



Translational Medicine Graduate Program Handbook

Department of Medicine

Faculty of Health Sciences

Queen's University

Kingston, Ontario, Canada

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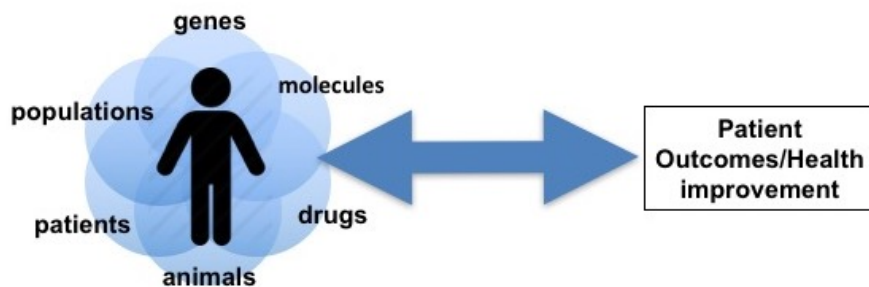
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Program Overview

Translational Medicine is driven by our patients and their diseases. Guided by this primary focus, translational research spans across the spectrum from molecular and cell biology to preclinical models to patient studies and back again. Within the context of the proposed Translational Institute of Medicine (TIME), a confederation of existing research groups within the Faculty of Health Sciences, the Department of Medicine has established two new and unique programs: **Master of Science (MSc) and Doctor of Philosophy (PhD) in Translational Medicine**. These programs aim to train the next generation of researchers to be effective translators of biomedical discovery. The graduates of the programs will operate at the intersection of clinical and related sciences and will have the expertise to generate and lead discovery through an integrated process, increasing the efficiency of translating science knowledge into health improvement.

Translational Medicine



The new and innovative MSc and PhD in Translational Medicine are unique research-based graduate programs focused on translational medicine at both master's and doctoral levels in Canada. The programs are innovative, offering a curriculum interweaving graduate level research with authentic clinical experiences in a multidisciplinary environment across departments at Queen's University.

As one of the first of its kind, the programs link graduate level research skills with a variety of clinical experiences including patient interactions, clinical observerships and medical rounds to enhance professional thinking and action. This unique curriculum will offer important foundation work for future careers in the biomedical field, and will provide critical skills for pursuing careers that include clinician scientists, biomedical researchers, leaders in industry and public health and/or health policy.

Both the MSc and PhD in Translational Medicine are research-based programs, which requires the completion of 12-credit courses, including three new mandatory core courses in translational medicine and 3 credits of elective course(s) chosen from students' area of interests, and thesis research. PhD students also have the requirement of a comprehensive exam.

Admission Requirements

In order to be considered for admission, applicants for the MSc in Translational Medicine program need to hold an undergraduate honours degree with a minimum of a B+ average in the last two years of their program, and applicants for the PhD program need to hold a master's degree with a minimum of an A- average.

Applications for admission are completed and submitted on the School of Graduate Studies website (<https://eservices.queensu.ca/apps/sgsapp/>), including an online application form and specific instructions regarding how to submit the following documents:

- A Statement of Interest about how applicants' background experiences and career aspirations make them ideally suited for the program (up to 4000 characters in the online application);
- Transcripts for all postsecondary education;
- Two references from individuals familiar with the applicant's academic performance.

In addition to the online application and the above required documents, applicants are required to submit an electronic resumé/curriculum vitae to tmed@queensu.ca.

Note: Referees are notified that you want them to provide a reference for you by email after you have submitted your online application, so please submit your application **at least two weeks** before the application deadline and be sure to include the correct email addresses of your referees on your online application.

Incomplete applications will not be reviewed by the admissions committee.

Language Requirements

In cases where English is not the first language, nor was the language of instruction in undergraduate studies, applicants must demonstrate English language proficiency. Those applicants will need to provide proof of English language proficiency through one of the following:

1. International English Language Testing System (Academic module) with a minimum score of 7 in each component, or
2. TOEFL iBT with a passing score of 93 including a minimum score of 24 on the speaking section.

Please note that these requirements are higher than the minimum standards set by the [School of Graduate Studies](#). Students will be involved in observing the clinical care of patients, and hence a thorough understanding and ability to communicate in English is essential.

However, if in the 12-month period prior to the month of application, an applicant has studied for at least one complete year at a post-secondary institution where English is the official

language of instruction, a request to be exempted from the English language proficiency test requirement may be made to the Director of Admissions, School of Graduate Studies.

Program Requirements & Timelines

The Master of Science (MSc) in Translational Medicine requires, at minimum, the completion of 12 credit units, including three new core courses in translational medicine (TMED 800, 801, & 802) and 3 credits in elective course(s) chosen from students' area of interests, and a thesis research project.

MSc in Translational Medicine (duration: 24 months)

| Year 1 | | | Year 2 | | |
|---|--------|---------------------------------------|---------------------------|--------|----------------|
| Fall | Winter | Spring/Summer | Fall | Winter | Spring/Summer |
| TMED 800 | | Research Proposal/ Progress Report | Research/ Thesis Draft | | Thesis Defense |
| TMED 801 TMED 802 Elective (Fall or Winter) | | | | | |
| Research Commences | | | | | |

The Doctor of Philosophy (PhD) in Translational has the same coursework requirements such that students who have completed the MSc in Translational Medicine will be granted advanced standing and have no further coursework to complete thus providing an accelerated route to PhD completion. The PhD program also requires completion of a comprehensive exam and thesis research.

PhD in Translational Medicine (duration: 48 months)

| Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | |
|--|--------|--|--|--------|----|---------------------------------------|--------|----|-----------------|--------|-------------------|
| Fall | Winter | SS | Fall | Winter | SS | Fall | Winter | SS | Fall | Winter | SS |
| TMED 800 | | Research Proposal Progress Report (Year 1) | Comprehensive Exam (oral defense)/ Progress Report (Year 2) | | | Research/ Progress Report (Year 3) | | | Thesis Draft | | Thesis Defense |
| TMED 801 TMED 802 Elective (Fall or Winter) | | | | | | | | | | | |
| Research Commences | | | | | | | | | | | |

Guided by the [Faculty of Health Sciences Graduate Council \(FHSGC\) Manual](#), students registered in the MSc in Translational Medicine with first-class standing (a minimum A-average, equivalent to 3.7 or 80%), and who show exceptional promise in their research may be considered for promotion to the PhD in Translational Medicine, without completion of the MSc. Promotion to a doctoral program requires the recommendation of the Program, the approval of the FHSGC, and the approval of the School of Graduate Studies. Normally, students will apply to the program following 3 terms of enrolment (12 months) and prior to the end of the fifth term of study (20 months). All requirements for completion of the Mini-Master's must be satisfied by the end of the sixth term (24 months). Students who choose the Mini-Master's route and are successfully promoted to the PhD program are expected to complete within 3 additional years.

Mini-Master's (this section is extracted from the [FHSGC Manual](#))

Students registered in a Master's program at Queen's University, with first-class standing, and who show exceptional promise in their research may be considered for promotion to a doctoral program in the same Program, without completion of the Master's degree. Promotion to a doctoral program requires the recommendation of the Program, the approval of Faculty of Health Sciences Grad Council and the approval of the School of Graduate Studies.

NOTE: Students admitted to a doctoral program by the mini-master's route may revert to the master's program within the same department/program in exceptional circumstances and with the approval of the supervisor(s), the department/program and the School of Graduate Studies.

Promotion into a doctoral program without completing the Master's thesis is reserved for students who meet the following criteria:

1. Must have completed at least one term, full time, and have completed at least two graduate courses, or equivalent.
2. Must complete all course requirements for both the Master's and Doctoral degree prior to graduation.
3. Should have an undergraduate honours degree with a minimum upper second class standing or equivalent.
4. Must have an overall first class average in graduate courses completed.
5. Must meet Program criteria for demonstrating promise and ability at research. This may take the form of oral or written presentation as well as letters of support from faculty familiar with the student's progress.
6. Must apply to Council following one term of enrolment (4 months) and prior to the end of the fifth term of study (20 months). All requirements for completion of the mini-master's must be satisfied by the end of the sixth term.

1. Procedure for Application and Approval:

The student will meet with the supervisor, the supervisory committee and the Graduate Program Director or delegate to agree upon whether he or she should apply to the Ph.D. program without completing the Master's thesis. During this meeting the ramifications of the transfer to the doctoral program are to be clearly defined for the student.

The following documents are required for submission to the SGS:

- Updated transcript (internal transcript acceptable)
- A brief justification outlining the student's qualifications for admission (to be completed by the Graduate Program Director or delegate)
- Letter of support from the supervisor
- Outline of student's current and proposed research
- Completed application package for admittance to the doctoral program, including a decision sheet for acceptance into the Ph.D. program, "pending successful completion of the mini-master's".

The application will be forwarded to the Chair of Council c/o the School of Graduate Studies. When the mini-master's candidate is in the same department/program as the Chair of Council, the application shall be forwarded to the Associate Chair of Council c/o the School of Graduate Studies. The Chair or Associate Chair will either approve the application, thereby accepting the student into the Ph.D. program pending successful completion of the mini-master's examination, or, in the case where he/she queries the qualifications of the student, have the application forwarded to Council for discussion. Both the Graduate Coordinator/ Graduate Program Director (or delegate) in the student's Program, and the supervisor must attend the Council meeting when the application is discussed.

No later than 40 working days after the approval to proceed via the mini-master's route has been confirmed in writing by the SGS, the mini-master's candidate will defend a written research report and proposal in an oral examination to an examining committee.

2. Procedure for Examination of the Research Proposal of the candidate for the Mini-Master's:

The candidate must prepare a written report that normally should not exceed 20 pages in length, double spaced (excluding Figures, Tables and References), clearly delineating the background of the research project, the work done to date, and the proposal for development of the research into a doctoral thesis. This report will be submitted to an examining committee composed of the following members:

Head/Director or Delegate as Chairperson

Supervisor

Two faculty members (cross-appointees or the supervisory committee may be used)

The Mini-Master's Oral Examination Form will contain a signature line for the candidate indicating that the candidate has been informed of the make-up of the Committee and that there are no conflicts.

An oral examination will be held normally no later than 2 weeks (10 working days) after submission of the written report to the members of the examining committee. At the examination, the candidate will present for 20 minutes on the research report. This presentation will be followed by an oral examination that consists of two rounds of questions. Questioning or comments of the examining committee will primarily relate to the background of the project, what the student has accomplished, and the basis for expanding the project. This should normally last no longer than 90 minutes.

At the end of the examination, the candidate will be asked to leave the room while the examining committee members discuss the performance of the candidate. The examining committee will decide if the student will be recommended for promotion to the Ph.D. program or not. Two or more negative votes by the examining committee will result in failure of the mini-master's examination. The decision of the examining committee shall be forwarded to the SGS.

