comprehensive Examination Chair according to an agreed-upon timeline managed by that Chairperson. The Chair will provide the reading list in the four areas to be examined to the student, copying the thesis supervisor, the examination committee, and the Graduate Program Chair (in the case where the Comprehensive Chair is not also the Graduate Program Chair). At this point the student will have at least 3-4 months to prepare for the exam.

The scheduling of the exam is conducted in consultation with the student (working with their thesis supervisor) and the examining committee. The Comprehensive exam Chair will

produce the full exam document (following a template provided by the Graduate Program Chair), administer the written exam to the student, manage the assessment process for both the written and oral components, and ensure appropriate scheduling of the tasks associated with the comprehensive exam process. The final result will be communicated to the Graduate Program Chair, where the comprehensive exam chair is not also the Graduate Program Chair. The Graduate Program Chair will formally communicate the final result to the student, supervisor, and the College of Graduate and Postdoctoral Studies, copying the examination committee and the Department Head.

The Exam

Written Component

In the written paper each candidate will answer four (4) of the eight (8) questions they are given. There are two questions per area of competency and the student will answer one in each area. Each student has the choice to write the exam anywhere he/she wants. The exam is open book, but the student may not contact nor receive any assistance from anyone. The exam must be completed independently.

Students receive their exam questions from the comprehensives committee chair by e-mail at 8AM on the designated day. The student then has 4 consecutive days to produce a written response to all four questions. Unless otherwise indicated, answers should be provided in essay format, referenced using the Vancouver style. The typical length of each essay is 1500-2000 words. The responses must be e-mailed back to the chair by 6PM on the fourth day (for example, if the exam is sent at 8AM on Monday the completed exam with responses is due on Thursday of the same week at 6PM), with the following text included in the body of the e-mail:

"With this e-mail, I, [INSERT FULL NAME], am submitting my answers for the CHE comprehensive exam. The work I am submitting is mine and follows the CGPS guidelines for academic honesty. In addition, I have received no assistance in drafting or reviewing my responses during the period in which I was writing the exam."

If, during the written exam, students have a valid and relevant query about an exam question, it should be e-mailed to the comprehensives committee chair, who will contact the appropriate committee member for a response, which that person will e-mail to the student and copy to the chair.

Comprehensives committee members read all responses. Assessment of each individual response will be the responsibility of two readers; the first reader will be the individual who represents the particular area of expertise/competency on the committee. The second reader will be assigned by the chair, and will have at least some familiarity with the competency area. Each response is assigned a grade, achieved by consensus of readers one and two. Each answer will be weighted equally towards an overall assessment for the written submission, however no single question may receive a grade of less than 70%¹. In addition, an average of 75% is required to achieve a pass. The committee will meet to reach consensus on questions that fall within 3% below the 70% required to pass any one competency area, and on written exams that fall within 3% below the 75% required to achieve an overall pass. The mark will be

reflected as a pass or fail. The Chair coordinates written feedback for each candidate on his/her performance. Candidates will receive the committee response within 2 weeks of submission, so that they may prepare for their oral examination. Students must pass the written component in order to proceed to the oral component.

Oral Component

The oral will be scheduled for approximately 2 weeks after students have received comments from the committee on their written work, and will focus only on those questions the student has chosen to answer. Students will not be required to give a presentation as part of the oral exam. The first and second readers for each of the written responses will typically lead the questioning for that response, however, all committee members are free to ask the student questions related to their written responses in each competency area. The duration of the oral exam for each candidate is approximately 2 hours (divided equally among the 4 competency areas) and all committee members are present. With the exception of the chair, all committee members participate in assigning a consensus grade for each competency area in the oral component, independent of the written grade. As with the written component, no one competency area may receive a grade of less than 70% and an overall grade of 75% or higher is required to achieve a pass on the oral exam. The committee will meet to reach consensus on questions that fall within 3% below the 70% required to pass any one competency area, and on oral exams that fall within 3% below the 75% required to achieve an overall pass.

