

MASTER OF PUBLIC HEALTH PROGRAMS

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(Nursing)	I. Newhouse, S. Dampier R. Kirk-Gardner L. McDougall K. Poole P. Sevean, D. Steven
(Psychology)	M. Bedard J. Jamieson, B. O'Connor M. Stones
(Social Work)	M.L. Kelley
(Sociology)	B. Minore (Centre for Rural and Northern Health Research), S. Stone
(Women's Studies)	P. Wakewich

Adjunct Professor

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Dr. David Gregory, Professor and Dean, Faculty of Nursing, University of Manitoba

Dr. Jaro Kotalik, Director, Centre for Health Care Ethics, Lakehead University

Dr. Christopher Lai, Curran's Health Centre, Associate Clinical Professor, Department of Family Physicians, McMaster University

Dr Val Mann, Director, Program Evaluation, Northwestern Health Unit

Dr. David Williams, Medical Officer of Health and Chief Executive Officer, Thunder Bay Health Unit and Consultant and Prevention Screening Network Coordinator, Cancer Care Ontario, Regional Northwest, Thunder Bay

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Professional Associate

Mr. Ken Allen, Director, Health Protection and Clinical Services, Thunder Bay District Health Unit

Dr. Rhonda Crocker, Vice-President and Chief Nursing Officer, Thunder Bay Regional Hospital

Professor M. Boone, Professor Emeritus, Lakehead University

Mrs. Tracy Buckler, Vice-President and Chief Nursing Officer, St. Joseph's Care Group

Mrs. Gwen Dubois-Wing, Executive Director, Northwestern Ontario District Health Council

Mrs. Lori Marshall, Senior Vice-President, Patient Care Services, Thunder Bay Regional Hospital

Mrs. Lee Ann Nalezty, Epidemiologist, Northwestern Ontario District Health Council

Mr. Ron Saddington, President and CEO, Thunder Bay Regional Hospital, Clinical Faculty Member, University of Minnesota, School of Public Health

Mr. Lee Sieswerda, Epidemiologist, Thunder Bay District Health Unit

MASTER OF PUBLIC HEALTH

Lakehead University offers a Master of Public Health degree with two distinct fields: i) Health Studies and ii) Specialization in Nursing. In both fields, the students will focus on current issues in the science and/or service of public health, so that they may gain experience through opportunities in any of the fundamental disciplines that underlie public health. The program is primarily intended to prepare graduates who will emerge as skilled individuals, ready to meet complex public health challenges through education, research, and community service.

The degree is designed to take into consideration the learner's needs including the unique opportunity to individualize their clinical courses to a variety of foci: clinical practice, administration, education and community health.

ADMISSION REQUIREMENTS

Candidates will be accepted under the [University regulations governing the Master's degrees](#) provided they also satisfy additional requirements, if applicable, as listed below.

Application deadline is **February 1**.

In addition, applicants must submit a curriculum vitae and a statement of goals and intentions for the course of study. An interview may also be required. Admission decisions will be made by the interdisciplinary MPH Admissions Committee.

Additional admission requirements for the MPH Specialization in Nursing:

1. Four-year Bachelor of Science in Nursing degree or its equivalent from a university of recognized standing with a minimum "B" average.
2. Proof of current registration of eligibility to register with the College of Nurses of Ontario.
3. Current Immunization status.
4. Basic Life Support Certificate current.

Additional requirements for registered nurses in the Extended Class (EC):

1. Nurse Practitioner Certificate from an accredited university or the equivalent
2. Current registration as an RN (EC) with the College of Nurses of Ontario
3. Currently practicing in Primary Health Care
4. Students must meet the admission requirements of Graduate Studies. Those students who are in the Masters of Public Health, Specialization in Nursing, Course option who meet the above requirements, may request to have the program course requirement of Public Health 5312 practicum waived.

Students who have completed the Nurse Practitioner Program, in addition to a four year BScN or equivalent (non-integrated program) will have the course Public Health 5312 waived on the basis

of successful completion of the course Nursing 4900, or equivalent, with a 70% average. These students will then take 4.5 FCE's to complete the degree requirements.

ACADEMIC REGULATIONS

In addition to regulations outlined in the Graduate Studies section of the Calendar, the following regulations apply to students in the MPH program.

Letter of Agreement

When any portion of a student's thesis/research project work is to be carried out at his/her employer's premises, prior to proposing the thesis/research project topic, a letter of agreement from his/her employer to his/her supervisory committee must be filed by the student with the Office of Graduate Studies. The letter must indicate, clearly, the scope and limits of the permission granted by the student's employer to carry out the work at the employer's premises. The letter must also give details of time slots that the employer may provide the student to carry out his/her thesis/research project work at the employer's premises. The issue of liability insurance must also be addressed in the letter of agreement.

Safe Clinical Practice

A student may be excluded from the clinical area when his/her performance is deemed to be unsafe. Unsafe practice is any situation arising from a student's interaction with a client which places the client and/or student at risk for harm (refer also to the School of Nursing Safety Policy Statement).

Reference Check

Students in professional schools should be aware that criminal reference checks may be required and that unsafe practice and unsuitable professional behaviour can result in dismissal from the school.

PROGRAMS

1. MASTER OF PUBLIC HEALTH - SPECIALIZATION IN NURSING

The MPH with a Specialization in Nursing consists of five full courses. The Specialization in Nursing will have a particular emphasis on Public Health.