Students who pass their mini-master's examination will be allowed to transfer to the doctoral program in the following September, January or May. For these students, the mini-master's

examination will also count as the PhD Comprehensive Exam; a separate exam is not required. The Chair and/or Associate Chair of Council shall report any promotions to the Graduate Council at the next meeting. Students who do not pass the mini-masters examination will be allowed to complete the M.Sc. thesis, according to SGS regulations.

PhD Comprehensive Exam

The goal of the PhD comprehensive exam is to assess the student's knowledge of their field and scholarly qualifications that should be exhibited by a doctoral candidate. The exam will assess the student's ability to explore and comprehend the fundamental knowledge in their field of specialization and to use the knowledge to inform ongoing research approaches ultimately ensuring a solid foundation which will allow students to progress towards being considered an expert.

Students entering the PhD program directly after completing an MSc will be required to complete a comprehensive exam within 24 months of registration in the program. For students who have transferred into the PhD program following a Mini-Master's defence, the Mini-Master's oral exam will serve as the oral comprehensive exam; a separate exam is not required.

Approximately 8 weeks before the planned exam, you should confer with your supervisor to come up with a list of examiners. Your supervisor is expected to contact potential examiners to confirm their willingness to participate. Once confirmed, and at least 6 weeks prior to the exam, their names should be submitted to the Graduate Program Assistant. Then, the Graduate Program Assistant will work with them to schedule the exam.

Members of the examining committee will be:

Chairperson (chosen by the Graduate Program Director)

Supervisor

Two faculty members (cross-appointees or the supervisory committee may be used)

At least 10 working days before the exam, the student will submit a written report based on the PhD thesis project to all examiners. The report should not normally exceed 20 pages in length, double spaced (excluding Figures, Tables and References) clearly delineating the background of the research project, the work done to date, and the future directions of the project.

An Evaluation Form available from the Graduate Program Assistant, should be completed and returned to the Graduate Program Assistant at least 3 working days prior to the defence date by any member of the examining committee who feels that the defence should NOT go ahead. If two or more negative reports are submitted, the student and supervisor will be notified by the Chair of the Examining Committee or the Graduate Program Director to determine if they want to proceed with the PhD comprehensive exam. The SGS will also be notified. The decision of whether to proceed or not lies with the student. If the decision is made to postpone, the Chair must communicate to the supervisor and student the required revisions to the written report and that the student has the right to submit the revised report within one month. Following the

subsequent submission of the revised report, the oral examination must take place. The SGS will be informed when an oral thesis examination is postponed due to negative reports.

During the oral exam, the student will present for 20 minutes on the research report. This presentation will be followed by two rounds of questions from the examining committee focused on the proposal and oral presentation, as well as questions that probe the student's understanding of the background and related literature. This should normally last no longer than 90 minutes.

At the end of the exam, the student will be asked to leave the room while the exam committee discusses the performance and evaluation. Two or more negative votes will result in failure of the examination. You will be informed of the result immediately after the exam and the decision forwarded to the SGS. Failure at the first attempt at the comprehensive exam will be followed by a re-examination within three months. Normally, failure at the re-examination results in a recommendation to the SGS that the student withdraws from the program.

Fees and Registration

Tuition

The tuition of our MSc and PhD in Translational Medicine is the same as other research graduate programs at Queen's, which is set at \$5,772.99 (domestic rate) for the 2019-20 academic year. Please visit the Office of the University Registrar for more details on tuition and fees: <http://www.queensu.ca/registrar/financials/tuition-fees>.

Net ID

Your NetID is your network identity at Queen's. It will be the "User ID" you need to sign on to the applications and services that are operated by ITSservices, such as email, Moodle course management system, SOLUS Student Center, MyQueensU Portal, QShare, Wiki, etc. The login is called your "NetID", and instructions on how to generate them can be found at: <http://www.queensu.ca/its/netid>

You will need your Queen's student number to go through these processes. If you don't have your Student number, please call the School of Graduate Studies (SGS) office at 613-533-6100. We cannot provide you with your student number by email, due to confidentiality requirements.

Registration

When registering for courses to the full time Translational Medicine program (once accepted into the program), complete [the SGS Registration form](#) and submit to tmed@queensu.ca.

Funding, Awards and Bursaries

Students enrolled in the programs will receive funding packages to assist with living expenses and coverage of tuition: MSc – minimum \$21,000 per year for 2 years; PhD – minimum \$23,000 per year for 4 years.

The Translational Medicine Graduate Program Bursary offers \$5000 to each supervisor of a MSc student towards research related activities during their academic career and twice during a student's PhD. There is no need to apply for this funding as it is provided to each supervisor in the program.

Travel Grants are also available to a maximum of \$1500 to each student to be used for travelling to present at conferences. Students must submit a letter of request to the Graduate Program Assistant indicating their project, title of presentation (poster or oral) and the name, location and dates of the conference. The School of Graduate Studies also offers \$600 towards travel grants. Contact the program office for more details.

The School of Graduate students offers internal awards such as the Arthur B. MacDonald Prize for Academic Excellence and the Queen's Tri-Agency Recipient Recognition Awards

For more information, visit their website at: <https://www.queensu.ca/sgs/prospective-students/applying-scholarships>

TMED Course Descriptions

Core courses

The flagship course entitled *Translational Medicine* includes faculty lectures, interactive patient sessions, and clinical observerships. In the experiential course, *Profession of Medicine*, students attend weekly Medical Grand Rounds becoming immersed in the professional environment of medicine. The third course, *Research Success Skills*, educates students about study design, as well as ethical and regulatory requirements for biomedical research.

* = courses that are one term in length. Courses are 3 credits unless otherwise stated

TMED* 800 Translational Medicine

Students are educated in the translation of medical knowledge from a variety of medical disciplines. Classroom sessions are divided into a traditional lecture, followed by an interactive discussion and a 3-minute student presentation. Clinical observerships involve direct placement within various clinics. Students are expected to write a review article on the topic of their thesis research.

TMED 801 Profession of Medicine

This course immerses students in the professional learning environment of Medicine. Course content consists of attendance at a minimum number of weekly Medical Grand Rounds, followed by facilitated small group discussions. Student seminars are held during the winter term for presentation of thesis research proposals.

TMED 802 Research Success Skills

This course provides the students with essential skills required to be a successful researcher. Instructions on study design, ethical and regulatory requirements for biomedical research are provided through completion of online modules. Library sessions are included to teach strategies to search biomedical literature. Students are expected to write a CIHR Canada Graduate Scholarship application and laboratory/research skills related to their thesis research are evaluated.

Electives

TMED 811 Next Generation Sequencing (1 credit)

This one-credit course teaches students the theoretical and practical basis of high-throughput genomics and transcriptomics. The course is a combination of classroom lectures, practical bench science and practical computing. Students learn to design, implement and analyze an experiment using next generation sequencing technology and be expected to demonstrate these skills in the course assignments.

BMED 862 Cellular Techniques (1 credit)

This one-credit course is part of a suite of methodology courses being developed for the graduate program in Biomedical and Molecular Sciences intended to familiarize graduate students with the principles and practice of cutting edge technologies used in biomedical and molecular sciences research. The objective of this course is to familiarize graduate students with the principles and practice of cutting edge technologies used for protein and peptide analysis involved in biomedical research.

BMED 865 Imaging Analysis (1 credit)

This one-credit course is part of a suite of methodology courses being developed for the graduate program in Biomedical and Molecular Sciences intended to familiarize graduate students with the principals and practice of cutting edge technologies used for imaging analysis involved in biomedical and molecular sciences research. This particular course will introduce students to wide field epifluorescence microscopy, confocal microscopy, immunohistochemistry, imaging of live cells and fluorescence recovery after photobleaching.

BMED 869 Reproduction (1 credit)

The objective of this course is to familiarize graduate students with the principles and practice of cutting edge technologies used in reproductive and developmental biology involved in biomedical and molecular sciences research. This specific offering of the course will focus on methods to study developmental toxicity. This unit will include an introductory lecture, hands on laboratory experience and a take home assignment.

BMED 809* Principles and Drug Discovery and Development

This is a problem-based course focusing on and consisting of discussions of receptor theory, mechanisms of drug action, drug metabolism, pharmacokinetics, pharmacogenetics and pharmacogenomics, and drug transport. The course comprises lectures, problem-solving discussions and seminars, based on recent literature.

BMED 811* Advanced Molecular Biology

This course concentrates on the molecular biology of mammalian models particularly mechanisms involved in human diseases. The human genome project, forensic analysis, DNA diagnostics of human diseases, models of transcriptional and growth regulation and cancer, DNA repair, RNA processing and translation are all discussed. Emphasis on recent findings and course materials will be drawn from current reviews.

NSCI 844* Controversies in Neuroscience

As insight regarding the human brain expands, so do issues such as what constitutes personhood, what drives the criminal mind, intelligence-enhancing drugs and end-of-life decisions, to name a few. Lead by experts who deal daily with such concerns, this course will focus weekly on a particular topic in neuroscience which impacts on society.

EPID 803* Public Health System in Canada

This course provides an overview of the public health system in Canada including the provision of health care services. The first section of the course provides a history and overview of the Canadian public health care system, including how health services are organized and financed, as well as an introduction to health policy. The second section of the course highlights health care delivery, focusing on federal and provincial health care delivery, and both major and specialized health care delivery systems.

EPID 810* Controlled Clinical Trials

This course will cover material relevant to the design and conduct of controlled clinical trials. Design topics will include methods used to achieve unbiased results with improved precision, such as adequate sample size, randomization, blinding, pre- and post-stratification, cross-over

designs, placebos and the counting of relevant events. Attention will be given to the problem of conducting multi-centre clinical trials. Topics covered will include drafting of protocols, design of data forms, logistics of data flow, methods of follow-up, data management and quality control, periodic reporting, final data analysis and the production of final reports. Ethical issues and the role of randomized trials in clinical investigation will be discussed.

PATH 822* Experimental Cancer Therapeutics

The aim of this course is to introduce and discuss essential questions on the basic science of experimental therapeutics for the treatment of cancer. Topics will include discussions on: new drug development; molecular and signaling pathways involved in tumour genesis; challenges with existing cancer therapeutics; molecular approaches to profiling human cancer signatures; drug discovery and delivery; imaging, preclinical and clinical testing of novel therapies to assess efficacy and validate drug targets; and clinical trial results and the molecular basis for variability in tumour responses. A general theme for the course will be how to identify an experimental target or novel therapeutic, and translate the results into an improved therapy for the treatment of cancer.

PATH 826* The Molecular Basis of Disease

This course covers several diseases and integrates the genetic, biochemical, physiologic, anatomic, and general etiologic factors which play a role in the progression of each disease from its inception to death or recovery. The perspective will demonstrate that each disease is the result of an evolving interplay of genetic and environmental factors.

**Additional existing courses may be approved by the Program Director and students' supervisor, depending on the research interests of the students.*

TMED Course Syllabus

TMED-800 Translational Medicine

Syllabus 2019-2020

Course Coordinator: Dr. Paula D. James and Dr. Mark L. Ormiston

Time: Fall Term, Tuesdays, 8:30-10:30 am

1. First class on September 10, 2019; the class starts with course orientation at 8:30, and the lecture is scheduled between 9:30 and 11:30 am on that day.
2. Observerships are 3-4 hour blocks and will be scheduled through tmed@queensu.ca based on student's interest and the availability of the clinics.