Final Pass/Fail Assessment

Performances in both the written and oral components of the exam are weighted equally in assigning an overall pass or fail grade for the comprehensive exam. The committee will meet to reach consensus on exams that fall within 3% below the 75% required to pass. At the end of the whole examination process (written and oral) the student is provided a pass/fail assessment accompanied by a brief commentary of his/her performance. This final assessment will be copied to the student's file, members of the comprehensive committee, the student's supervisor, and to the Graduate Program Chair, as appropriate. It will be the responsibility of the supervisor to communicate the results to committee members. The Graduate Program Chair will send a simple pass/fail memo to the College of Graduate and Postdoctoral Studies, copied to the Department Head and the student file.

Failure and Appeals Process

"A student failing a Qualifying or Comprehensive Examination is permitted a second Examination with permission of the Dean of the CGPS or designate. A second failure automatically disqualifies the student from further work for that particular Ph.D. degree. This failure may be appealed to the Graduate Academic Affairs Committee on substantive or procedural grounds." [6.3 CGPS Policies and Procedures Manual](#)

¹ Academic standard for a pass in each competency area follows the minimum CGPS standards for a PhD level graduate class, where an average of 70% or greater is considered a pass, and a grade below 70% is considered a fail.

MSc-CPHS (Community & Population Health Science) program

Department Community Health & Epidemiology 2-year Study Plan

Name:

Student#:

POS start date:

end date:

Supervisor:

"MSc students are required to live locally until core program requirements have been met, including thesis committee approval of pre-proposal, completion of required courses."

Year 1_ August

- Meet with supervisor re: research interests/courses.
- Student-Supervisor Agreement to be discussed and completed in first term.

A minimum of 18 credit units are required for program:			
Four Required Courses (12cu's)	Term	CRN	Year taken
CHEP 800 Epidemiology	1	81265	
CHEP 802 Community & Pop Health research methods	1	81658	
CHEP 811 Professional Research Skills in Community and Population Health	2	23107	
CHEP 813 Embodied Inequities Social and Structural Determinants of Population Health	1	85402	
ONE research methods* course (3c.u.). <u>Select from:</u>			
CHEP 805 Biostatistics (Pre-requisite is a statistics course. For a refresher/preparation a basic statistics course online is available at: https://www.coursera.org/learn/basic-statistics)	2	26513	
PSY 809 Qualitative research methods	1	81817	
JSGS 851 Qualitative research methods (not offered for 2019-20)	1	84266	
ERES 845 Qualitative research methods	2	25191	
Nurs 893 Qualitative Research Methods	1	81059	
*All other "research method" courses need pre-approval for program			
ONE Elective Supporting your Research Area (3 c.u.) Department elective choices (may not be offered each yr)			
<u>Term 1:</u>		<u>Term 2 :</u>	
<ul style="list-style-type: none"> • CHEP 806 (crn84192) Biostat II; • CHEP 810 (86549) Advanced Topics Clinical Trials • CHEP 814 (87233) Closing the Gap Global Health And Social Inequities • CHEP 816 (crn86035) Population Health Intervention Research 		<ul style="list-style-type: none"> • CHEP 818 (crn27155) Advanced Qualitative Health Research In Population • CHEP 819 (crn283415) Colonization And Its Impact On Indigenous Peoples' Health And Healing 	
<u>Term 3: Spring Term (April, May, &/or June)</u>		<u>Term 3: Summer Term (July &/or August)</u>	
<ul style="list-style-type: none"> • CHEP 815 (crn41978) Food Systems & Community Health 		<ul style="list-style-type: none"> • CHEP 898 (crn61078) Complex Survey Data Analysis 	
CHEP 990 Seminar (terms 1 & 2)	1	81490	
*MANDATORY attendance throughout program	2	21507	
CHEP 994 Research – thesis (terms 1, 2, spr-sum)	1	81439	
*MANDATORY registration each term of program	2	21481	
	Spr-Su T1-2	40143	
GPS 960 Ethics and integrity (on-line pass)	1	86803	
	2	27247	
GPS 961 – Human research (on-line pass)	1	86653	
	2	27248	

