

**MEd Health Sciences Education
Program Manual
2016-2017**

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Introduction and Overview

Introduction to the Program Manual

This program manual was created to facilitate the completion of the Masters of Education in Health Sciences Education (MEd HSE) program offered through the Department of Educational Psychology. The manual outlines program expectations in order to assist learners with navigating their course of study to fulfill their learning needs and to meet the program's requirements.

The policies and procedures outlined in this manual supplement the policies and procedures outlined at an institutional level with the [Faculty of Graduate Studies and Research \(FGSR\)](#). The manual is not intended to replace the institutional policies and procedures.

Program Outcomes

The MEd HSE program is designed to extend the knowledge and skills of health science educators in the areas of *educational pedagogy, educational research, and interprofessional leadership* within the collaborative context of communities of practice of professional educators.

The MEd in HSE program was developed to address the need and desire of health professionals and clinical faculty to enhance their teaching, leadership, and educational research skills. The program was created collaboratively between the Faculty of Education and the health science faculties.

The MEd HSE program is offered as a part-time cohort model on a part-time basis delivered in a blended learning format. Blended learning means that the majority of class time is online (synchronous/asynchronous) with a few classes in each course delivered face-to-face. The strength of the cohort model is the development of a community of learners and educators.

Each course is offered over 8 weeks, synchronous sessions running Thursday evenings 1800-2000 MST. The one exception is the Curriculum Studies in Health Sciences course, which is delivered strictly in person for 5 consecutive days during the first week of June.

A strength of this program is the interprofessional nature; a broad spectrum of perspectives across health science professions. The courses combine the theoretical information with an applied approach, ensuring a very practical application to the scholarship in the field of health sciences education.

Program of Study

A detailed Program of Study is a separate document and can be found [here](#). Program of Study outlines where specific concepts are taught within the program and how the courses connect to each other.

Program Specific Academic Policies

Academic Advisement

Role of the Program Director:

The Program Director is Dr. Sharla King. Dr. King is responsible for ensuring you complete the program requirements. This includes such things as discussing your optional courses, assisting with selecting a capping project topic and a supervisor. Please contact Dr. King with any questions regarding your academic program.

Role of the Supervisor and Co-Reader:

In the course-based stream, you require a supervisor from the Faculty of Education and a co-reader from your health profession with knowledge and expertise in the area you are studying for your capping project.

One of three people from the Faculty of Education can serve as your supervisor:

1. [Dr. Sharla King](#) (scoping or systematic reviews, simulation, interprofessional education, assorted topics)
2. [Dr. Mark Gierl](#) (assessment, measurement, methodology)
3. [Dr. Mike Carbonaro](#) (educational technology, assorted topics)

The co-reader must have an academic appointment at a post-secondary institution. If you identify a co-reader who does not have a formal academic appointment, please contact the Program Director to discuss.

Please see the EDPY 903 Capping Exercise Guidelines (beginning on page 11 of this manual) for more information on the roles of the supervisor and co-reader.

Registration and Fees

The cost of the 8 core courses is \$1600/course plus [non-instructional fees](#). Optional courses and EDPY 903 (Capping Project) fees can be found on the [FGSR fees website](#).

Any questions regarding the assessment of fees for the core courses, please contact the Program Administrator.

Please visit the [University Calendar 2016-2017](#) for information pertaining to important deadlines including fee payment deadlines.

Independent Study Guidelines

Many students have the opportunity to complete coursework that is not eligible for university credit. This coursework can include, but is not limited to, intensive workshops offered through professional colleges or post-secondary institutions, modules offered within a faculty or other professional development opportunities. These opportunities may qualify to be used for an independent study. Please contact the Program Director for more information.

Degree Requirements and Timelines

Course-Based Masters

Core Course Requirements

There are **eight** (*3) required courses in the program; 4 in year one and 4 in year two. Registration in these courses will be completed by the Program Administrator, Michelle Vaage, with your permission. Michelle will send you an e-mail with the course/registration information and term and enquire as to whether you wish to be registered. Please respond in a timely manner and include your U of Alberta student identification number with your message granting permission for registration. Manual registration of required courses is not permitted. If you do not wish to be registered, please reply regardless.

Optional Course Requirements

Two (*3) graduate level option courses are required in the course-based master's program (examples listed on page 10 of this manual). Courses at institutions other than the University of Alberta will be considered. Please check with the Program Director before registering in a course from another institution to ensure transfer credit eligibility.