Location: Queen's Cardiopulmonary Unit (QCPU) main conference room
*QCPU is located on the first floor of Biosciences Complex (116 Arch Street).

Office Hours: By appointment

Contact: Dr. James: Internal Phone #: 36329; Email: jamesp@queensu.ca

Dr. Ormiston: Internal Phone #: 36241; Email: mark.ormiston@queensu.ca

TA: Dr. Matthew Ratsep, Email: matthew.ratsep@queensu.ca

Graduate TA: Matthew James, Email: matthew.james@queensu.ca

Course Description:

This course is a 3-month (1-term) graduate course in which students will be educated in the translation of medical knowledge using examples from a variety of medical disciplines. Course content will consist of weekly, 2-hour classroom sessions, as well as monthly, 3-4 hour clinical observerships. Classroom sessions will be divided into a traditional 1-hour lecture by a member of Faculty from the Department of Medicine or the Faculty of Health Sciences, followed by an hour of interactive discussion and a 3-minute student presentation. Clinical observerships will involve direct placement of the graduate students within various clinics at KGH or Hotel Dieu Hospital. Students will have the opportunity to directly interact with clinicians and patients in a clinical setting.

Course Objectives:

This course will provide students with an understanding of the mechanisms involved in translating biomedical research into the clinic. At the end of the course, students will:

1. Be familiar with current issues in translational medicine across a range of disciplines.
2. Be able to critically assess current biomedical and health sciences research, with a particular focus on how this work can be translated into new therapies or clinical practices.
3. Have an appreciation and understanding for the clinical environment, the principles of patient privacy, as well as the impact of research on patient outcomes

4. Possess a basic understanding of legal and ethical principles associated with the translation of biomedical research into medical practice, including interactions with industry partners.
5. Have experience in the clear communication (written and oral) of scientific concepts relating to translational medicine to a range of target audiences, including patients, clinicians and basic scientists.
6. Understand the requirements to merit authorship on peer reviewed articles.

Instructional Strategies:

This course consists of 1-hour weekly lectures, followed immediately by 1-hour interactive learning sessions that are directly relevant to the previous hour's lectures. Interactive sessions can include, but are not limited to, discussions with patients or Q&A sessions with industry experts, such as industry-academic liaisons or lawyers specializing in biomedical patent cases. At the end of the interactive session, two students from the class will each give a 3-minute presentation describing the key points covered in the session. In-class sessions will be complemented by monthly clinical observerships, which will include clinic and/or ward-based experiences and patient interactions.

Prerequisites:

Admission to the MSc or PhD stream of the Translational Medicine Graduate Program. Graduate students enrolled in other MSc or PhD programs within the Queen's University Faculty of Health Sciences can also take the course if space is available (Course Coordinators' approval required).

Course Outline

This course will allow students to apply the knowledge of basic science that they have gained through their undergraduate degrees to the practice of translational medicine. Weekly lectures will introduce students to examples of knowledge translation across a range of medical disciplines and will gain an appreciation for the major obstacles that currently hinder the successful translation of basic biomedical discoveries into new clinical practices. These lectures will be followed by weekly interactive sessions, where students will have the opportunity to liaise directly with patients, as well as industry and academic professionals with direct, real-world understanding of the practice of translational medicine. Students will also demonstrate their understanding and learning through a 3-minute presentation. In-class activities will be complemented by monthly clinical observerships that will allow students to better understand the impact of knowledge translation on clinical practice.

Course activities:

1) Lectures on Translational Medicine & Practical Interactive Sessions (2 hour/week)

The first hour of the weekly, 2-hour in-class sessions will consist of a traditional lecture on issues that are relevant to translational medicine in a specific medical specialty or sub-specialty. A table of proposed lecturers for the initial course offering is included below.

The second hour of the 2-hour weekly sessions will be dedicated to interactive exercises that are directly relevant to the previous hour's lecture. These sessions will include discussions with patients, as well as industry experts in fields that are directly relevant to translational medicine,

such as technology transfer, patent law and academic-industry partnerships. At the end of this session, two students will each give separate 3-minute oral presentations.

| Date | Speaker | Topic |
|--------------|--|--|
| September 10 | Paula James Mark Ormiston Matthew Ratsep Matthew James Wei Yan | 8:30- 9:30 Course Orientation |
| | Jenna Healey | 9:30-10:30 1 st hour: History of Translational Medicine 2 nd Hour: Jenna Healey |
| September 17 | Stephen Archer | 1 st Hour: Development of Sildenafil and Dichloroacetate in PAH 2 nd Hour: Patient session |
| September 24 | David Lillicrap | 1 st Hour: Hemophilia 2 nd Hour: Patient session |
| October 1 | Gord Boyd | 1 st Hour: Cognitive Recovery after ICU Admission 2 nd Hour: Patient session |
| October 8 | David Lee | 1 st Hour: Chronic Myeloid Leukemia 2 nd Hour: Patient session |
| October 15 | Anne Ellis | 1 st Hour: Conducting Clinical Trials 2 nd Hour: Patient/research participant session |
| October 22 | Paula James | 1 st Hour: VWD/VWF 2 nd Hour: Patient session |
| October 29 | Don Maurice | 1 st Hour: cAMP and cGMP Signalling 2 nd Hour: Medicolegal Consulting |
| November 5 | Rachel Holden | 1 st Hour: Nephrology 2 nd Hour: Patient session |
| November 12 | Stephen Vanner | 1 st Hour: GI Motility Disorders 2 nd Hour: Patient session |
| November 19 | Tara Baetz | 1 st Hour: Melanoma 2 nd Hour: Patient session |
| November 26 | Yuka Asai | 1 st Hour: Eczema 2 nd Hour: Patient session |

2) Clinical Observerships: (4 hours every month)

We will arrange for students to rotate through three, 3-4 hour experiences on different medical teams, one for each month during the term (September, October & November). Each student will participate in a variety of experiences which will vary with the structure of the specific clinical setting. Clinical observerships will include, but will not be limited to, attendance at outpatient

clinics and/or ward rounding with a team. Students will have an opportunity to observe case discussion to improve their understanding of clinical reasoning. CIP (Clinician Investigator Program) students are exempted from the clinical observerships.

Grading:

1) Observerships: (20%)

Clinical preceptors will provide a mark for each clinic that the student attends, based on attendance and the demonstration of appropriate behaviours such as punctuality, professional interactions with team members, and respecting patient confidentiality.

2) 3-Minute Presentation (30%)

Each student will be expected to give one 3-minute presentation at the end of the second hour of the session. Students will be evaluated on their ability to effectively communicate a key point/points raised during the session, and their demonstration of an understanding of the connections between the lecture and the interactive session. Our Graduate TA will demonstrate the 3-Minute Presentation in the first session. A debrief session among the TA, the Graduate TA and students will be held to clarify the expectations, requirements, and assessment.

Each student will then sign up for one presentation for the rest of the sessions in the course. Students can sign up for a second presentation as space permits, and the highest graded presentation will count towards the student's final grade. While one student is presenting, the other student who will present in the same session will be asked to leave the room. Marks are assigned by the Speaker, one of the Course Coordinators, and the TA.

3) Review paper in Translational Medicine: (10% for the outline and reference list, 40% for the final submission)

As a final assignment, students will produce a review paper examining approaches in translational medicine that are directly relevant to their thesis research project. Assignments should be sent to the course TA at matthew.ratsep@queensu.ca and copy tmed@queensu.ca

- a. A detailed outline plus reference list is due **November 5th** (1 month prior to the due date of the final paper). The outline should include:
 1. the name of the target journal (that is relevant to the student's research discipline);
 2. a brief description of the journal requirements for publication (e.g., word limits; reference style; major components required for a review paper)
 3. an introductory paragraph that states the thesis research focus;
 4. the literature search method, which should include what databases are searched (e.g., PubMed, Embase, etc.), what search terms are used, and whether restrictions are applied (e.g., the time span of publications); and
 5. the outline of the final review paper (subheadings and bullet points are encouraged).

The reference list format should comply with the journal students specify in the outline.

Marks will be awarded for completion of the outline and the reference list. Students will receive feedback from the TA and their supervisors to consider for the final review paper.

After the outline, students are NOT allowed to seek further feedback for the final review paper from their supervisors as they will be assessing the final review paper.

- b. Final papers will be prepared in a manner that is suitable for publication in a peer-reviewed journal that is relevant to the student's research discipline, with the hope that this work will (i) contribute to the student's graduate thesis and (ii) form the basis of a publication arising from the student's graduate studies. The final paper should include an abstract and the structure of the paper should include all necessary components for publication in the journal students specify in the outline. Tables and figures are optional. If students choose to include them, they should also comply with the journal requirements. The final paper is due **December 3rd** (1 week after the last session of the course). A plagiarism check will be conducted on the paper.

Late assignment policy: At the discretion of the course coordinators, 10 percent of the total assignment marks will be deducted for each 48-hour period after the official listed due date if an extension has not been arranged in advance of the due date. Extensions are granted and late marks are deducted at the discretion of the course coordinators.

Students' performance or work will be assessed based on the rubrics. All rubrics are attached to this syllabus.

Rubric for Observerships (20% of course mark)

Student: _____

Preceptor: _____

Date: _____

| | Below Expectations (0 mark) | Meets Expectations (1 mark) | No Chance to Observe |
|--|--|--|-----------------------------|
| Professionalism 1. Is punctual | | | |
| 2. Respects patient privacy | | | |
| 3. Demonstrates professional behaviors and attitudes | | | |
| Communications 4. Asks effective learning questions | | | |
| Collaboration 5. Respects other members of the healthcare team | | | |
| Overall Score | _____ out of 5 | | |

Comments (if any):

Rubric for 3-Minute Presentation (30% of course mark)

Date: _____ **Name of Presenter:** _____

Assessed by: _____

*Please assign one overall score in each criterion based on the descriptions/consideration listed.

| Criteria | Descriptions/Consideration | Mark |
|----------------------|---|---------------------------|
| Comprehension | Did the presenter demonstrate a clear understanding of the topic and content? Did the presentation cover the most important points from the session? Did the presenter make connections between the research and clinical practice? | _____ out of 20 |
| Communication | Was the presentation clearly delivered with an effective pace of speech? Was the presentation well structured? Did it make a coherent argument? Did the presenter use effective non-verbal communication (i.e., eye contact, voice modulation, body language etc.)? | _____ out of 5 |
| Engagement | Was the presentation engaging? Did the presenter capture and maintain your attention? | _____ out of 5 |
| Total Mark | | _____ out of 30 |

Comments (if any):

Rubric for the Review Paper (40% of the course mark)

Student: _____ **Assessed by:** _____

*A plagiarism check will be conducted on the paper.