A. Thesis Option:

Students must complete six required half courses, a non-credit required half-course, and a thesis which carries a credit weight of 2 FCEs. Courses include:

Public Health 5010 - Foundations of Public Health

Public Health 5030 - Research Methods, Design and Analysis

Public Health 5050 - Health Policy and Economics

Public Health 5070 - Epidemiology

Public Health 5111 - Health Sciences Seminar (non-credit required course)

Public Health 5210 - Public Health Nursing

Public Health 5230 - Foundations of Advanced Nursing Practice

Public Health 5901 - Master's Thesis

B. Course Option:

Students must complete eight required half courses, a non-credit required half-course, and a research project/paper which carries a credit weight of 1 FCE. Courses include:

Public Health 5010 - Foundations of Public Health

Public Health 5030 - Research Methods, Design and Analysis

Public Health 5050 - Health Policy and Economics

Public Health 5070 - Epidemiology

Public Health 5111 - Health Sciences Seminar (non-credit required course)

Public Health 5210 - Public Health Nursing

Public Health 5230 - Foundations of Advanced Nursing Practice

Public Health 5311 - Advanced Nursing Topics

Public Health 5312 - Advanced Nursing Practicum

Public Health 5801 - Research Project/Paper in Nursing

2. MASTER OF PUBLIC HEALTH - HEALTH STUDIES

The MPH in Health Studies consists of five full courses. The Health Studies concentration will provide graduate development of both an applied and theoretical basis dedicated to understanding population health.

A. Thesis Option:

Students must complete six required half courses, a non-credit required half-course, and a thesis which carries a credit weight of 2 FCEs. Courses include:

Public Health 5010 - Foundations of Public Health

Public Health 5030 - Research Methods, Design and Analysis

Public Health 5050 - Health Policy and Economics

Public Health 5070 - Epidemiology

Public Health 5111 - Health Sciences Seminar (non-credit required course)

Two half-course electives selected in consultation with supervisory committee

Public Health 5901 - Master's Thesis

B. Course Option:

Students must complete eight half courses, a non-credit required half-course, and a research project/paper which carries a credit weight of 1 FCE. Any or all of these eight half course electives may be chosen from the course offerings of other graduate academic units. Courses include:

Public Health 5010 - Foundations of Public Health

Public Health 5030 - Research Methods, Design and Analysis

Public Health 5050 - Health Policy and Economics

Public Health 5070 - Epidemiology

Public Health 5111 - Health Sciences Seminar (non-credit required course)

Four half-course electives selected in consultation with supervisory committee

Public Health 5802 - Research Project/Paper in Health Studies

GRADUATE COURSES

Public Health 5010

Foundations of Public Health

Provides a broad introduction to Public Health. The course introduces students to such issues as disease prevention, prolonging life and promoting health and efficiency through organized community efforts.

Public Health 5030

Research Methods, Design and Analysis

Provides theory and practice in design, sampling, data collection, analysis, and strategies of interpretative and critical inquiry. The course will introduce quantitative and qualitative methodologies applied to public health research.

Public Health 5050

Health Policy and Economics

A critical introduction to the application of economic analysis to problems in health. Topics include public health, health determinants, health services, health care systems, health economics, cost evaluations, health policy, and policy analysis.

Public Health 5070

Epidemiology I

Intended to provide an overview and introduction to the fundamentals of epidemiology for students of public health or public health workers involved in any aspect of public health. It is intended for those with limited experience in epidemiology. Topics include measures of health status, risk evaluation and epidemiological study design including descriptive, approaches; validity issues; critical appraisal; sources of data; and data collection management.

Public Health 5270

Epidemiology II

Epidemiology II will cover advanced topics in epidemiology.

Students must complete the Skills Enhancement Modules from the Health Promotion and Protection Branch of Health Canada prior to enrolment in Epidemiology II.

Public Health 5111

Health Sciences Seminar

A monthly seminar which provides MPH students, as well as other interested students, faculty and community members and invited speakers, with a forum for presentation and discussion on issues, proposals and completed works relevant to public health.

A non-credit required course.

Public Health 5210

Public Health Nursing

The focus is on concepts, issues and trends inherent in the planning, delivery and evaluation of population based health and public health nursing in northern, rural, and remote communities.

Public Health 5230

Foundations of Advanced Nursing Practice

Focuses on the theoretical frameworks and research issues relevant to Advanced Nursing Practice in Public Health in northern, rural and remote communities.

Public Health 5311

Advanced Nursing Topics

Prerequisites: Public Health 5210, Public Health 5230

Focuses on Public Health Nursing in northern, rural and remote communities. The student and advanced practice advisor will develop an individualized course of study which will assist the student in acquiring an in-depth knowledge of theory, research and practice approaches in Public Health Nursing. The advisor and student will develop a learning contract which identifies goals, objectives, and strategies utilized to meet the student's learning needs and outcome measures to evaluate the student's proposed learning plan. Through this course of study the student and advisor will determine the focus for the practicum.

Public Health 5312

Advanced Nursing Practicum

Pre-requisites: Public Health 5210, Public Health 5230, Public Health 5311

Builds on the individualized course of study completed in Advanced Nursing Practice I. The student, advisor and potential agency preceptor will develop a learning contract with goals, objectives and strategies utilized to meet the student's needs and outcome measures to evaluate the student's proposed learning plan.

Public Health 5410

Survey Methods

The survey course will cover methods for designing questionnaires and conducting surveys, with particular emphasis on evaluating the health status of individuals within a community.

Public Health 5510

Program Planning and Evaluation

Will examine methods of program planning and evaluation that are applicable to public health practice. Students will study frameworks for planning health service programs and evaluation strategies used to assess program effectiveness. Students will investigate methods for improvement of programs and for guiding resource allocation and/or policy development.

Public Health 5710

Special Topics in Public Health

3-0; or 3-0

A study of specific topics in public health. Selection of topics may vary from year to year.