MSc Program Milestones (completion in two years)

	Milestones
YEAR 1	
Term 1	<ul style="list-style-type: none"> Required CHEP classes: 800, 802, 813 Required non-credit CHEP 994, 990, GSR 960, 961 Advisory committee meeting to approve pre-proposal
Term 2	<ul style="list-style-type: none"> Required CHEP classes: 811.3, 805.3 <u>or</u> qualitative research class (e.g. PSY 809, JSGS 851, ERES 845, NURS 893 or equivalent) Registration in CHEP 994, 990 One elective; or this can be taken over spring/summer or in second year Advisory committee meeting to approve proposal Ethics approval
Term 3	<ul style="list-style-type: none"> Registration in CHEP 994 Elective (if not already taken) Research and writing
YEAR 2	
Term 1	<ul style="list-style-type: none"> Registration in CHEP 994, 990 Elective (if not already taken) Research and writing Advisory committee meeting to review progress/'permission' to finish thesis draft
Term 2	<ul style="list-style-type: none"> Registration in CHEP 994, 990 Research and writing Present at CHEP Student Research Day Advisory committee meeting to approve thesis for defence
Term 3	<ul style="list-style-type: none"> Registration in CHEP 994 Thesis defence

Guidelines to Support Graduate Student Progress:

- **CHEP Student-Supervisor-Agreement** & the **CH& E Graduate Student Handbook** located on the CH&E Department Website at:
<https://medicine.usask.ca/departments/schools-divisions/che.php#GraduatePrograms>
- College of Graduate & Postdoctoral Studies: <https://cgps.usask.ca/policy-and-procedure/index.php>

*To review courses offered by other depts':

https://pawncss.usask.ca/banprod/bwckschd.p_disp_dyn_sched

PhD-CPHS (Community & Population Health Science) program

Department Community Health & Epidemiology Individualized 4-year Study Plan

Name: _____ student#: _____

POS start date: _____ end date: _____ Advisor / Supervisor: _____

"PhD students are required to live in Saskatoon until core program requirements have been met, including thesis committee approval of pre-proposal, completion of required courses, and completion of the comprehensive exam."

Year 1_August

Meet with supervisor to discuss research interests/courses.

Student-Supervisor Agreement to be discussed and completed in first term.

A minimum of 12 credit units are required for your program. Coursework is chosen in consultation with your supervisor and will include the requirements below. If preparatory classes are required, discuss this with your supervisor and graduate chair - see description of Milestones for Year 1 (over).

ONE Required course (3 cu)	Term	CRN	Year taken
CHEP 817 Advanced Research Seminar in Population Health	2	26524	
ONE Required Advanced research methods course (3 cu): quantitative (CHEP 806.3 or equivalent) or qualitative. Approval by Graduate Program Chair required. CHEP Advanced research courses:			
CHEP 806 Applied Statistical Methods for Follow Up Data	1	84192	
CHEP 818 Advanced Qualitative Health Research Methods in Population and Public Health	2	27155	
TWO Electives Supporting your Research Area (6 cu). Dept. choices (may not be offered each yr.):			
<u>Term 1:</u>		<u>Term 2:</u>	
<ul style="list-style-type: none">• CHEP 806 Applied Statistical Methods for Follow Up Data (CRN 84192)• CHEP 810 Advanced Topics Clinical Trials (CRN 86549)• CHEP 814 Closing the Gap Global Health And Social Inequities (CRN 87233)• CHEP 816 Population Health Intervention Research (CRN 86035)		<ul style="list-style-type: none">• CHEP 818 Advanced Qualitative Health Research In Population (CRN 27155)• CHEP 819 Colonization And Its Impact On Indigenous Peoples' Health And Healing (CRN 283415)	
<u>Term 3: Spring Term (April, May, &/or June)</u>		<u>Term 3: Summer Term (July &/or August)</u>	
<ul style="list-style-type: none">• CHEP 815 (crn41978) Food Systems & Community Health (CRN 41978)		<ul style="list-style-type: none">• CHEP 898 Complex Survey Data Analysis (CRN 61078)	
To review courses offered by other depts' https://pawncss.usask.ca/banprod/bwckschd.p_disp_dyn_sched			
CHEP 990 Seminar (terms 1 & 2)	1	81490	
*MANDATORY attendance throughout program	2	21507	
CHEP 996 Research - thesis (terms 1, 2, spr-sum)	1	81126	
*MANDATORY registration each of these terms.	2	21081	
	Spr/Su	40203	
GPS 960 Ethics and integrity (on-line pass)	1	86803	
	2	27247	
GPS 961 – Human research (on-line pass)	1	86653	
	2	27248	