*Please assign one overall score in each criterion based on the descriptions/consideration listed.

| Criteria | Descriptions/Consideration | Mark |
|-------------------------------------|---|---------------------------|
| Content (overall quality) | Does the paper include concrete details and accurate descriptions of relevant materials? Does the paper identify a research gap in the field supported logically by previous literature? Does the paper address the research gap in a translational way? | _____ out of 10 |
| References (overall quality) | Have key original papers (rather than reviews) in the field been critically reviewed in the paper? Are references clearly integrated and used to advance the argument? Does the paper demonstrate accurate use of summaries, paraphrasing, and quotations? | _____ out of 10 |
| Organization | Does the paper follow a logical structure? Are paragraphs unified in a coherent way? Are ideas presented in an easy-to-follow sequence with proper transitions? | _____ out of 5 |
| Critical Thinking | Does the paper critically review and synthesize literature in one's field? Does the paper present and integrate relevant literature within one's own research? Does the paper apply the key concepts in a precise manner with creative thoughts and explanations? | _____ out of 5 |
| Voice | Is the paper presented from a clear position from the author? Does the paper express the author's opinion from an appropriate viewpoint? Is the paper written in a way that appeals to the research community? | _____ out of 5 |
| Writing Conventions | Does the writing conform to styles in the field? Does the writing use correct grammar, spelling, punctuation, and word of choice? Does the writing incorporate a formal and objective tone? | _____ out of 5 |
| Total Mark | | _____ out of 40 |

Comments (if any):

TMED-801 Profession of Medicine Syllabus 2019-2020

Course Coordinator: Dr. Rachel Holden

Time & Location: Fall-Winter, Thursdays, 7:45-10:00 am (not meeting every week)

- a. Medical Grand Rounds are held between 7:45 am – 8:45 am every Thursday at **Etherington Hall Auditorium**, and the Course Coordinator will select the rounds that students are required to attend.
- b. After selected rounds, a facilitated small group discussion will be held between 9:00 – 10:00 am at **KGH Watkins 2 – Fenwick Conference Room**.
- c. In addition to the selected rounds, students need to attend other Medical Grand Rounds of interest to fulfill the requirement of a total of 20 rounds for the course.

Office Hours: By appointment

Contact: Dr. Rachel Holden Phone #: 33134; Email: rachel.holden@kingstonhsc.ca

Course TA: Dr. Asish Das Gupta asish.dasgupta@queensu.ca

Graduate TA: Matthew James, Email: matthew.james@queensu.ca

Course Description:

This course is an 8 month (2-term) graduate course in which students will be immersed in the professional learning environment of Medicine. Course content will consist of attendance at a minimum number of Medical Grand Rounds, followed by facilitated small group discussions after selected Medical Grand Rounds. Students will be expected to lead one discussion session, in the presence of the Grand Round speaker. The lead student will then write a Critical Thinking Report which will be posted online to continue the discussion with their peers. Student seminars will be held during the winter term for presentation of thesis research projects.

Course Objectives:

This course will provide students with an understanding of professional behaviors and collegial interactions within the profession of medicine. They will be exposed to settings in which clinicians and scientists regularly interact for the purposes of continuing education and professional development. At the end of the course, the students will:

1. demonstrate a broad understanding of physiology and pathophysiology across systems;
2. embrace a Bench to Bedside and Beside to Bench approach to biomedical research and clinical care;
3. efficiently translate fundamental and pre-clinical science knowledge into health improvement;
4. effectively communicate across settings, purposes, and audiences in oral and written form;
5. understand the importance of interactions with various forms of media to

communicate scientific information clearly without hyperbole but with passion.

Instructional Strategies:

Over both terms, students will be expected to attend a minimum of 20 hours of Medical Grand Rounds (formal lectures typically from visiting faculty), followed by a 1-hour facilitated small group discussion session after selected Medical Grand Rounds. The discussion will focus on the presented work and its relationship with translational medicine, the perspectives from the general public and the career path of the speaker. Seminars will be held during the winter term, and each student enrolled in the course will be expected to present his/her thesis research project.

Prerequisites:

Admission to the MSc or PhD stream of the Translational Medicine Graduate Program. Graduate students enrolled in other MSc or PhD programs within the Queen's University Faculty of Health Sciences can also take the course if space is available (Course Coordinator's approval required).

Course Outline

Course activities:

1) Medical Grand Rounds: (a minimum of 20 hours over 2 terms)

Students are expected to attend Medical Grand Rounds for a total of 20 hours over 2 terms to gain an understanding of the breadth of translational medicine and to assist in the development of their research ideas. Students need to sign the attendance sheet each time they attend a round. The schedule of available rounds is set on an annual basis and will be provided to students at the start of the course in September.

The Course Coordinator will select some of the rounds that students are required to attend. After selected rounds, a facilitated small group discussion will be held between the speaker and students. Students will be expected to lead one discussion session, in the presence of the Grand Round speaker. During this session, students will be asked to address the following questions:

- a. How could the research or the Grand Rounds topic benefit patients?
- b. How has this research or the Grand Rounds topic been represented in the lay press and is it accurate/appropriate? and
- c. What training/career path did the presenter take and what are the pros/cons of following a similar route today?

The first facilitated small group discussion will be led by the Graduate Teaching Assistant. A debrief session among the TA, the Graduate TA and students will be held to clarify the expectations, requirements, and assessment.

The lead student will then write a maximum 750-word Critical Thinking Report which will be posted online to continue the discussion with their peers. The target audience of this report is general public who have no prior background knowledge of the topic. The report should summarize the discussion with the guest speaker in the context of translational medicine. The Graduate TA will write the first Critical Thinking Report as an example. All reports will be published at:

<https://deptmed.queensu.ca/deptmed/academics/translational-medicine-graduate-programs/tmed-blog>

In addition to the selected rounds, students are required to attend other rounds that fits their research interests to fulfill a minimum of 20 rounds requirement for the course.

2) Seminar Presentation: (a full-day during the winter term)

During the winter term, a seminar day will be scheduled, during which students will present their proposed research and research progress to other students within the program and faculty. A guest speaker in the filed of translational medicine will be invited to speak in the beginning.

The format of the presentation should be conformed with students’ research discipline. The presentation should focus on the introduction of students’ research question(s), relevant background/literature review, and the proposed methods/plan to address the research question(s). Preliminary results are welcome but not required. The presentation should be no longer than 15 minutes, and a 5-minute Q & A will follow.

The planned date for all seminars is: Thursday, April 2nd. The detailed agenda will be decided when it’s closer to the date.

Grading

All assignments should be submitted to the course TA at asish.dasgupta@queensu.ca and copy tmed@queensu.ca

| Assessment Task or Component | Detailed Description | Due Date |
|---|--|---------------------|
| Attendance: (Pass/Fail) | Consistent with professional expectations in the workplace, students have a responsibility to attend the required educational sessions. Attendance will be taken and 2% will be deducted from the final grade per missed session. Students who miss more than 3 sessions will fail the course. | Ongoing |
| Facilitated Small Group Discussion (30%) | Students will be expected to lead one discussion sessions, in the presence of the Grand Round speaker. The lead student’s performance will be assessed by the TA (10%) and their peers (10%). Students will also be assessed in terms of their participation and contribution to the discussion. An overall of 10% will be assigned by the TA based on the students’ performance throughout the course. | As scheduled |

| | | |
|--|---|--|
| <p>Critical Thinking Report (30%)</p> | <p>Students who lead the small group discussion will write a maximum 750-word Critical Thinking Report, which will be posted on the TMED Blog to continue the discussion with their peers. The report will be assessed by the Course Coordinator (10%) and the TA (10%).</p> <p>An overall of 10% will be assigned by the TA based on the students' participation in the online TMED Blog comment section throughout the course. Comments should be meaningful, demonstrating students' reading and understanding of the Critical Thinking Report. Students are encouraged to make connections and discussions amongst the report and other comments.</p> | <p>The following Monday morning before 12:00 pm</p> |
| <p>Seminar Presentation (40%)</p> | <p>In the winter term, students will be expected to present their thesis research projects. Peer review is an important component of biomedical research; therefore, 10% of the course grade will be comprised of peer evaluations, and 30% will come from faculty evaluations of the presentation (which includes the Course Coordinator, a faculty panel, student's supervisor, and the TA).</p> | <p>As scheduled</p> |

Late assignment policy: At the discretion of the course coordinators, 10 percent of the total assignment mark will be deducted for each 48-hour period after the official listed due date if an extension has not been arranged in advance of the due date. Extensions are granted and late marks are deducted at the discretion of the course coordinators.

Students' performance or work will be assessed based on the rubrics. All rubrics are attached to this syllabus.

Rubric for Facilitated Small Group Discussion (20%)

Name of the Student Facilitator: _____

Assessed by: _____

Date: _____

*Please assign one overall score in each criterion based on the descriptions/consideration listed.

| Criteria | Descriptions/Consideration | Mark |
|-----------------------------|---|---------------------------|
| Critical thinking | Applies relevant data, ideas, or concepts as presented during the Grand Round to the practice of translational medicine and patient care <i>(Question a: How could the research or the Grand Rounds topic benefit patients?)</i> | _____ out of 4 |
| Preparation | Incorporates a discussion of the topic as depicted in the lay press into the discussion <i>(Question b: How has this research or the Grand Rounds topic been represented in the lay press and is it accurate/appropriate?)</i> | _____ out of 4 |
| Knowledge | Making connections between the speaker's training/career paths and today's world <i>(Question c: What training/career path did the presenter take and and what are the pros/cons of following a similar route today?)</i> | _____ out of 4 |
| Leadership | Takes responsibility for maintaining the flow and quality of the discussion whenever needed | _____ out of 4 |
| Communication (Oral) | Actively attends to what others say, and facilitates rather than dominates the discussion | _____ out of 4 |
| Total Mark | | _____ out of 20 |

Comments (if any):

Rubric for Critical Thinking Report (20%)

Student: _____ **Assessed by:** _____

*Please assign one overall score in each criterion based on the descriptions/consideration listed.

| Criteria | Descriptions/Consideration | Mark |
|---------------------------------|---|---------------------------|
| Knowledge | Incorporates references/evidence drawn from the literature and press articles | _____ out of 4 |
| Critical thinking | Gives well thought-out, detailed explanation and recommendation on how to apply the information presented during the Grand Rounds and discussion to the practice of translational medicine and patient care | _____ out of 4 |
| Organization | Organizes the report in a logical structure with proper transitions | _____ out of 4 |
| Writing | Minimum grammar and spelling errors that interfere with the flow of the report | _____ out of 4 |
| Communication (Written): | Writes in a manner that the report is accessible to the general public and conforms to ethical standards | _____ out of 4 |
| Total Mark | | _____ out of 20 |

Comments (if any):

Rubric for Seminar Presentation (40%)

PRESENTER: _____ **EVALUATOR:** _____

*Please assign one overall score in each criterion based on the descriptions/consideration listed.

| Criteria | Descriptions/Consideration | Mark |
|------------------------------------|---|---------------------------|
| Knowledge | Demonstrates a systematic understanding of knowledge in one's own research area with comprehensive references | _____ out of 10 |
| Scholarship 1 | Critically evaluates relevant literature and identifies research questions with a translational focus | _____ out of 10 |
| Scholarship 2 | Appropriately elaborate how their research methods/plan address the research questions | _____ out of 10 |
| Organization/ Reasoning | Presents arguments in a clear and logical manner with examples/evidence support | _____ out of 5 |
| Communication (Oral): | Clearly and respectfully answers all questions with acknowledgement of one's own knowledge limits | _____ out of 5 |
| Total Mark | | _____ out of 40 |

Comments (if any):

TMED-802 Research Success Skills Syllabus 2019-2020

Course Coordinator: Dr. Anne Ellis

Time: Fall-Winter, Tuesdays, 2:30-3:30 pm (not meeting every week)

- a. First Fall Term class on September 10, 2019 for course orientation;
- b. First Winter Term class on January 7, 2020;
- c. Other face-to-face classes will be scheduled as necessary throughout the course but will generally be Tuesdays at 2:30 pm in the same location.