Public Health 5750

Directed Studies

A course in specialized readings may be arranged between students and faculty members. Before registering for this course, students must obtain the written permission of the core faculty member who will direct their work.

Public Health 5801

Research Project/Paper in Nursing

The research project/paper is of lesser academic weight and workload than a thesis and is not evaluated by an external examiner. The research project/paper is evaluated by the student's supervisor and an internal reader. The student who chooses a research project/paper does not have a thesis committee. Rather, project students work with a main supervisor on a project that the student and his/her supervisor agree upon.

Public Health 5802

Research Project/Paper in Health Studies

The research project/paper is of lesser academic weight and workload than a thesis and is not evaluated by an external examiner. The research project/paper is evaluated by the student's supervisor and an internal reader. The student who chooses a research project/paper does not have a thesis committee. Rather, project students work with a main supervisor on a project that the student and his/her supervisor agree upon.

Public Health 5901

Master's Thesis

A thesis for the degree of MPH in either the Specialization in Nursing, or the Health Studies concentration must show that the student is able to successfully complete advanced work in a scholarly manner. It should also show that the student is familiar with the published work on the subject of the thesis. The thesis can be either an original piece of work or a re-evaluation of a previous study as in a critical analysis of an existing work on a specified problem within the scope of the subject of specialization.

REGISTRATION

Students are not permitted to register as a graduate student in the MPH program until their application for admission has been approved by the Graduate Program.

Students are permitted to take up to 1FCE in a graduate program as a “special student” without being admitted to the graduate program. Applications to take courses as a “special student” must be approved by the Graduate Coordinator. Registration in a graduate course does not necessarily imply admission to a graduate program. Successful completion of a graduate course as a “special student” does not guarantee admission to the MPH program.

Graduate students registering for the first time normally register in September, before the commencement of the fall term. In exceptional circumstances, students may begin the MPH program in January. The registration date is given in the academic schedule at the front of the University calendar.

Graduate students newly admitted to the MPH program plan their courses with the Graduate Coordinator or designate. Students should consult the Lakehead University calendar and the posted timetable when selecting their courses.

Full-Time Registration Status

The status of full-time in a graduate program is NOT linked to the number of courses that the student has registered in.

To be considered for a full-time graduate student, the student must:

Identify himself/herself as a graduate student and be considered as a full time student by his/her supervisor.

Meet the requirements for admission and progression established by his/her graduate program.

Be geographically available and visit the campus regularly. Absence from campus, visiting libraries, doing field work, attending a graduate course at another institution must be approved by the faculty supervisor. If a period of absence exceeds four weeks in any one term, the faculty supervisor must provide written evidence to the Office of Research and Graduate Studies to the effect that the absence has the approval of the supervisor and the Graduate Coordinator.

Full-Time Students and Paid Work

- A limited number of full-time graduate students will be offered graduate assistantships which are jobs paid by the university for working 10 hours per week as a teaching assistant.
- When a full-time student is employed as a graduate assistant, additional employment is not encouraged.
- Graduate Assistants who are employed by Lakehead University are members of the Canadian Union of Public Employees. The CUPE contract requires that Graduate Assistants not be employed full time off campus.

Part-Time Students

Any graduate who does not meet the requirements of a full time graduate student as defined above is considered to be a part-time graduate student.

Guidelines for Theses and Research Projects/Papers

Administration of the MPH

An Executive Committee, composed of the Graduate Coordinator of the MPH, the Dean of Professional Schools, and the Director of Nursing, is responsible for administering the MPH program. Communication with the Executive Committee will normally be through the Graduate Coordinator, and the Graduate Coordinator should be consulted on any issues requiring clarification.

Core MPH Faculty

A list of core faculty for the MPH program is available in the Calendar. As well, the website for the MPH program www.lakeheadu.ca contains a listing of each person's research interests. At present all core faculty are members of other academic units, but have agreed to participate in the MPH program because they have expertise in the area of Public Health and are interested in supervising student projects or theses in the MPH program.

Differences between a Thesis and a Research Project/Paper

The thesis and project have different weightings: a thesis is equivalent to four half courses (2 FCE's); a project is equivalent to two half courses (1 FCE). This weighting reflects the additional commitment and effort required for a thesis.

A thesis is normally an empirical study (either qualitative or quantitative), which represents a moderately complete effort to answer a research question. It is evaluated by an examiner who is external to the university.

The project may be an empirical study of more limited scope, such as a pilot study, or additional analyses on an existing data set. As well, the project may be an effort to produce an instrument or program of practical value, such as an information package on preventing an illness. A variety of other approaches are acceptable, for example to produce information or a product that will assist practitioners in carrying out their work.

Time guidelines

The following guidelines recognise the greater time demands of the thesis, and the shorter time available for full time students. Please try to keep ahead of these time guidelines.

Thesis Full time

Selection of supervisor: Dec 1st of first year.

Proposal approved by supervisor and second reader by Sept. 30th of second year.

Project Full time

Selection of supervisor: Sept 30th of second year.

Proposal approved by supervisor Dec 1st of second year.

Thesis Part time:

Selection of supervisor: Sept 30th of second year.

Proposal approved by supervisor and second reader by Sept. 30th of third year.

Project Part time

Selection of supervisor: Sept 30th of third year.

Proposal approved by supervisor by Sept. 30th of fourth year.

Selection of the supervisor and topic:

Assistance with selecting a supervisor and topic will be provided in the Research Methods course (PH 5030), as well as in other courses (e.g., PH 5230, ph 5311). As well, the graduate coordinators will provide advice and assistance.

Supervision

Supervisor: Each thesis and project will normally have one supervisor, who is selected from the MPH core faculty. Supervisors for a thesis should have a PhD as well as current research and publications, while all core MPH faculty members can supervise projects.