Capping Project

The **EDPY 903 Capping Project** is not technically a course. By registering in the capping project, you indicate to FGSR that you are in the final term of your studies and are completing the final requirement before graduation. There are instances where a student will register in the capping project prior to the successful completion of all required coursework. It would depend upon the type of project you have as to when you should register and start work on it. ‘

To register in the capping project, please contact the Program Director for approval before sending an e-mail message to the Program Administrator that would include your name, student ID #, and your request to be registered in EDPY 903 with the term and year listed as well.

Once you have completed your capping project and both readers have signed off, please send a PDF final copy, including your signed release (sample on page 16 of this manual) page and signed reader page (sample on page 17 of this manual) to the Program Director and the Program Administrator. The Administrator will then arrange for a final grade of 'CR' and will send the required completion form to the FGSR.

Thesis-Based Masters

You may apply to transfer to the thesis-based program at any time during your program. A key difference between the course-based route and the thesis-based route is that in the thesis-based route you are not required to complete 2 optional courses; you would register in THESIS for a minimum of 6 credits.

Students will often consider the thesis-based route when they think they may pursue a PhD in the future. However, completing a course-based masters does not mean you cannot pursue a PhD. It is important as a graduate student to demonstrate the ability to conduct research. It is possible to demonstrate your research capability in a course-based program by publishing your capping project.

If you are considering a transfer to the thesis-based program, please contact the Program Director to discuss further.

Ethics Training Requirement

GET (Graduate Ethics Training) is mandatory and is a web-based ethics course developed by the Faculty of Graduate Studies and Research, and focuses on a number of ethical issues in the academic environment. Your first step is to self register in the [GET Course](#) using your Campus Computing ID (CCID) and password. Once you've self-registered, the GET Course will appear in your listing of courses in eClass. Please ensure you submit a printout of your scores to the HSE Program Administrator upon completion of this training.

Please don't forget to [apply to convocate](#) on-line.

FAQ's

Am I required to register each term?

Students in course-based degree programs must register in and successfully complete a minimum of *3 of coursework or in [Maintaining Registration](#) for at least one term in each September to August period to keep their program active.

Students registered in thesis-based master's must register in coursework and/or Thesis, or in [Maintaining Registration](#) in both Fall and Winter terms each year, except at the end of the program ([see 'Registering in THESIS at the End of Program'](#)).

How do I apply for transfer credit?

Transfer credit refers to the formal transfer of credit for a course(s) that has been earned outside of the program. Transfer credit for certain courses may be granted by the FGSR, provided that the courses have not been counted toward a previous degree or program and were not used to satisfy admission requirements of the FGSR. If you wish to apply for transfer credit, please contact the [HSE Program Administrator](#). If approved, the transfer credit statement will appear on the your transcript.

How do I register in a course that is closed to web registration?

Please contact the [HSE Program Administrator](#) with your name, U of Alberta ID #, term, and the course name and number in which you wish to be registered.

**Cohort 4
Proposed Program Schedule 2016-2018**

Year 1 2016/17			
EDPY 597 Philosophy of Teaching	This course examines the major philosophical foundations of teaching and learning and their practical applications to health science education. Philosophical traditions will be considered within the context of historical conceptions and emerging theoretical perspectives within health science education.	Hans Smits	Sept 17 F2F Sept 22- Nov3
EDPY 597 Learning and Teaching at the Adult Level	This course explores the scholarship in the areas of adult education, needs assessment, transformative learning, community of practice of adult learning, sociology of higher education, organizational learning, and adult education in the workplace	Zane Hamm	Nov 24 – Dec 8 Jan 5 – Feb 2, 2017
EDPY 501 Introduction to Methods of Educational Research in the Health Sciences	This course offers an overview of the broad spectrum of quantitative and qualitative research activities, with an emphasis on the educator as a researcher and knowledge mobilizer. Consequently, the course focuses on improving the comprehension of published research reports, the ability to plan research activities in an educational setting, including the ability to translate research findings into the practice environment.	Sharla King Ken Cor	Feb 16-April 27
EDPY 597 Curriculum	This goal of this course is to provide an overview of key	Bob Ritter Jennifer	June 5-9 (Mon-Fri)