Location: KGH Connell 4 Meeting Room 1

Office Hours: By appointment

Contact: Dr. Anne Ellis Internal Phone #: 613-548-2336; Email: ellisa@queensu.ca

Course TA: Dr. Kimberly Dunham-Snary, kimberly.dunhamsnary@queensu.ca

Course Description:

This course is a 2-term graduate course designed to provide the students with essential skills required to be a successful researcher. Instruction on study design, ethical and regulatory requirements for biomedical researchers will be provided through completion of online modules including N2 Network of Networks CITI (Collaborative Institutional Training Initiative), the Canada Cancer Trials Group module on Clinical Trials, and the TPS2 (Tri-Council Policy Statement) CORE (Course on Research Ethics) online module. Library sessions will be included to teach strategies to search biomedical literature. Students will be provided instruction on grant writing and will be expected to write a CIHR Canada Graduate Scholarship application. Additionally, laboratory/research skills related to their thesis research will be obtained and evaluated.

Course Objectives:

This course will provide students with essential skills required to be a successful researcher. At the end of the course, the students will:

1. have the ability to design fundamental, pre-clinical, and clinical research projects with the goal of optimizing their translational potential
2. explain the principles of good clinical trial design and good clinical practice (GCP) compliance
3. successfully navigate regulatory and quality control steps at all stages of health research including ethical and legal concerns
4. recognise knowledge gaps, formulate a relevant research question, efficiently search sources of medical literature and manage the retrieved citations.
5. acquire skills in writing and reviewing grant applications associated with translational research design, data collection, and data analysis
6. understand the importance of research collaboration including the responsibilities of various roles

Instructional Strategies:

Online modules will be utilized to teach ethical and regulatory requirements for biomedical researchers. These will be provided free of charge to our students through the Kingston General Health Research Institute, Kingston Health Science Centre – Kingston General Hospital Site. Additional modules will be provided by Queen’s University (TCPS2 CORE) and by the Canada Clinical Trials Group. The Medical Information Literacy sessions will be delivered via both online modules and applied sessions in the library. Two workshops on grant writing will occur, one in the fall term and the other in the winter term.

Prerequisites:

Admission to the MSc or PhD stream of the Translational Medicine Graduate Program. Graduate students enrolled in other MSc or PhD programs within the Queen’s University Faculty of Health Sciences can also take the course if space is available (Course Coordinator’s approval required).

Course Outline

Course activities:

1) Completion of TPS2 (Tri-Council Policy Statement) CORE (Course on Research Ethics) online certificate training (estimated 3 hours):

This module is mandatory for all graduate students at Queen’s University doing research on human subjects. The module covers pertinent issues of ethics-related concerns.

This module should be completed no later than **October 15** of each academic year.

2) Completion of online modules including N2 CITI online modules (estimated 30 hours) OR the Canada Cancer Trials Group module (estimated 36 hours):

Students will be expected to complete one of following:

- a. 4 online modules offered by N2 Network of Networks CITI (Collaborative Institutional Training Initiative - <https://about.citiprogram.org/en/courses/?filter=all>): Good Clinical Practice, Responsible Conduct of Research-Life Sciences, Privacy & Security and Health Canada Division 5 which focuses on investigator initiated or industry sponsored drug trials; **OR**
- b. the Fundamentals of Clinical Trial Design, Conduct and Analysis online module, designed and maintained by the Canada Cancer Trials Group: http://www.queensu.ca/artsci_online/additional-resources/Clinical%20Trials%202017/HTML/story.html

The decision about which to complete should be made by in consultation with the student’s supervisor, taking into account what is most appropriate for the student’s thesis research.

These modules should be completed no later than **October 15** of each academic year.

A debrief session with the course TA is scheduled on **October 22, 2019**.

3) Medical Information Literacy Sessions: 2.5 hours

A 1-hour session will be provided by a librarian from Bracken Health Sciences Library at the beginning of the fall term in order to familiarize students with available library resources and services at Queen's University. This will be followed by a 1-hour hands-on training session to equip students with the information research skills necessary to master the inquiry process (from topic selection, background reading, question formulation, information collection and evaluation, to a final product). The orientation session and workshops will be held at:

1. **September 17** from 2:30-3:30 pm, Bracken Health Sciences Library conference room (Rm 122 in Bracken Library)
2. **October 1** from 2:30-3:30 pm, Bracken Health Sciences Library (Rm 122 in Bracken Library). Students should bring their own laptops for this session.

During the fall term, students also need to schedule a half-hour research consultation with a librarian at Bracken (email Sandra McKeown: sandra.mckeown@queensu.ca with your availability) to review the database search strategy for their research questions. The session should be completed no later than **October 30** of each academic year.

Important: submit the search strategy/history for one database at least one day prior to the consultation. Students who do not submit a database search strategy prior to the consultation will need to reschedule their appointment.

The Library Guild to Translational Medicine can be found at:

<https://guides.library.queensu.ca/translational-medicine>

4) Grant Writing Sessions

The program will hold 2 sessions for students in this course providing instruction on grant writing:

- a. In the fall term (September 24), a workshop with the focus of the CIHR Canada Graduate Scholarship application will be led by the TA. This session will use a real CIHR post-doc application exemplar (from the TA) to introduce and explain how to prepare and write a good application. Strategies in the following areas will be highlighted:
 1. Lay Summary (how to write for a non-technical, non-specialist audience);
 2. Research Proposal/Plan (an approach to clearly define the research question, hypothesis and methods)
 3. CIHR Common CV;
 4. Training Environment and Training Expectations; and
 5. A reference letter.
- b. The winter term grant workshop will focus on the strategies of grant writing and grant review. A panel of Faculty members and post-doc fellows will be invited to discuss the following questions:
 1. What are the funding opportunities in different areas? E.g., Tri Council (or other government funding, e.g. NIH), internal university funding, and external non-governmental funding (i.e. associations, industry, etc.)
 2. What are your experiences with funding application and operation?
 3. What are some strategies for graduate students to develop their grant writing skills?

Real grant applications will be provided for students to practice the skills of grant review (blind review).

Class Schedule

***Please be mindful that there is no make-up class. It is your responsibility to attend all required classes.**

| Date | Activity |
|--------------------|---|
| September 10 | Course Orientation (By Dr. Anne Ellis and TA) |
| September 17 | Medical Information Literacy Session 1 (introduction) |
| September 24 | Introduction to the CIHR Canada Graduate Scholarship Application (by TA) |
| October 1 | Medical Information Literacy Session 2 (hands-on) |
| <u>October 8</u> | <u>Deadline for the outline of CIHR Canada Graduate Scholarship application (10%)</u> |
| <u>October 15</u> | <u>Deadline for online modules (30%)</u> |
| October 22 | Online module debriefing session (by TA) Feedback on students' outlines of CIHR Canada Graduate Scholarship application |
| <u>October 30</u> | <u>Deadline for Medical Information Literacy Session 3 (the last day for the research consultation with the Librarian) (5%)</u> |
| <u>November 12</u> | <u>Deadline for the CIHR Canada Graduate Scholarship application assignment (35%)</u> |
| January 7, 2020 | GCP - The Good, the Bad and the Ugly by Dr. Annette Hay |

Grading

| Assessment Task or Component | Detailed Description | Due Date |
|--|---|---------------------------------|
| Completion of Online Modules: (30%) | <p>Successful and timely completion of the required online modules:</p> <ul style="list-style-type: none"> a) Course on Research Ethics (5%); b) N2 CITI online modules OR the Canada Cancer Trials Group module (25%). <p>Each module includes an evaluation quiz at the end; students must achieve at least 80% to pass. Each student will be expected to submit their marks to determine this</p> | No later than October 15 |

| | | |
|--|---|---|
| | <p>portion of the course grade no later than the specified deadline. The mark of the quizzes (pictures or screenshots) should be submitted to the TA.</p> <p>Additionally, students will receive certification for successful completion of the modules; this certification is recognized nationally and internationally by organizations such as the American Medical Association, the FDA (Food and Drug Administration) and the National Institutes of Health. The N2 CITI modules were originally developed in the United States, but have been adapted to include Canadian content and are recognized by Health Canada and the TransCelerate Biopharma Group (a network of the major pharmaceutical companies).</p> | |
| <p>Medical Information Literacy Sessions (5%)</p> | <p>Students will obtain credit for attending:</p> <ol style="list-style-type: none"> 1) the introduction session (September 17); 2) hands-on workshop (October 1); and 3) the in-person research consultation with the librarian <p>All 3 must be attended to achieve the 5%. This component is assessed by the Bracken Librarian. The in-person research consultation must be scheduled between October 2 and October 30.</p> | <p>No later than October 30</p> |
| <p>CIHR Canada Graduate Scholarship application (45%)</p> | <p>Students will complete a CIHR Canada Graduate Scholarship application following the appropriate format given their program of study (MSc or PhD).</p> <p>An outline of the research proposal (both MSc and PhD) and an outline of the training expectations (PhD only) should be submitted by October 8. The mark (10%) will be awarded for completion of the outline(s). Students will receive feedback from the TA and their supervisors to consider for the final application package. <u>After the outline assignment, students are NOT allowed to seek further feedback for the application package from their supervisors as they will be assessing the application package.</u></p> <p>For the MSc application package, students should submit:</p> <ol style="list-style-type: none"> 1) a CIHR CCV; 2) a Summary of Proposal (max of 1,800 characters); 3) a one-page outline of proposed research 4) a reference letter (that students write about themselves on behalf of their supervisors) | <p>Outline by October 8;</p> <p>Full application by November 12</p> |

| | | |
|--|--|--|
| | <p>Detailed instructions for CGS-M application could be found at http://www.nserc-crsng.gc.ca/Students-Etudiants/PG-CS/CGSM-BESCM_eng.asp *Please be mindful that the actual deadline for CIHR CGS-M this year is December 1, 2019.</p> <p>PhD application: For the PhD application package, students should submit:</p> <ol style="list-style-type: none"> 1) a CIHR CCV; 2) a Lay Abstract; 3) a Training Expectations (Max 2 pages) 4) a Research Project Summary (Max 1 page) 5) a reference letter (that students write about themselves on behalf of their supervisors) <p>Detailed instructions for CIHR Doctoral Research Awards application could be found at http://www.cihr-irsc.gc.ca/e/38887.html *Please be mindful that Queen’s internal deadline for CIHR Doctoral Research Awards is October 15, 2019 this year.</p> <p>The application package accounts for 35% of the final grade. This assignment will be assessed by the Course Chair, the Course TA, and students’ supervisors.</p> | |
| <p>Lab/Research Component (20%)</p> | <p>The supervisor will provide a mark for the performance and progress of student’s thesis research. Students are expected to have a meeting with their supervisors at beginning of the term. Students should clarify their supervisors’ expectations such as daily work routine, working hours and interactions with the research team. Components that will be considered include maintenance of accurate lab books/research notes, appropriate balance between independence and seeking assistance and demonstration of appropriate lab/research skills (ie, completion of essays, attention to protocols, data analysis), and working well with other lab/research team members.</p> | <p>Marks due March 31, 2020</p> |

Late assignment policy: At the discretion of the course coordinators, 10 percent of the total assignment mark will be deducted for each 48-hour period after the official listed due date if an extension has not been arranged in advance of the due date. Extensions are granted and late marks are deducted at the discretion of the course coordinators.