Co-Supervisor: While the supervisor will normally be selected from the core faculty, it is also possible to have a co-supervisor who is a professional in the community (with at least a

master's degree), or a faculty member who is not a core faculty. Involvement of a knowledgeable professional from the community can be extremely beneficial and is encouraged.

Second reader: Both the thesis and project require a second reader, who is a core MPH faculty member or Adjunct professor/Professional Associate.

- For the thesis, the second reader must read and approve the Thesis Proposal, as well as approve the final thesis before it is submitted to the internal and external examiners.
- For the project, the second reader is not normally involved with the proposal, but must approve the final project.

Presentation of the proposal

In order to fulfill one of the requirements of the course MPH-5111, each student will give a presentation of their proposal to the other students and faculty in the program. This will involve the following steps:

- Giving sufficient notice (at least 3 weeks) to the instructor of PH-5111 so you can be scheduled at a regular teleconference session.
- Providing a copy of the Abstract of your proposal, which will be posted on the website of the PH-5111 course, at least one week before your presentation.
- Giving a 45-minute presentation, followed by questions and answers.

NOTE: There is only one oral presentation, on the proposal. There is not an oral defence of the final thesis or project.

Ethical review.

All studies involving human or animal subjects must be approved by the Lakehead University Ethical Review Committee. Information on how to submit an ethics application may be obtained from the Office of Graduate Studies and Research. If you are unsure whether your study requires ethical approval (e.g., use of archival data), consult with the MPH Coordinator. Approval to proceed, in the form of an official letter from the President of Lakehead University, must be received before data collection can begin.

Please expect the ethics review to take 2-3 weeks. Ideally you should give the oral presentation of your proposal before submitting the ethics proposal, in case suggestions arise following your presentation, which you wish to use to modify your design. Ensure that you complete the researchers agreement form, letter to potential participant, consent form and questionnaire.

The guidelines for the ethical review are:

http://www.lakeheadu.ca/~researchwww/ethics_resources.html

Completion:

- **Thesis:** When the thesis is acceptable to both the supervisor and second reader, it will be submitted for evaluation to an **Internal examiner**, who is a Lakehead University faculty member, not necessarily a core MPH faculty, selected by the supervisor, and to an **external examiner**, who is an expert in the topic of the thesis, and a faculty member at another university. The external examiner is selected by the supervisor and must be approved by the Senate Graduate Studies committee. The supervisor is responsible for ensuring that revisions suggested by the internal and external examiner are incorporated into the thesis.
- **Project.** When the project is acceptable to both the supervisor and second reader, an e-mail will be sent by the supervisor to the Graduate co-ordinator, with a copy of the project attached. A mark of pass will then be submitted, and the copy of the project archived.

PROJECT TRACK	THESIS TRACK
<p>The project provides for scholarly exploration, analysis and critique of a chosen issue in the public health realm.</p> <p>The process should begin with a review of the current literature and thinking in regard to the chosen area and reflect treatment, program, or policy recommendations. It may lead to a pilot study and a limited data collection where there is an exploratory question and the need for some preliminary data to guide research.</p>	<p>The emphasis of a thesis is on the development of a research question or theory which is situated within a tradition of existing knowledge and research and which is then rigorously tested following procedures from established research traditions. Scholarly exploration and critical analysis are an integral part of this process, but they lead on to the systematic investigation of a question or the testing of a hypothesis, and to the statement of a position, or thesis, which arises from the evidence gathered.</p>
<p>The emphasis for the project is on scholarly thinking and critical analysis.</p>	<p>The thesis is driven by critical inquiry, and typically leads to empirical investigation, or theory testing, through established quantitative and/or qualitative methods.</p>
<p>The emphasis for the project is often more practical, leading to the development of a program or a manual, or a proposed intervention.</p>	<p>The emphasis for the thesis is more theoretical, to rigorously test the effectiveness of a proposed intervention.</p>
<p>The project should demonstrate excellence, and may even be publishable. However, the project may not carry the same burden of originality as the thesis. Its essential purpose may be to further the knowledge of the student or to further the interests of knowledge of a particular local group or community, as in the case of developing a resource manual or training module.</p>	<p>The thesis in contrast, can be expected to advance our collective knowledge as a discipline. It should make an original and /or significant and/or meaningful contribution to the knowledge base of community health care. Like the project, the thesis provides an opportunity to conduct a scholarly exploration of a particular issue, but the emphasis is on theory building and the advancement of knowledge based upon argument from evidence.</p>

PROJECT TRACK	THESIS TRACK
<p>The project may be, but is certainly not limited to:</p> <ul style="list-style-type: none"> • A critical review in an area of special interest to the student. • A program proposal or a program evaluation • An empirical study (qualitative or quantitative) which is exploratory or pilot in nature, with a method, with a relatively small number of subjects • A needs assessment • A small survey 	<p>The thesis may be, but is not limited to:</p> <ul style="list-style-type: none"> • A critical review which leads on to theory building or theory testing • A critical review which leads to the development of a hypothesis regarding a health care policy or practice, and the testing of that hypothesis • The development of an intervention, followed by testing or evaluation of that intervention • The design of a program, and the evaluation of the program's effectiveness • An empirical study, using quantitative and/or qualitative methods • A needs assessment which leads to the development of an original program, policy or intervention • A survey which leads to significant service, policy or program development
The project is worth one full course credit.	The thesis is worth two full course credits.
The student is required to engage a project supervisor to supervise the work.	The student is required to engage a thesis supervisor who then forms a thesis committee.
The final project report is reviewed by the supervisor and two additional readers.	The final thesis is reviewed by the supervisor and the committee, and finally by an external reviewer, according to Senate Graduate Studies requirements.
The project can reasonably be finished to allow a full time student to complete and graduate in fourteen months.	The thesis can be expected to take a full time student approximately two full academic years to complete.