*Annually attend (& participate at least once) in CHEP Research Day (Feb) & CoM Life Science poster day.

Supports for Graduate Student Progress:

- **CHEP Student-Supervisor-Agreement** & the **CH&E Graduate Student Handbook** located on the CH&E Department Website at: <https://medicine.usask.ca/departments/schools-divisions/che.php#GraduatePrograms>
- College of Graduate & Postdoctoral Studies: <https://cgps.usask.ca/policy-and-procedure/index.php>

Program Milestones: PhD (completion in four years)

	Milestones
YEAR 1 Term 1	<ul style="list-style-type: none"> Coursework, including preparatory classes if needed. Depending on academic preparation, students may be advised by their supervisor to take preparatory courses. These courses will be in addition to the regular Ph.D. course load, and may be followed by a qualifying examination to ensure that the student is ready to be considered 'fully qualified'. Possible preparatory Classes: <p>TERM 1:</p> <ul style="list-style-type: none"> CHEP 800 Epidemiology (CRN 81265) CHEP 802 Community & Pop Health Research Methods (CRN 81658) CHEP 813 Embodied Inequities Social and Structural Determinants of Population Health (CRN 85402) <p>TERM 2:</p> <ul style="list-style-type: none"> CHEP 805 Biostatistics (Pre-requisite is a statistics course. For a refresher/preparation a basic statistics course online is available at: https://www.coursera.org/learn/basic-statistics (CRN 26513)) CHEP 811 Professional Research Skills in Community and Population Health (CRN # 23107) Required non-credit CHEP 996, 990, GPS 960, 961
Term 2	<ul style="list-style-type: none"> CHEP 817 (required); or taken the next year if student requires preparatory classes/a qualifying exam. Other coursework & registration in CHEP 996, 990
Term 3	<ul style="list-style-type: none"> Advisory committee meeting for the qualifying exam (if required) or to approve pre-proposal Registration in CHEP 996
YEAR 2 Term 1	<ul style="list-style-type: none"> Remaining coursework & Registration in CHEP 996, 990 Advisory committee meeting to discuss comprehensive exam <ul style="list-style-type: none"> ✓ thesis committee examiners identified ✓ relevant advanced method and content/theory identified ✓ plan to develop reading list in place
Term 2	<ul style="list-style-type: none"> Prepare for comprehensive exam Registration in CHEP 996, 990
Term 3	<ul style="list-style-type: none"> Comprehensive exam Registration in CHEP 996
YEAR 3 Term 1	<ul style="list-style-type: none"> Advisory committee meeting to approve proposal Ethics approval Registration in CHEP 996, 990
Term 2	<ul style="list-style-type: none"> Research and writing Registration in CHEP 996, 990
Term 3	<ul style="list-style-type: none"> Research and writing Registration in CHEP 996
YEAR 4 Term 1	<ul style="list-style-type: none"> Advisory committee meeting to review progress Research and writing Registration in CHEP 996, 990.
Term 2	<ul style="list-style-type: none"> Research and writing Present at CHEP Student Research Day Registration in CHEP 996, 990.
Term 3	<ul style="list-style-type: none"> Advisory committee to approve thesis for defence Registration in CHEP 996 Thesis defence

APPENDIX D -- CHEP Student-Supervisor Agreement



UNIVERSITY OF SASKATCHEWAN

College of Medicine

DEPARTMENT OF COMMUNITY
HEALTH AND EPIDEMIOLOGY
MEDICINE.USASK.CA

Student-Supervisor Agreement

for thesis-based degree programs (CH&E December 2018)

A Student-Supervisor agreement should be completed within the first term and revisited yearly and potentially more often if needed. Please send copy to the Department Graduate Program Assistant chep.info@usask.ca for the student file.