Students’ performance or work will be assessed based on the rubrics. All rubrics are attached to this syllabus.

Rubric for the Application Package of CIHR Canada Graduate Scholarship (35%)

*The assignment will be assessed as a whole based on the following criteria.

| Criteria | Consideration | Mark |
|---|--|------------------------|
| Research Plan (20%) | <ul style="list-style-type: none"> • Quality and originality of contributions to research and development; • Relevance of experience and training to field of proposed research • Significance, feasibility and merit of proposed research • Judgment and ability to think critically • Ability to apply skills and knowledge <p><i>*This criterion could be used to assess the Summary of Proposal and A one-page outline of proposed research for MSc students; and Lay abstract and Research Summary for PhD students.</i></p> | <hr/> out of 20 |
| Personal Characteristics (10%) | <ul style="list-style-type: none"> • Leadership skills • Project management skills • The ability to communicate theoretical, technical and/or scientific concepts clearly and logically in written formats <p><i>*This criterion could be used to assess the Reference Letter and the Training Expectations (PhD students only)</i></p> | <hr/> out of 10 |
| CIHR CCV (5%) | <ul style="list-style-type: none"> • Completion of the CIHR CCV | <hr/> out of 5 |
| Total Mark | | <hr/> out of 35 |

Comments (if any):

Rubric for Lab/Research Performance (20%; Due March 31, 2020)

Dear supervisors,

The following rubrics are drafted for you to establish your expectations and requirements with your students in terms of their Lab/Research performance. You are welcome to revise the criteria and/or descriptions below so that they fit your needs and contexts. Please set clear expectations with your students in the beginning of Fall 2019 and submit your evaluations by March 31, 2020 to tmed@queensu.ca. Thank you very much.

Student: _____ **Assessed by:** _____

*Please assign one overall score in each criterion based on the descriptions/consideration listed.

| Criteria | Descriptions/Consideration | Mark |
|------------------------|--|---------------------------|
| Knowledge | Demonstrates steady progress in terms of one's own research | _____ out of 4 |
| Time Management | Meets deadlines for all assigned tasks and meetings | _____ out of 4 |
| Engagement | Demonstrates dedication to all lab/research activities | _____ out of 4 |
| Teamwork | Interacts positively with all lab/research team members, and shows respect and support to others | _____ out of 4 |
| Communication | Actively attends to what others say, and participate in discussions in lab/research meetings | _____ out of 4 |
| Total Mark | | _____ out of 20 |

Comments (if any):

Academic Integrity

Studying at Queen's means you are part of a scholarly community, one in which all members (students and faculty alike) are held in mutual respect. Academic Integrity also supports the reputation of Queen's University; universities, and the degrees they confer, are only as strong as their reputations. **Violating academic integrity can have** serious consequences, from failing a course to being expelled from Queen's. For more information visit the School of Graduate Studies policy on Academic integrity at:

<https://www.queensu.ca/sgs/graduate-calendar/academic-integrity-policy>

A plagiarism software will be used to check all written assignments in this program to ensure academic integrity.

Changes in Registration, Status and Course Work

Course deletions and additions are recorded on an Academic Change Form, initialed by the Course Coordinator; signed by the Supervisor and Department Head; and submitted to the School of Graduate Studies for approval.

Graduate Student Supervision

Supervisors

It is understood that the primary supervisory role rests upon your supervisor, and that your supervisor has the responsibility of overseeing your day to day progress, of directing research and of advising on a variety of academic matters. Finding a supervisor is the student's responsibility. Please visit our website for details on all of our TMED faculty members and their research areas of interest. <https://deptmed.queensu.ca/deptmed/academics/translational-medicine-graduate-programs/translational-medicine-graduate-faculty>

Co-Supervisors

Sometimes it is useful for students to have two co-supervisors; for example, when the thesis topic spans two disparate fields, the particular expertise of each co-supervisor would be helpful. In such cases, one of the co-supervisors must be designated as the major supervisor (indicate this on the financial and supervisory statement) and will take primary responsibility for your academic supervision, especially in dealings with the graduate office. Students with co-supervisors should discuss the details of collaborative research with each of their supervisors. In cases of co-supervision, it may be appropriate to have an additional member on the supervisory committee. This decision should be made in consultation with the Graduate Program Director.

Supervisor's Absence

If a graduate supervisor leaves the University, or is absent on sabbatical leave, or is required by the University to perform other duties that would impair effective supervision, the supervisor must make formal written arrangements for an interim supervisor to act as both an academic and research advisor. Copies of this written arrangement must be given to both to you, as the student, and the Graduate Program Assistant to be put in your student file.

Change of Supervisor

The initial selection of a supervisor is usually considered a permanent arrangement. If, however, you and your supervisor do not work well together, or find that your research interests are not compatible, a request to change supervisors may be made in writing to the Graduate Program Committee. In all cases, it is recommended that you discuss the proposed changes with all members of your supervisory committee and with the Graduate Program Director before a formal request for change is made.

Thesis Supervisory Committee

Each student will have a supervisory committee. Under ordinary circumstances, the members of the supervisory committee act as supplementary (or complementary) advisors and monitor your academic progress. In exceptional circumstances, the committee will act as a first "adjudicating" body in settling a disagreement between you and your supervisor. The membership of supervisory committees (for students new to the program) will be reviewed and approved by the Graduate Program Committee.

Formation

Supervisory committees must be formed within the first term of graduate study and are chosen in consultation with your supervisor. The members of the supervisory committee must be listed on your Financial and Supervisory Statement each year. The Graduate Program Committee may recommend changes if the committee structure is unsatisfactory (see below).

Composition

For an MSc student, the supervisory committee consists of the supervisor and at least two other members. Supervisory committee members may be from a different research group either inside or outside the Department. In some circumstances, students may have a committee member from outside Queen's. In such cases, a request must be made in writing to the Graduate Program Committee, stating reasons for the request and qualifications of the proposed committee member.

For a PhD student, the supervisory committee consists of the supervisor, and at least two other members. Supervisory committee members may be from a different research group either inside or outside the Department. In some circumstances, students may have a committee member from outside Queen's. In such cases, a request must be made in writing to the Graduate Program Committee, stating reasons for the request and qualifications of the proposed committee member.

Supervisory Committee Meetings

The first meeting with your supervisory committee will normally take place by the end of the first term. The second meeting would take place by June 1 at the end of the first and second years. For the second-year meeting, the committee would decide if the student is ready to defend their thesis. For PhD students, these meetings would be held by June 1 at the end of each year, additional meetings can be held as needed. It is the responsibility of you and your supervisor, to schedule these meetings.

Expectations for Supervisory Committee Meetings

Following your initial meeting with your committee members, you must submit a one-page abstract/outline of your research for the Graduate Program Committee's approval. The abstract should be no longer than one page and should contain background, overall objectives, specific aims, hypothesis and a few details about the methods/progress to date results.

In advance of the June 1 meetings, you must prepare a maximum 5-page written summary of research progress with an emphasis on results. This report should include background,

objectives, hypothesis, progress to date including data and results, and future directions. You will also need to fill in the [Annual Progress Report form](#) that includes the program requirements and milestones achieved (papers submitted or published, conferences, presentations, grant applications, and/or professional development). Both documents should be distributed to the supervisory committee members at least five working days prior to these meetings. Upon the conclusion of the meeting, a signed copy of the [Annual Progress Report form](#) will be submitted to the Graduate Program Assistant by June 30 for your student file. You can attach the summary of research progress to the Annual Progress Report form. You or your supervisors may also call a supervisory committee meeting any time to address academic problems or difficulties with your research program.

Annual Progress Reports

An [Annual Progress Report form](#) must be filed with the Departmental Graduate Program Assistant by June 30 at the end of the first and second year for MSc students and subsequent years for PhD students. You can attach your summary of research progress to this form.

Thesis Examinations

Thesis Format

The decision about thesis format should be made between the student and the supervisor. The student should keep the supervisor updated about the writing plan and schedule, and the supervisor must be given ample time to review the entire thesis before it is submitted to the SGS in preparation of the oral defence.

The SGS allows two thesis formats: Traditional or Manuscript. Please note that the SGS has formatting guidelines that must be followed (ie: margins, font size, line spacing). These mandatory details, as well as thesis templates that we encourage you to use, can be found at <http://queensu.ca/sgs/current-students/degree-completion>.

Traditional Format:

Title Page

Abstract (maximum 350 words)

Statement of Co-Authorship (should describe the student's contribution to the knowledge in the thesis, and the contribution of co-authors, if any)

Acknowledgements

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List of Tables

List of Figures

List of Abbreviations

Chapter 1: Introduction

Chapter 2: Literature Review (if necessary)

Chapter 3 to n: Body of Thesis (Materials and Methods, Results, Discussion)

Chapter n + 1: Summary and/or Conclusions and Future Directions

References

Appendices

Manuscript Format:

The research included in this format need not be published nor accepted for publication at the time of the thesis defence, but this format is generally intended for use when 1 or more manuscripts with the student as first or co-first author have been generated prior to the defence. Publication or acceptance for publication in no way supersedes the University's judgement of the work. Results that the student wishes to include in the thesis that do not fit within a particular manuscript may be included in an appendix. In this format, references used within each chapter will be cited at the end of that chapter. A pre-print formatted version of the manuscript must be used rather than reprint so that the format is consistent throughout.