Designing your study

The supervisor serves as a mentor, to assist you with designing and completing the study. You should communicate regularly with your supervisor at all stages of the thesis/project.

- In the first stage the goal will be for you and the supervisor to agree on an area or topic for your study.
- The next stage should be to discuss possible research designs and methodologies. This discussion should occur concurrently with an extensive literature search. Regular discussions should relate your reading to possible research questions.
- Once you have agreed on the design and method, you and your supervisor should decide whether this will be a thesis or a project, and your course registration should be adjusted to reflect this. You only have to register once for either the thesis or project and your registration continues (as 'in progress') until it is completed. Changing from one to the other is allowed, so long as it is done officially through the Registrar's Office.
- The next stage is writing the proposal. This involves a process of revision, where the supervisor comments on a draft, suggesting modifications. Expect a number of revisions (five or more is typical).
- Once the proposal is written to the satisfaction of the supervisor, the procedures are slightly different for the thesis and project.
 - For the thesis, you and the supervisor select a second thesis committee member (second reader), generally from the MPH core faculty. The second reader then reads the thesis proposal and may suggest additional changes.
 - For the project, only the supervisor approves the proposal.

Selecting a Research Problem or Project Topic

- Consider possible problems or topics
- Consult your Graduate Coordinator or core faculty to determine who will supervise the thesis or project.
- Discuss possible committee members with the supervisor. One member of the committee should have expertise in the area of study and one member should have expertise in relevant methodology.
- Review the literature to determine:
 - What aspects of the topic or question have been studied?
 - What research designs have been used?
 - What conclusions have been drawn?
 - Is there support in the literature for the topic or research problem?
- Decide on the problem or topic (review thesis/completed projects on the topic).

Preparing a Thesis Proposal

1. Review and revise the problem statement
2. Develop a research question
3. Select a design which is congruent with the questions
4. In the design/methodology section, discuss (a) how the study meets the ethics guidelines in effect at Lakehead University, and (b) procedures for obtaining informed consent of participants.
5. The proposal may include the following sections:
 - Description of intended study (Statement of Problem)
 - Background information
 - Conceptual framework
 - Literature review
 - Definitions
 - Research design (sample, setting, time frame, methods, instruments)

- Research process or validity/reliability (i.e., plan for documenting process, data collection, data entry, strategies for checking trustworthiness), ethical considerations
 - Data analysis
 - Significance
 - Limitations
 - References
 - Appendices
6. Plan a schedule of tasks and anticipated deadlines to facilitate time management.
 7. Prepare submission to the Lakehead University Research Ethics Board. Copies of the Ethics Procedures and Guidelines for Research on human subjects are available on the university website.
http://www.lakeheadu.ca/~researchwww/ethics_resources.html The submission is not forwarded for consideration to the Research Ethics Board, Lakehead University until the approval form is signed by the supervisor and committee member (s) and one copy of the final proposal has been received by the Office of Research. The copy of the proposal and the signed approval form will be kept in the student's file.
 8. Data collection may not begin before the research has been recommended for approval by the Research Ethics Board and a letter of approval has been received by the Chair of the Research Committee. Data collection which takes place prior to the receipt of formal authorization violates the ethical guidelines of the University.
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 9. When the study has been completed, a final write-up should be prepared.

10. For a thesis, the write-up must be approved by the second reader, who again may suggest revisions. The thesis is then submitted to an Internal Examiner, generally another MPH core faculty (selected by you and your supervisor), and to an External Examiner, who is an expert in the area of the thesis and who is generally a faculty member at another university. You and your supervisor select the External Examiner, and your selection must be approved by the Lakehead University Senate Graduate Studies Committee. The Internal and External examiners may suggest modifications to the thesis, which should be completed and approved by your supervisor. Three copies of the final thesis must be submitted to the Office of Graduate Studies and Research. These will be bound. One copy will be returned to you, one to your supervisor and one copy put in the University Library. It is suggested that you provide bound copies for your supervisor, internal and external examiner.

Project

1. Review or revise research problem or topic.
2. Any project which involves basic research must follow thesis guidelines.
3. The decisions to be made depend on the nature of the topic. For example:
 - Action (participatory) research would follow thesis guidelines
 - The description of a program might be organized within a curriculum framework: planning, development, implementation, and evaluation
 - A guide would need to articulate purpose, audience, content, form (how it might be organized), piloting and/or evaluation by experts in the field.
4. Consult your supervisor about the contents/form of your proposal. Proposals may include the following sections.
 - Description of project
 - Overview of purpose, audience, form
 - Background/rationale
 - Review of literature
 - Definition of terms
 - Process
 - Organization/form (i.e., chapters, sections to be included)
 - Significance
 - References
 - Appendices

- 4 Plan a schedule of tasks and anticipated deadlines to facilitate time management.
- 5 Prepare submission to the Lakehead University Research Ethics Board
Copies of the Ethics Procedures and Guidelines for Research are available on the university website. The submission is not forwarded for consideration to the Research Ethics Board, Lakehead University until the approval form is signed by the supervisor and committee member (s) and one copy of the final proposal have been received by the Office of Research. The copy of the proposal and the signed approval form will be kept in the student's file.
- 6 Data collection may not begin before the research has been recommended for approval by the Research Ethics Board and a letter of approval has been received by the Chair of the Research Committee. Data collection which takes place prior to the receipt of formal authorization violates the ethical guidelines of the University.