This document has been adapted from the Student-Supervisor Agreement, CGPS May 2017 version - guidelines created by the University of Manitoba Faculty of Graduate Studies and the Canadian Association of Graduate Studies.

NOTE: The student should be the main party responsible for the study program and the performance of related activities, such as the submission of a Master's or Doctoral thesis, and should demonstrate a deep commitment to the program of study and interest in the selected research topic.

Introduction

- This form is designed to provide a framework for discussion between the Supervisor(s) and the Graduate Student and to establish guidelines to govern their relationship. It may be revisited at any stage of the Student's graduate program to accommodate for changes in the Student-Supervisor(s) relationship and/or the research project.
- The Supervisor(s)-Student relationship involves mentoring, support, career development, as well as academic oversight. The Supervisor(s) and Student should work together to arrive at jointly acceptable terms to establish their relationship.
- The completed form is to be regarded as an aid to planning and finishing the thesis project. It is not intended to be legally binding.
- It's anticipated that the discussion between Student and Supervisor(s) while completing this form will contribute to a healthy relationship, but completion of this agreement is not mandatory. This agreement is not a required element of a graduate student's program.
- The Supervisor and the Student are free to add items to the form to tailor it to their joint purposes.
- The Supervisor(s) is/are responsible for supervising the Student's graduate program. The Supervisor(s) is/are the Student's primary contact(s) at the University of Saskatchewan, and should be familiar with the general policies and regulations of the College of Graduate and Postdoctoral Studies as well as the specific supplementary regulations of their academic unit. This form does not replace official University of Saskatchewan statements of policy and procedure.
- If the Student or Supervisor(s) have any questions or concerns regarding their graduate program or this form, advice may be sought from the program graduate chair, unit head, or the College of Graduate and Postdoctoral Studies.
- Please visit the College of Graduate and Postdoctoral Studies website to find more information and guidance for both the Supervisor(s) and Student.
- The Supervisor(s) and the Student should review each of the points listed below and check off each box to confirm that the items have been discussed and understood by the Supervisor(s) and the Student. **Ideally, this document should be completed prior to the commencement of any research and no later than the submission of the first Progress Report for the Student.**

Part 1 | Supervisor(s) and Student

- a. The supervisor(s), _____ (the “Supervisor(s)”) is/are a member/s of the College of Graduate and Postdoctoral Studies and agree(s) to supervise the graduate program of the Student named below; and
- b. The student _____ (the “Student”) is registered in the College of Graduate and Postdoctoral Studies, studying in _____ at the University of Saskatchewan and wishes to carry out a graduate program under the supervision of the above named Supervisor(s).

Part 2 | General Roles and Responsibilities

2.1 The Supervisor(s)

Please review the following points, and click each box to acknowledge that it was discussed.

The Supervisor(s) will:

- ☐ Guide the Student on degree requirements, appropriate elective course work, research, thesis proposal, thesis writing, suitable resources, and workspace.
- ☐ Assess and confer appropriate and fair acknowledgment of Student contributions to scholarly activity.
- ☐ Give reasonable notice to the Student of extended absences from campus, such as research leaves, and make satisfactory arrangements during such absences.
- ☐ Provide advice on the composition of the advisory and examining committees.
- ☐ Disclose any conflict of interest that may arise with respect to the Student.

The following are optional points to be discussed. If relevant, please review the following points, and click the box to acknowledge that it was discussed.

- ☐ Provide guidance on how to work effectively as a member of a team.
- ☐ Assist in providing infrastructure and facilities required for the Student to undertake scholarly activities.
- ☐ Any other mutually agreed upon responsibilities:

2.2 The Student

Please review the following points, and click each box to acknowledge that it was discussed.