Title Page

Abstract (not more than 350 words)

Statement of Co-Authorship (should describe the student's contribution to the knowledge in the thesis, and the contribution of co-authors, if any; this information should be included in more detail at the beginning of each chapter that is a manuscript)

Acknowledgements

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Chapter 1: Introduction

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Chapter 3 to n: Manuscripts

Chapter n + 1: Discussion/Summary/Conclusions and Future Directions

References

Appendices

MSc Thesis Defence Committee

The MSc Defence Committee must be approved by the GPC and is chosen for the expertise of its members and ability to examine the student. Committee members will include:

Chairperson (chosen by the Graduate Program Director)

Department Head or Delegate

Supervisor and/or co-supervisor

Internal Examiner (Department of Medicine faculty member)

Internal/External Examiner (faculty member from outside the Department of Medicine, but within the Faculty of Health Sciences)

An External Examiner is not required but may replace the Department member following the advice of the supervisor and approval by the GPC. In these cases, the supervisor will be responsible for arranging reimbursement of the expenses of the external examiner.

PhD Thesis Defence Committee

The PhD Thesis Defence Committee must be approved by the GPC and is chosen for the expertise of its members and ability to examine the student. Committee members will include:

Chairperson (chosen by the Thesis Coordinator, Rose Silva, from SGS)
Department Head or Delegate
Supervisor and/or co-supervisor
Internal Examiner (Department of Medicine faculty member)
Internal/External Examiner (faculty member from outside the Department of Medicine, but within the Faculty of Health Sciences)
External Examiner (from outside of Queen's University, can participate by videoconference)

Thesis Submission and Defence Procedures

Please review the SGS requirements on “Completing Your Degree” at <https://www.queensu.ca/sgs/current-students/degree-completion>. You must conform to these requirements, as well as to those described in the [Faculty of Health Sciences Grad Council Manual](#).

Procedures for MSc Thesis Submission and Oral Examination

The successful and timely completion of your MSc requires careful planning and a recognition of other faculty commitments, vacation schedules and the need for program staff involvement. It is your responsibility to plan ahead to ensure you complete your studies on time.

Approximately 8 weeks before your planned defence, you should confer with your supervisor to come up with a list of potential examiners. Your supervisor is expected to contact potential examiners to confirm their willingness to participate. Once confirmed, and at least 6 weeks prior to the defence, their names should then be submitted to the Graduate Program Assistant, with the following additional pieces of information:

- Thesis title
- Preferred dates/times for the defence
- Brief, specific expertise of the proposed examiners

Following this, the list of proposed examiners will be reviewed by the GPC for approval and the supervisor notified if there are any concerns. Then, the Graduate Program Assistant will work with the potential examiners to schedule the defence.

The final version of your thesis must be approved by your supervisor before submission – by submitting your thesis it is assumed you have your supervisor's approval. It is your responsibility to ensure that your thesis conforms to the requirements set out in this document, and those of the Faculty of Health Sciences and of the SGS. You should submit an electronic

version of your thesis to all examiners at least 10 working days prior to the defence, as well as providing a print version (if requested).

[The Oral Thesis Examination Form](#) will need to be signed by your supervisor and the Department Head (or the Graduate Program Director) and submitted at least 10 days prior to your defence.

It is your responsibility to work with the Graduate Program Assistant to ensure that all audio/visual equipment is available and that you are able to operate it independently. The Graduate Program Assistant may not be available on the day of your defence.

An Evaluation Form obtained from the Graduate Program Assistant should be completed and returned to the Graduate Program Assistant at least 3 working days prior to the defence date by any member of the examining committee who feels that the defence should NOT go ahead. If two or more negative reports are submitted, the student and supervisor will be notified by the Chair of the Examining Committee or the Graduate Program Director to determine if they want to proceed with the oral thesis exam. The SGS will also be notified. The decision of whether to proceed or not lies with the student. If the decision is made to post-pone, the Chair must communicate to the supervisor and student the required revisions to the thesis and that the student has the right to submit the revised thesis at a later date. Following the subsequent submission of the revised thesis, the oral examination must take place. The SGS will be informed when an oral thesis examination is postponed due to negative reports.

At the beginning of the scheduled defence you will be asked to leave the room briefly while the committee confers and confirms that the oral exam should proceed. Any concern about the thesis and/or the student's readiness to defend should have been flagged using the form and procedure described above. Following this, you will be invited back into the room to give a 20-minute presentation summarizing the content of your thesis. This will be followed by a question period, normally comprised of two rounds of questions starting with the examiner most distant from the student, and ending with the supervisor. The scope of potential questions is broad, but could include detailed discussion of the research objectives and hypothesis, the chosen methods including strengths and weaknesses, interpretation and evaluation of results, and relevance of the thesis findings and conclusions to the research field. Every student will be expected to address the translational aspects of their work, how they expect their results to directly or indirectly benefit patients or populations and the ways their research was informed by patient needs and concerns. The examination will normally take 90–120 minutes in total.

Following the oral examination, you will again be asked to leave the room. The Chairperson will discuss the evaluation of each of the examiners and determine the overall assessment of the exam. Once invited back into the room, you and your supervisor will be notified of the outcome by the Chair. The outcome will be reported in writing to the SGS using the [examination form](#). Examiners will refer to the *General Regulations and notes for Examiners* document created by SGS.

The SGS will notify you (with a copy to the program) of the completion of your degree requirements only after submission of four unbound copies of your final thesis (with required revisions). Tuition fees are charged up to the date of receipt of the completed thesis.

Procedures for PhD Thesis Submission and Oral Examination

The successful and timely completion of your PhD requires careful planning and a recognition of other faculty commitments, vacation schedules and the need for program staff involvement. It is your responsibility to plan ahead to ensure you complete your studies on time.

Approximately 8 weeks before your planned defence, you should confer with your supervisor to come up with a list of potential examiners. Your supervisor is expected to contact potential examiners to confirm their willingness to participate. Once confirmed, and at least 6 weeks prior to the defence, their names should then be submitted to the Graduate Program Assistant, with the following additional pieces of information:

- Thesis title
- Preferred dates/times for the defence
- Brief, specific expertise of the proposed examiners

Following this, the list of proposed examiners will be reviewed by the GPC for approval and the supervisor notified if there are any concerns. Then, the Graduate Program Assistant will work with the potential examiners to schedule the defence.

The final version of your thesis must be approved by your supervisor before submission – by submitting your thesis it is assumed you have your supervisor's approval. It is your responsibility to ensure that your thesis conforms to the requirements set out in this document, and those of the Faculty of Health Sciences and of the SGS. You should submit an electronic version of your thesis to all examiners at least 25 working days prior to the defence, as well as providing a print version (if requested). The program will cover printing costs up to a maximum of \$200.

[The Oral Thesis Examination Form](#) may be completed by the Grad Assistant, then signed by your supervisor and the Department Head (or the Graduate Program Director) and submitted at least 25 working days prior to your defence.

It is your responsibility to work with the Graduate Program Assistant to ensure that all audio/visual equipment is available and that you are able to operate it independently. The Graduate Program Assistant may not be available on the day of your defence.

An Evaluation Form obtained from the Graduate Program Assistant should be completed and forwarded to the Graduate Program Assistant at least 3 working days prior to the defence date by any member of the examining committee who feels that the defence should NOT go ahead. If two or more negative reports are submitted, the student and supervisor will be notified by the Chair of the Examining Committee or the Graduate Program Director to determine if they want

to proceed with the oral thesis exam. The SGS will also be notified. The decision of whether to proceed or not lies with the student. If the decision is made to post-pone, the Chair must communicate to the supervisor and student the required revisions to the thesis and that the student has the right to submit the revised thesis at a later date. Following the subsequent submission of the revised thesis, the oral examination must take place. The SGS will be informed when an oral thesis examination is postponed due to negative reports.

At the beginning of the scheduled defence you will be asked to leave the room briefly while the committee confers and confirms that the defence should proceed. Any concern about the thesis and/or the student's readiness to defend should have been flagged using the form and procedure described above. Following this, you will be invited back into the room to give a 20-minute presentation summarizing the content of your thesis. This will be followed by a question period, normally comprised of two rounds of questions starting with the examiner most distant from the student, and ending with the supervisor. The scope of potential questions is broad, but could include detailed discussion of the research objectives and hypothesis, the chosen methods including strengths and weaknesses, interpretation and evaluation of results, and relevance of the thesis findings and conclusions to the research field. Every student will be expected to address the translational aspects of their work, how they expect their results to directly or indirectly benefit patients or populations and the ways their research was informed by patient needs and concerns. The examination will normally take 120 minutes in total.

Following the oral examination, you will again be asked to leave the room. The Chairperson will discuss the evaluation of each of the examiners and determine the overall assessment of the exam. Once invited back into the room, you and your supervisor will be notified of the outcome by the Chair. The outcome will be reported in writing to the SGS using the [examination form](#). Examiners will refer to the General Regulations and notes for Examiners document created by SGS.

The SGS will notify you (with a copy to the program) of the completion of your degree requirements only after submission of four unbound copies of your final thesis (with required revisions). Tuition fees are charged up to the date of receipt of the completed thesis.

Withdrawal on Academic Grounds and Appeals of Same (see SGS Calendar, General Regulations, Graduate Degree Programs-General, Withdrawal on Academic Grounds)

Any academic decision can be appealed by the student under the [SGS General Regulation Appeals Against Academic Decisions](#). This SGS regulation (*Withdrawal on Academic Grounds*) does not apply to the appeal of an academic decision but rather outlines the procedures whereby a graduate program recommends that a student be required to withdraw on academic grounds, and the procedures and responsibilities for deciding on the outcome of this recommendation. Note that a recommendation under a. or b. below, may be appealed by the student under the SGS General Regulation *Appeals Against Academic Decisions*.

Some Graduate Programs have separate procedures to be followed that would be enacted prior to making a recommendation under the procedures below.

Prior to making a recommendation under the procedures below, the faculty member(s), and/or the Head/Director or Graduate Coordinator/ Graduate Program Director of the Program shall meet with the student to discuss their academic situation, the possible recommendation of withdrawal, and the grounds for the recommendation. The student may invite a representative to the meeting. If the student intends to be accompanied by legal counsel, he or she must provide at least 48 hours' notice to the department/program/faculty attendees who reserves the right to reschedule the meeting if notice is not given. If the student does not wish to attend the meeting, the student can submit a written statement. If the student does not respond to an invitation to attend the meeting, or does not make a written statement, the process will continue without the student's input.

The student shall be informed in writing when the Graduate Program shall be making a recommendation of withdrawal to the Council and shall be informed of the grounds for the recommendation.

Unsatisfactory performance by the student during the program may cause proceedings to be instituted by the Program requiring the student to withdraw. There are several circumstances which may lead to this request, and, as these differ in certain important respects, the procedures of appeal and review also differ. The Council has the following responsibilities in each situation:

- a. Failure of a Primary Course:** In cases when a student does not achieve B- (B minus) in a primary course, the Head/Director or Graduate Coordinator/Graduate Program Director of the Program may recommend to the Chair of Council that the student:
- a) repeat the examination (or equivalent) within one year after the original examination (or equivalent), or
 - b) repeat the course, or
 - c) take a substitute course. If approved, a student may take another course approved by the Chair of Council to allow them the opportunity to complete the degree requirements.

If such a recommendation is not made or, if made, is not approved by the Council, any student who fails to obtain the required standing in any primary course shall be required to withdraw.