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For the project, the write-up will be submitted to an Internal Examiner, generally another MPH core faculty, selected by you and your supervisor, Again, revisions may be suggested, which should be completed and approved by your supervisor. Final copies (a soft-cover binding is nice) should be submitted, to your supervisor, committee members, MPH coordinator and the library.

The thesis/proposal must follow the Publication Manual of the American Psychological Association (5th) Edition in matters of style and referencing (required for the Nursing stream.

Publication/dissemination

Graduate students are encouraged to publish their findings in scholarly journals, and to present their findings at conferences. It is normal for the student and supervisor to co-author such publications/papers.

GRADUATE STUDIES

Responsibility for graduate studies resides with the Senate of the University. The Senate is advised on graduate matters by the Senate Graduate Studies Committee. This Committee is administered through the Office of Graduate and International Studies and is composed of the designated Graduate Co-ordinator or Graduate Chair of those academic units which have a graduate program. It is the responsibility of this Committee, through its Chair, to provide leadership in all matters pertaining to graduate studies.

Graduate Programs

The University offers courses of study leading to the following graduate degrees:

- Master of Arts (MA) in [Clinical Psychology](#), [Economics](#), [English](#), [Experimental Psychology](#), [History](#), [Mathematical Sciences](#), [Sociology](#);
- Master of Science (MSc) in [Biology](#), [Chemistry](#), [Geology](#), [Kinesiology](#), [Mathematical Sciences](#), [Physics](#);
- Master of Education (MEd) in Education;
- Master of Science in [Control Engineering](#) (MScEng);
- [Master of Environmental Studies](#) (MES) in Nature-Based Recreation and Tourism;
- [Master of Forestry](#) (MF)
- [Master of Science in Forestry](#) (MScF);
- [Master of Social Work](#) (MSW)
- [Master of Public Health](#) (MPH)
- [Master of Management](#) (M(Mgt))
- [Master of Science in Management](#) (MSc(Mgt))
- [Doctor of Philosophy \(PhD\) in Clinical Psychology](#)
- [Doctor of Philosophy in Educational Studies](#).

Collaborative Programs

- [Specialization in Gerontology](#) (Education, Kinesiology, Psychology, Social Work, Sociology)
- [Specialization in Women's Studies](#) (Education, English, History, Psychology, Social Work, Sociology)

To be accepted into a Collaborative Program, students must first be admitted to the master's program of a collaborating academic unit.

Graduate Diploma

[Health Services and Policy Research](#)

The Graduate Diploma in Health Services and Policy Research is offered in conjunction with a master's or doctoral degree (Economics, Psychology, Public Health, Social Work, Sociology).

REGULATIONS

PROGRAM REQUIREMENTS

The requirements of each graduate program are described in sections of the Calendar under the heading for the academic unit.

A graduate student is governed by the general [University regulations \(pages 39-43](#) of the Calendar) as well as the following regulations, which are specific to graduate students.

GENERAL ADMISSION REQUIREMENTS

Application for admission to a graduate program must be made to the Office of Admissions & Recruitment, Lakehead University, 955 Oliver Road, Thunder Bay, Ontario, P7B 5E1 by the deadline date of **February 1**. Late applications may be considered for admission, but may not be considered for funding.

Applicants for admission must be graduates of a recognized university, college or institute, and show evidence of scholarly achievement. Except where otherwise stated in the Admission Requirements of a particular program, degree students must have a four year Bachelor's degree or its equivalent with at least second class standing (B). An applicant holding a degree other than one in the discipline area to which admission is sought will be considered on the basis of undergraduate courses taken and academic standing.

Applicants applying from a university other than Lakehead University must forward official transcripts of their university record and may be required to take an examination, such as the Graduate Record Examination (GRE).

A make-up period of study may be required to meet the admission standards. Meeting the minimum requirements does not necessarily guarantee admission. No candidate will be admitted unless the academic unit recommends admission.

All applicants will be advised in writing by the Office of Admissions and Recruitment of their admission status.

Students applying to enter a graduate program who have previously withdrawn from the same or similar graduate program will be credited with previous courses completed and work undertaken towards completion of program requirements at the discretion of the academic unit. The academic unit may decline to allow previously completed courses to be accredited towards the graduate program applied for and/or may require a previous thesis topic to be changed in whole or in part.

PROFICIENCY IN THE ENGLISH LANGUAGE

Applicants whose native language is not English and who have not studied in an English language school system for more than three full years will be required to present proof of English facility by achieving appropriate standing on one of the following tests:

1. Test of English as a Foreign Language (TOEFL) - minimum acceptable score is 550 (paper-based) or 213 (computer-based);
2. Michigan English Language Assessment Battery (MELAB) - minimum acceptable score is 90;
3. Canadian Academic English Language (CAEL) Assessment.

Certain academic units may require higher scores (also see [Kinesiology](#)).

REGISTRATION AND SELECTION OF COURSES

No student is permitted to register as a graduate student until the application for admission has been approved. Registration in a graduate course does not in itself imply admission to a graduate program. A student may not take more than one full graduate course or equivalent without registering in a graduate program.

The calendar year is divided into three terms:

fall term (September-December)

winter term (January-April)

spring/summer term (May-August)

Each term is approximately 13 weeks.

Graduate students registering for the first time normally register in September, before the commencement of the fall term. However, in some academic units students are permitted to register initially in January or May to commence their studies. The registration date for any particular term is given in the [Academic Schedule of Dates](#).

Students proceeding to a graduate degree must arrange their program, with the assistance of the Graduate Co-ordinator/Chair, in accordance with the regulations of a specific program.

A candidate may, with the consent of the academic unit, be granted advanced standing for up to one full course equivalent for graduate level courses completed at Lakehead or another university. No advanced credit from previous study will be given for undergraduate courses. (For exceptions to this regulation, see [Engineering](#).)