Studies in the Health Sciences	principles of curriculum design and an opportunity for students to apply these by developing a portion of a curriculum in their individual domains of expertise.	Walton Melanie Lewis Anna Oswald	F2F for entire class
Year 2 2017/18			
EDPY 597 Program Evaluation	This course provides an introduction to program evaluation in health sciences.		Sept 7 - Oct 26
EDPY 597 Integrating Technology Across the Curriculum	This course provides an understanding of pedagogical principles specific to the use of technology in instructional settings (e.g. virtual classrooms, simulated clinical environments). The course explores the role of learning theory and theoretical models in the use of educational technology in the design and function of course activities.	Mike Carbonaro JoAnne Davies	Nov 16- Dec 7 Jan 4-25, 2018
EDPY 597 Assessment and Evaluation in Health Sciences I	This course focuses on key concepts and principles in educational assessment. It is intended to provide the foundation necessary for understanding how to evaluate and make inferences about students' knowledge, skills, and competencies. In the process, you will also learn how to think and talk about assessment-related issues and problems with more precision and conviction (i.e., you will never use the phrase "face validity" again). Our course (Assessment and Evaluation in the Health Sciences— Foundations, Part I) is focused on the basics.	Mark Gierl	March 1 – April 19
EDPY 597 Assessment and	This course is focused on specific applications of the	TBA	May 10-June 28

Evaluation in Health Sciences II	basic concepts and principles learned in Assessment and Evaluation Part I. Parts I and II will provide students with a thorough understanding of assessment and will prepare students for both theoretical and applied research and practice.		
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Option Courses

Students in the course-based program are required to take two 3 credit optional courses. These courses must be a graduate level course, but can be on any topic of interest to the student. Below are examples of graduate level option courses that past HSE students have taken for credit during their program. Some of these are online and some are face to face.

University of Alberta

CHRTC 501: Directed Reading in Catholic Theology

CSL 550: Selected Topics in Community Service-Learning

COMM 553: Facilitating Communication and Understanding Through Utilization-Based Evaluation

COMM 554: Risk Communication

EDPS 561: Design and Dev of Learning, Teaching & Assessment in Adult & Higher Education

EDPY 500: Introduction to Data Analysis in Educational Research

EDPY 503: Qualitative Methods of Educational Research

EDPY 507: Measurement Theory I

EDPY 524: Psychology of Technology-Based Learning

EDU 575: Theory and Practice in Educational Technology

EDU 593: Special Seminar in Educational Studies – Selected Topics

INT D 500: An Introduction to Community-Based Participatory Research

INT D 577: Spiritual Assessment in the Promotion of Health

PERLS 541: Social Cognitive Approaches to Health Promoting Behaviours

SPH 500: Introduction to Health Policy and Management

SPH 580: Management and Design of Health Care Organizations

SPH 581: Basics of Public Health Leadership

Athabasca University

EDST 630: Transformative Learning for Social Change

MDDE 612: Experiential Learning

MDDE 665: Collaboration and Mentorship in Educational Environments.

MHST623: Clinical Teaching and Learning

MHST 624: Teaching in Health Disciplines

MHST 625: Personalizing Learning Through Collaborating and Mentoring in Health Care Environments

NURS 603: Facilitating Inquiry

EDPY 903: Capping Exercise Guidelines **(*3, 0-3s-0)**

The following guidelines provide information about the capping exercise requirement of the course-based Master of Education in the Health Sciences Education program. The term capping exercise derives from stonemasonry, where a capstone is the final stone in a structure or wall.

The capping exercise is a scholarly undertaking that culminates in a product¹ that stands as evidence of a student's ability to analyze, interpret, apply, and communicate knowledge acquired throughout their Masters' Program. It is typically the final course in the program and focuses on an area of interest for the student. Although the form of the capping exercise will vary depending on individual interests, program focus, and intended career path, it must be completed in a 13 week term (the approximate equivalent of a *3 course).

Steps in a Capping Exercise

1. Identify a supervisor who will work with you.
2. Identify a co-reader (co-supervisor). This person is someone from your area of interest in the health sciences field.
3. Meet with your supervisor and co-reader (ideally) to identify a focus, establish timelines, and clarify roles and responsibilities.
4. Develop your project overview in consultation with your supervisor and co-reader. The overview is 1-2 pages and provides an outline of your capping project.
5. Meet regularly with supervisor to discuss progress and review drafts.
6. After final approval from your supervisor and co-reader, submit your capping project paper electronically to the MEd HSE program director and administrator.
7. The program administrator will complete the necessary FGSR Program Completion form and forward to the FGSR. The student can [apply to convocate](#) if all coursework is completed.