The Student will:

- ☐ Familiarize themselves with the policies, procedures, regulations and deadlines established by the University of Saskatchewan, the College of Graduate and Postdoctoral Studies, and their respective unit.
- ☐ Seek the advice of the Supervisor(s) regarding required course work including appropriate electives, research, thesis proposal, thesis writing, suitable resources, and workspace.
- ☐ Demonstrate appropriate professional judgment, collegial behavior, academic rigor and integrity at all times and in every facet of the graduate program.
- ☐ Dedicate time to the graduate program to make timely and effective progress towards degree completion.
- ☐ Maintain contact with the Supervisor(s) and provide any changes in contact information.
- ☐ Consult with the Supervisor(s) regarding graduate program examiners and assessors.

The following are optional points to be discussed. If relevant, please review the following points, and click the box to acknowledge that it was discussed.

- ☐ Keep laboratory, research, and computer areas tidy, and respect the space and property of others.
 - ☐ Strive to work effectively as a member of a team.
 - ☐ Any other mutually agreed upon responsibilities:
-

2.3 The College of Graduate and Postdoctoral Studies

The College of Graduate and Postdoctoral Studies holds primary responsibility for ensuring that program policies, including admission criteria, program timelines, and requirements are clearly articulated and duly followed. The College also facilitates access to funding sources. Students and Supervisor(s) should be familiar with the College website, regulations, and resources.

See <http://www.usask.ca/cgps/>

Part 3 | Meetings

Please review the following points, and click each box to acknowledge that it was discussed.

- ☐ The Supervisor(s) and Student will arrange and attend regular meetings. The frequency of the meetings may vary, but at a minimum, meetings normally will be held every _____ (indicate weekly or monthly intervals and/or frequency).
- ☐ The Supervisor(s) will respond in a timely manner (normally not to exceed 30 days) with constructive suggestions/revisions to written work (including proposals, literature reviews, analysis, chapters), as well as research and scholarship applications, reports, manuscripts, or scholarly presentations.
- ☐ The Supervisor(s) and Student will organize and schedule an in-person meeting with the entire advisory committee at least once annually. Additional meetings may be held at the request of either the Student or the Supervisor(s). If appropriate, the Student will distribute reports in advance of scheduled meetings with the advisory committee.
- ☐ Any other mutually agreed upon responsibilities:

Part 4 | Publications

Please review the following points, and click each box to acknowledge that it was discussed.

- ☐ The Supervisor(s) will acknowledge the contribution of the Student in any publications and/or presentations, as appropriate.
- ☐ Order of authorship and the criteria to determine the order of authorship on any shared publications will be established.
- ☐ All University policies pertaining to attribution and/or authorship will be followed.
- ☐ The Student and the Supervisor(s) will discuss the patentability of any invention arising out of the research before any publication or presentation of the research in order to ensure that the patentability of the invention is not jeopardized.
- ☐ Any other mutually agreed upon responsibilities:

Part 5 | Intellectual Property, Academic Integrity, and Ethics

Please review the following points, and click each box to acknowledge that it was discussed.

- ☐ The Student will hold the copyright of their thesis.
- ☐ The Supervisor(s) and Student will abide by the specific guidelines and rules for copyright and intellectual property at the University of Saskatchewan.
- ☐ The Student will keep orderly records of all research data produced or developed.
- ☐ Where research data is produced or developed, both the Student and Supervisor(s) will have access to the data at all times.
- ☐ Both Student and Supervisor(s) understand that the provisions of the University's Intellectual Property Policy pertaining to work done while a graduate student, as well as the guidelines around publication and access to research data, remain in place even after the Student is no longer attending the University.
- ☐ The Student is responsible for understanding the meaning of academic integrity at the University of Saskatchewan and ensuring it is applied to all their work.
- ☐ The Supervisor(s) and the Student will adhere to the University's policies and procedures related to the conduct of research, including any necessary human ethics review procedures, and animal care ethics, that must be completed.
- ☐ Where the Supervisor(s) is/are a member(s) of the University of Saskatchewan Faculty Association ("USFA"), the provisions of the USFA collective agreement will apply to the Supervisor(s).