Students must take particular note of the graduate program descriptions outlined in each academic unit entry in the Calendar.

CONTINUANCE OF REGISTRATION

Graduate students must be registered in each term (or year) in which they are engaged in course work, research, or thesis preparation including the term (or year) in which graduation is anticipated. Students are, therefore, required to pay the full appropriate fee (and ancillary fees) for the term (or year) in which they are registered.

Continuance Fees will apply only when the student exceeds the period of study. A **Waiver of Continuance Fee** will be granted for exceptional circumstances only, which will include such issues as unavailability of supervision, required courses or resources. Cases will be considered on an individual basis by the Senate Graduate Studies Committee, normally on the recommendation of the academic unit in which the student is enrolled. At the time of request for a Waiver, the Graduate Chair/Co-ordinator must present a plan to the Senate Graduate Studies Committee outlining how and when the issues will be resolved. (see [Program Fees page 15](#)).

A **Leave of Absence** from a graduate program will be given only for exceptional circumstances which will include a limited term of external employment closely related to the program of study, enrolment in a one-year academic program, health problems, parenting, compassionate grounds or other compelling circumstances. Cases will be considered by the Senate Graduate Studies Committee on an individual basis on the recommendation of the academic unit. A graduate student granted a Leave of Absence will not be required to pay a continuance registration fee and will not have access to University faculty or laboratory facilities. Leaves of Absence will be considered up to a three term limit; for each term granted, a "stop-the-clock" policy will prevail with respect to completion of graduate degree requirements.

Full-time students who have allowed their registration to lapse for one term and fail to register for the next term will be considered to have left the program. Part-time students who have allowed their registration to lapse for three consecutive terms and fail to register for the next term will be considered to have left the program. Students wishing to complete their program must apply for re-admission. Their allowable time-to-completion will resume from the date of first registration in the program. Students who have reached their time limit in the program at the point of re-admission must complete the program within three consecutive terms.

A graduate student proceeding to a degree is governed by the academic regulations and program requirements in effect at the time of initial registration. A graduate student who does not successfully complete a course applicable to the graduate degree within a period of two consecutive years at Lakehead University, or who has not completed a thesis within the prescribed time limits must reapply to enter the program. The academic regulations and program requirements in effect at the time of re-entry to the academic program shall apply.

FULL-TIME/PART-TIME STATUS

The University recommends that a graduate student will not normally be employed for more than an average of ten hours per week for any term. When the student is employed as a graduate assistant, the ten hours per week should represent the total time spent by the student in connection with this appointment.

The Ministry of Colleges and Universities' Ontario Operating Funds Distribution Manual states the following definitions of graduate students:

FULL-TIME GRADUATE STUDENTS

A full-time graduate student must:

1. be pursuing his or her studies as a full-time occupation;
2. identify himself or herself as a full-time graduate student; be designated by the University as a full-time graduate student; be considered to be a full-time graduate student by his/her supervisor and Graduate Co-ordinator/Chair;
3. be geographically available and visit the campus regularly. Without forfeiting full-time status, a graduate student, while still under supervision, may be absent from the university (e.g. visiting libraries, doing field work, attending a graduate course at another institution) provided that, if any such period of absence exceeds four weeks in any one term, written evidence shall be available in the Office of Graduate Studies to the effect that the absence has the approval of the supervisor and the Graduate Co-ordinator/Chair of the academic unit.

PART-TIME GRADUATE STUDENTS

All active graduate students, other than full-time graduate students as defined above, are part-time graduate students.

PERIOD OF STUDY

Candidates for a Master's degree normally require a minimum of twelve months of full-time study at the University.

A candidate shall complete the requirements within one of the following prescribed time limits from the time of first registration:

- (a) two years registered full-time;
- (b) one year registered full-time, three years registered part-time;
- (d) six years registered part-time.

For co-op students, the duration of the co-op placement will be added to the above time limits.

Time Extension recommendations beyond these limits will be forwarded by the academic unit to the Senate Graduate Studies Committee for consideration and final approval. (For exceptions to these regulations, see [MScEng in Control Engineering](#) and [PhD in Clinical Psychology](#), as well as the [MSc\(Mgt\)](#) and [M\(Mgt\)](#) from the Faculty of Business Administration.)

A recommendation for the first term beyond the allowed period of study originates with the supervisor for approval by the academic unit. It is the responsibility of the academic unit to send notice, including reasons, of this approval to the Office of Graduate and International Studies, the Office of the Registrar and the Office of Finance.

A graduate student who does not complete the required courses and/or thesis within one of the prescribed periods of study and does not receive an approved Time Extension is considered to have failed the program and must withdraw.

PROGRAM OF STUDY

The program of study of each graduate student may differ according to the academic unit. Each student in a graduate program shall comply with any additional requirements of the academic unit in which the student is registered.

The course requirements for the degree will normally be at the fifth-year (Engineering sixth-year) level. With the approval of the academic unit, a maximum of one full course equivalent at the fourth-year (Engineering fifth-year) level may be accepted towards the Master's degree, provided the course has not been taken previously. Individual programs of study must be approved by the appropriate academic unit.

When a thesis is required, it will be on a subject approved by the appropriate academic unit upon the recommendation of the supervisor following consultation with the student.

Each graduate student undertaking a thesis shall have the guidance of a Thesis Committee. The Committee is chaired by the supervisor and consists of at least one other member of the academic unit. In addition, faculty from cognate academic units and other qualified persons from inside or outside the university may be appointed. An adjunct professor may be a Thesis Supervisor or a member of a thesis committee.