Council, or its duly empowered Chair or Associate Chair, shall examine the case to see that proper procedures were followed, and if this is ascertained, the Chair of the Council shall notify the SGS, who shall inform the student of the Program's recommendation and the confirmation of the recommendation by the Council. Review of the Program recommendation by the Council or its duly empowered Chair or Associate Chair, is limited to procedural matters and any extenuating circumstances only and does not entail assessing the academic decision itself.

If the case is evidently straightforward, it may be approved by the Chair/Associate Chair and then must be submitted for approval and action to SGS (not GSEC), and also reported back to Council. Otherwise, the request will be placed on the agenda for decision by Council at its next meeting.

All such Council decisions are subject to appeal, under the general regulations of the SGS. It is the responsibility of the Chair or Associate Chair of Council to represent Council and explain Council's decision to the SGS Academic Appeal Board, if/as required.

b. Withdrawal on General Academic Grounds: There are other academic circumstances that could lead to a recommendation that the student be required to withdraw. To cite several examples: in the judgment of the supervisor or a supervisory committee the student may be making unsatisfactory progress in research; the student may have failed the comprehensive examination; there may have been marginal performance in seminars; preliminary drafts of chapters of the thesis may reveal an unsatisfactory standard of scholarship; or in the judgment of the supervisor or a supervisory committee or other Graduate Program academic committee, the student's overall academic performance in coursework is not acceptable. For such cases the Program shall recommend withdrawal to Council and shall inform the student in writing that such a recommendation is being made and the grounds for this recommendation.

The Program recommendation shall be taken to a meeting of Council. The Chair of Council shall inform the student that he or she may attend the meeting, with or without a representative, and that he or she is entitled to present the case. If the student intends to be accompanied by legal counsel, he or she must provide at least 48 hours' notice to the Chair of Council, who reserves the right to reschedule the discussion of the matter to another meeting of the Council, if notice is not given. If the student does not wish to attend the meeting of Council, the student can submit a written response to the recommendation, for circulation to the Council and for discussion by the Council at the meeting. If the student does not respond to an invitation to attend the meeting, or does not make a written submission, the process will continue without the student's input. Review of the Program recommendation by the Council is limited to procedural matters and any extenuating circumstances and does not entail an assessment of the academic decision itself.

If the Council approves the recommendation of the Program, the Chair of the Faculty Graduate Council shall report the case to the Dean of the School of Graduate Studies who shall notify the student in writing of the recommendation by the Council. This letter will also inform the student of the relevant appeal procedure under SGS General Regulation *Appeals Against Academic Decisions* and will inform the student of the academic services provided by the Coordinator of Dispute Resolution Mechanisms and the Society of Graduate and Professional Students' Student Advisors.

All such Council decisions are subject to appeal, under the SGS General Regulation *Appeals Against Academic Decisions*. It is the responsibility of the Chair or Associate Chair of Council to represent Council and explain the decision to the SGS Academic Appeal Board, if/as required. The Graduate student representative to Council will not be permitted to attend that portion of a Council meeting at which student matters pertaining to Sections 2.2, 2.3 or 2.4 are discussed.

Housing

Community Housing manages the student rental properties owned by Queen's University. This includes two apartment complexes located at west campus – An Clachan and John Orr Tower – as well as a variety of apartments and houses in the Student Village (Core Rentals) around campus.

Community Housing also operates an Accommodations Listing Service where external landlords can post listings for student rental units. The Landlord Contract Program is also managed by Community Housing.

Location

Community Housing is located at 169 University Avenue at the corner of University and Clergy West. Paid parking is available underground at the Queen's Centre, entrance is off of Division Street.

Hours of Operation:

Telephone reception 8:30 am to 4:30 pm. Open to Walk-in Customers from 9:00 am to 4:00 pm, Monday to Friday (excluding holidays).

They are open over the lunch hour.

Phone: 613-533-2501 Fax: 613-533-2196 Email: community.housing@queensu.ca

Here are some helpful links for more information on housing:

<https://community.housing.queensu.ca/>

<http://quic.queensu.ca/resources/housing-support/long-term-options/>

Services and Contacts on Campus

Ban Righ Centre

Assists women of all ages, especially those who are returning to university after a time away, to continue formal or informal education. Women from diverse backgrounds find community, practical, personal and financial support in an informal setting prepared to meet their particular needs. This environment supports academic endeavours, encourages mutuality and equality, and nurtures and respects women. These services are offered without charge or membership. [Contact the Ban Righ Centre for more information.](#)

Career Services

The central provider of career education and employment support services at Queen's University for [undergraduate](#), [graduate students](#) and recent [alumni](#) from all disciplines. We offer a comprehensive range of [accessible services](#) to support and empower students in making informed decisions about their career, further education and employment goals. Visit their website for more information at: <https://careers.queensu.ca/>

Campus Bookstore

A not-for-profit corporation that endeavors to distribute required course material at the lowest possible price to students, while operating a comprehensive University bookstore for the Queen's community.

The Campus Bookstore is located in Clark Hall on Queen's University Main Campus. Open regular hours from 9 AM to 6 PM, Monday to Friday, and, 10 AM to 5 PM on Saturday. Open 24 hour-a-day at <http://www.campusbookstore.com>.

Campus Computer Sales & Service

- [The Queen's Managed Mobile Plans](#)
The Queen's Managed Mobile Plans are available to Queen's staff and students, visit their website for more information at <http://www.queensu.ca/its/>
- [Personal IT Purchases](#)
For Personal IT purchases visit the [Employee Discounts page](#) of the Strategic Procurement Services website or the Campus Bookstore.
- [Computer Software](#)
Visit the [ITS Supported Software page](#) for more information on software and instructions on how to obtain it.

Equity and Human Rights

Please see the links below for information for graduate students about harassment and harassment protocols, and information for faculty regarding the response protocol should a

graduate student report concerns about discrimination or harassment from a faculty member or staff member.

[Information for Graduate Students about Harassment and Harassment Protocols at Queen's University](#) and [Response protocol](#).

For more information, please visit the Human Rights Office website at:
<http://www.queensu.ca/humanrights/home>

Libraries

There are several libraries on campus which you can use.
Bracken Health Sciences Library is located on the Main Floor of Botterell Hall, 18 Stuart Street.

For more information on all the libraries on campus see the library website at:
<http://library.queensu.ca>.

Learning Commons

The Learning Commons is located on the ground floor of [Joseph S. Stauffer Library](#), the Humanities, Social Sciences, Business, Government Documents, Data and Maps Library on campus. Along with our partners, the [Adaptive Technology Centre](#), [Student Academic Success Services](#), [Queen's University Library](#), and [ITServices](#), the Learning Commons strives to offer students many of the above listed services.

For more information on the Queen's Learning Commons, please feel free visit their website at:
<https://www.queensu.ca/qlc/about/what-learning-commons>

School of Graduate Studies

All regulations governing graduate studies at Queen's are established by the School of Graduate Studies (SGS). Also there are a number of resources and supports relevant to wellness, balance and the graduate student experience available at: <https://www.queensu.ca/sgs/current-students/sgs-habitat>.

For more information, please contact them at:
Gordon Hall, Room 425
613-533-6100 grad.studies@queensu.ca
<http://queensu.ca/sgs/home>

Queen's Centre for Teaching and Learning (CTL)

The CTL offers a wide variety of programs and services that are designed to meet the teaching and learning needs of students/post-doctoral fellows, staff and faculty meetings.

For more information contact them at:
Queen's Centre for Teaching and Learning
Macintosh-Corry Hall, F200
613-533-6428
ctl@queensul.ca
<https://www.queensu.ca/ctl/home>

Student Health and Wellness Services

Student Wellness Services supports the personal, academic, and social development of students at Queen's University by providing a range of programs and services. Our mission is to provide a welcoming, confidential, and integrated service that is responsive to the needs of students.

<http://www.queensu.ca/studentwellness/>

Student Academic Success Services

Student Academic Success Services offers academic support to students who wish to develop their skills in critical thinking, reading, learning, studying, writing, and self-management. We welcome Queen's undergraduate and graduate students at all stages of program completion and all levels of ability. Contact them at: <https://sass.queensu.ca/>

Translational Medicine Graduate Program

For any inquiries regarding the Translational Medicine Graduate program, please contact:
Translational Medicine Graduate Program
Department of Medicine
Etherington Hall, Room 3049
613-533-6000 Ext. 74148
tmed@queensu.ca

Acknowledgements

This handbook was written with reference to the Pathology and Molecular Medicine Graduate Handbook, the Faculty of Health Sciences Graduate Council Manual and from the School of Graduate Studies.

Appendices
Appendix 1

Annual Progress Report Form

Student Name: _____ ID #: _____

Program: _____ Start Date: _____ Year in Program: _____

Thesis Topic: _____

| <u>Courses Completed to Date</u> | <u>Grade</u> | <u>Courses Completed to Date</u> | <u>Grade</u> |
|----------------------------------|--------------|----------------------------------|--------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Program requirements still to be completed:

Please provide a summary of the progress you have made on your thesis research.

Progress Rated: Satisfactory Unsatisfactory Conditional

To be completed by the student:

Please report on papers submitted or published, conferences, presentations, grant applications, and/or professional development.

Please provide details on your plans and goals for each term in the coming year.

If you wish, please comment on the supervisor(s)/committee evaluation. If applicable, please also indicate if there is anything that has hindered progress in the last year.

Appendix 2

Faculty of Health Sciences
Graduate Council MANUAL
Graduate Programs in the FHSGC

| <i>Graduate Department/Program Name</i> | <i>Graduate Credentials Awarded</i> |
|--|--|
| Aging and Health | Grad. Dipl.(A.H), M.Sc. (A.H.), Ph.D. |
| Biomedical and Molecular Sciences | M.Sc. (A.S.), M.Sc., Ph.D., combined B.Sc./M.Sc., Grad. Dipl. (PHMI), Grad. Dipl. BI, M.B.I. |
| Collaborative Program in Biostatistics | M.Sc. |
| Collaborative Program in Cancer Research | M.Sc., Ph.D. |
| Combined MD/PhD –MD/Master’s Programs | MD/Ph.D., MD/Master’s |
| Health Quality | M.Sc.(H.Q.), Ph.D. |
| Medical Sciences | G.Dip., P.M.M.Sc. |
| Neuroscience | M.Sc., Ph.D., combined B.Sc./M.Sc. |
| Nursing | M.N.Sc., M.N. (PHCNP), PHCNP Diploma, Ph.D. |
| Occupational Therapy | M.Sc. (O.T.) |
| Pathology and Molecular Medicine | M.Sc., Ph.D., combined B.Sc./M.Sc. |
| Physical Therapy | M.Sc. (P.T.) |
| Public Health Sciences | M.P.H., M.Sc., Ph.D. |
| Rehabilitation and Health Leadership | D.Sc. |
| Rehabilitation Science | M.Sc., Ph.D. |
| Translational Medicine | M.Sc., Ph.D. |

Approved by the Graduate Studies Executive Council, February 8, 2010
Revised November 2018

[Please visit this link for the most up to date version of this manual.](#)