The following are optional points to be discussed if relevant. Please review the following points and click the box to acknowledge that it was discussed.

- ☐ The Student must complete appropriate courses on the use of animals or humans in research.
- ☐ Any other mutually agreed upon responsibilities:

Part 6 | Timelines and Completion

Please review the following points, and click each box to acknowledge that it was discussed.

- ☐ Progress Report forms are to be submitted at least once per 12-month period. More frequent updates may be necessary. The Advisory Committee and the Supervisor(s) must jointly complete this form.
- ☐ The maximum time period, including course work, examinations, research, thesis writing and defence (if applicable) permitted for the Student's graduate program is ____ years (please consult your specific program regulations as set by the College of Graduate and Postdoctoral Studies). It is anticipated that the Student should complete the graduate program within ____ years.

The following are optional points to be discussed. If relevant, please review the following points, and click the box to acknowledge that it was discussed.

- ☐ Student commitments for other duties such as non-degree research, teaching and teaching assistantships, or other responsibilities, should not delay efforts to complete the graduate program.
- ☐ Any other mutually agreed upon responsibilities:

Part 7 | Funding

Please review the following points, and click each box to acknowledge that it was discussed.

- ☐ The Student will seek opportunities for scholarships appropriate to their program, aided by the Supervisor(s).

If relevant, please review the following points, and click the box to acknowledge that it was discussed.

- ☐ The student will receive \$_____ per month for _____ (duration) from _____ (source) subject to satisfactory progress in program requirements.
- ☐ Any other mutually agreed upon responsibilities:

Part 8 | Safety

If relevant, please review the following points, and click the box to acknowledge that it was discussed.

- ☐ The Student will be subject to appropriate safety courses or requirements at the University of Saskatchewan, including those pertaining to workplace and fieldwork protection, hazardous materials, radioisotopes, laboratory and environmental waste management, or others.
- ☐ The Supervisor(s) and Student will seek input and direction from safety officers or other appropriate personnel within their unit if further training is required.

Part 9 | Privacy and Confidentiality

Please review the following points, and click each box to acknowledge that it was discussed.

- ☐ If confidential information is provided to a student in the program, the student will not disclose the confidential information to any third parties, except as required by law or as permitted by agreement pursuant to which the confidential information was shared.
- ☐ The U of S Freedom of Information and Protection of Privacy Policy applies to the Student's program along with provincial and federal legislation.

Part 10 | Professional Development

Please review the following points, and click each box to acknowledge that it was discussed.

- ☐ Opportunities for the Student to attend suitable conferences and present scholarly work will be sought.
 - ☐ Sources of funding for Student travel should be investigated and applied for.
 - ☐ Professional development programs, such as effective writing courses, teaching training, academic integrity, and workshops on research grants and career opportunities will be encouraged.
 - ☐ Any other mutually agreed upon responsibilities:
-

Part 11 | Vacation

Please review the following points, and click each box to acknowledge that it was discussed.

- ☐ Graduate students are entitled to a minimum of 2 weeks vacation per year in addition to weekends, statutory holidays, and university closures. Vacation time will be scheduled at times that are mutually agreed upon by the student and supervisor(s).

- ☐ Where program requirements necessitate working during weekends, statutory holidays, or university closures, alternate time off will be provided as mutually agreed.
- ☐ Students receiving funding with a service requirement may not take vacation at a time that causes disruption to the service requirement unless approved by the person/unit in charge of the service.

Part 12 | Other

Any other mutually agreed upon responsibilities:

The Student and Supervisor(s) have reviewed and understand these guidelines.

By checking this box, you agree that you have read and understood this form, and that the information provided within is true and accurate to the best of your knowledge.

☐ _____
student signature

student printed name

Date: _____

☐ _____
supervisor signature

supervisor printed name

Date: _____

☐ _____
supervisor signature

supervisor printed name

Date: _____

Copies of these signed guidelines will be kept by the Supervisor(s) and the Student, the unit (in the Student's file), and the College of Graduate and Postdoctoral Studies.