Plan Ahead

¹ Examples of capping exercises include, but are not limited to, a conceptual analysis, integrative literature review, curriculum plan, research translation project, program evaluation, etc.

Identifying a topic, developing a proposal, and completing a capping exercise are intellectually demanding and labour intensive activities. Forward planning and careful organization will facilitate your efforts. Begin discussions early in the term preceding the one in which you intend to register in EDPY 903.

The table below offers a suggested timeline:

Planned Term to Register in EDPY 903	1st Meeting with Supervisor
Fall	May
Winter	August/September
Spring	December/January
Summer	December/January

Working with Your Supervisor and Co-Reader

Choosing a supervisor and a co-reader are important decisions. Look for individuals who can provide content and/or methodological expertise. There are two common models of working with supervisors and co-readers in the program:

1. the supervisor and co-reader work with the student from project overview development through completion; or,
2. the co-reader is only involved in the project overview approval and final capping project evaluation.

The involvement of the co-reader will vary, but it must be clear at the outset what model the project will follow.

Criteria and Requirements for a Co-Reader

- a) tenured (or tenure track) faculty appointee in a department relevant to the field; or,
- b) faculty lecturer appointee at the University of Alberta; or,
- c) hold a degree equivalent to or higher than that for which the student is a candidate.

The Completed Capping Exercise

When the completed capping exercise has final approval of the supervisor and the evaluator, submit it and the copyright form **electronically** to the HSE Program Director and the HSE Program Administrator along with the Acceptance of Capping Exercise form (Appendix 1) signed by the supervisor and co-reader.

The Program Director and the Associate Chair will approve the capping exercise, sign the Report of Completion for Course-Based Masters form, review the student's transcript to ensure that all other course work is completed, and confirm the student for convocation.

Formatting the Capping Exercise

Page Size & Margins (as above apart from margins):

To accommodate binding, margins must be at least:

- Left: 1.5 inches (3.8 cm)
- Right: 1 inches (2.54 cm)
- Top: 1 inch (2.54 cm)
- Bottom: 1 inch (2.54 cm)

Font

12-point font (i.e. Times New Roman or Arial); tables, figures, and appendices may be in 10-point font. Use one single font, with its italic and bold variants through the entire document.

Spacing

Double-spaced throughout.

Page Numbering

Prefatory Pages (i.e., those pages before the body of the capping exercise)

- Must each be on a separate page; they are not numbered, but must appear in the correct order (see below)

Body of the Capping Exercise

- Begin numbering on the first page of text.
- Number all pages consecutively with Arabic numbers (1, 2, 3, etc.), including reference page, appendices, and pages containing tables, figures, and illustrations.
- Page numbers may be placed at either the top or bottom of the page, centred, or in the right hand corner, but they must be placed consistently on all pages.

Please ensure that the completed capping exercise is in the following order:

1. Title page (Appendix IV)
2. Table of Contents
3. Dedication (optional)
4. Abstract (150-200 words, double spaced, block paragraph)
5. List of Tables (if any)
6. List of Figures or illustrations (if any)
7. Body of capping exercise (the following format, if applicable)
 - a. Introduction/Background
 - b. Literature Review
 - c. Methods
 - d. Results
 - e. Discussion
 - f. Conclusions/Implications
8. References
9. Appendices

Citation Style

The American Psychological Association [APA] is the default citation style to follow. However, if you are submitting your paper to a journal that follows a different citation style, then that style is acceptable. Consistency is the key.

Electronic Copies of Capping Exercise

Before printing, check with the supervisor and evaluator, as they may prefer electronic copies as pdf. The student may then choose not to have any hard copies printed.

UNIVERSITY OF ALBERTA

TITLE OF PROJECT

By

NAME OF STUDENT

A PROJECT REPORT

SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE DEGREE OF

MASTER OF EDUCATION

IN

HEALTH SCIENCES EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL 2017

UNIVERSITY OF ALBERTA
RELEASE FORM

NAME OF AUTHOR: Name of Student

TITLE OF PROJECT: Title of Project

DEGREE: Master of Education

YEAR THIS DEGREE GRANTED: FALL 2017

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Name of Student
Address
City, Province
PC

Date: _____