A Thesis Supervisor, members of the Thesis Committee and the provisional thesis title must be approved by the academic unit and the information placed on file in the Office of Graduate and International Studies through the Annual Progress Report Form.

It is the responsibility of the Thesis Supervisor to ensure that a thesis involving human subjects and non-human vertebrates are approved, respectively, by the Senate Research Ethics Board, and the University Animal Care Committee, before a student's research begins. A copy of the approval notice must be forwarded to the Office of Graduate and International Studies for inclusion in the student's file.

Any major change to a student's program (e.g. from thesis to course degree, field of specialization, supervisor) must be approved by the academic unit and notice of the change forwarded to the Office of Graduate and International Studies through the Annual Progress Report Form.

GRADING SYSTEM

Course standings in the graduate programs will be reported as follows:

A+	90	to	100%
A	80	to	89%
B	70	to	79%
C	60	to	69%
Fail	1	to	59%
F	Academic Dishonesty		0
INC	Incomplete		
(see Regulation V (Standing) page 41)			
DEF	Deferred		
(see Regulation V (Standing) page 41)			

To maintain registration as a graduate student, a student must achieve and maintain satisfactory academic standing at all times. A student whose academic performance does not meet the minimum standing will be required to withdraw from the program.

MINIMUM SATISFACTORY ACADEMIC STANDING

Graduate students must maintain at least a B overall average in their courses with no more than one full course equivalent graded C. A mark of less than 60% in a graduate course, or in an undergraduate course used towards a graduate degree, constitutes failure. A graduate student with "a passing mark" or "a mark of 50 to 59%" in an undergraduate or graduate course may repeat the course. No more than one full course equivalent may be repeated. If after exercising this avenue for improving course marks, a student is still unable to achieve the minimum B overall average, the graduate student will not be permitted to continue in the program.

Course marks below 50% are unacceptable in a graduate program. A graduate student with such a mark (half or full course) will not be permitted to continue in the program. Courses with a mark below 50% may not be repeated. (For exceptions to these regulations, see [Engineering](#).)

EXAMINATIONS

Graduate students enrolled in courses for credit must take all examinations in those courses. A candidate may be required to take an oral examination during the Master's program.

COMPREHENSIVE EXAMINATIONS

Comprehensive examinations testing the student's knowledge in specified areas are required by some academic units.

SPECIAL EXAMINATIONS

Special examinations are not permitted for students registered in a graduate program.

THESIS EXAMINATION

The Master's thesis will be evaluated by at least two examiners, one of whom must be external to the University.

The Internal Examiner is appointed following a procedure established by the academic unit. An oral defense of the thesis may be required as part of the internal examination.

An External Examiner is recommended by the student's Thesis Committee and appointed by the Senate Graduate Studies Committee or, on its behalf, by the Dean of Graduate Studies.

Following the appointment of the External Examiner, a completed thesis is submitted by the Thesis Supervisor, through the academic unit's Graduate Co-ordinator/Chair, to the Office of Graduate Studies at least three months before the date of Convocation. All correspondence with the External Examiner is conducted by the Office of Graduate Studies.

In assessing the thesis, the Examiners will make one of the following reports to the Committee:

1. Thesis Accepted
2. Accepted Subject to Revisions
3. Appreciable Revisions Required
4. Thesis Rejected.

A thesis considered to require appreciable revision is returned in revised form to the External Examiner for re-evaluation through the Office of Graduate Studies.

A candidate whose thesis and oral examination (if applicable) are rejected by the examiners will be allowed to resubmit his/her thesis with the permission of the student's Thesis Committee. The

final decision on accepting a thesis is made by the Thesis Committee after considering the reports of the Internal and External Examiners. A student has failed the program if the thesis is rejected following re-examination and the student must withdraw.

THESIS SUBMISSION PRIOR TO GRADUATION

The final thesis must be produced in a format acceptable to the academic unit which may include an electronic format that meets OCUL standards (see also requirements in the [Department of Geology](#)). A hard copy thesis must be legible and typed or printed on good quality bond paper, not less than 20 lb. weight. Laser-quality printing or equivalent is acceptable.

Three unbound copies of the final approved thesis are to be submitted to the Office of Graduate Studies. At least one copy must contain a frontispiece signed by the supervisor. The signature will signify that all comments made by examiners have been considered by the author of the thesis and specified corrections have been made.

Along with the thesis, the "Licence to the University" and the National Library of Canada forms must be signed by the student and submitted.

The graduate student will arrange payment for binding all three copies of the thesis. One copy of the thesis will be forwarded to the Library, one to the Supervisor, and one to the student.

Each student must complete an Application to Graduate form and submit it to the Office of the Registrar by the **deadline dates** published in the Academic Schedule.

DISTANCE EDUCATION

Courses offered in the Distance Education mode by Lakehead University are all learner-centred. This gives you, the learner a greater degree of freedom in organizing your learning activities to fit your lifestyle. Since this may be a new direction for some of you, we have built in some assistance through the structure of the course-pacing of assignments, audio/videoconferencing, review questions, multi-media learning materials, and invigilated examinations. We hope that you will find them helpful and stimulating.

Conferencing is a key component of our distance education courses. Scheduled throughout the term, these group audio or video tutorials are designed to provide you with an opportunity to “meet” with your professor, share your views with your classmates, as well as ask questions regarding the course content, assignments, or examinations. Typically, attendance at the conferences is optional; however, for some courses attendance may be mandatory.

Students who perform well in our Distance Education courses generally:

- Set aside regular periods for study
- Submitted their assignments promptly
- Asked their professors for clarification whenever it was necessary

Time management and self discipline are crucial for academic success.

To provide you with research and reference support, the Lakehead University Library offers a number of services including access to online journals. If you would like a personal library instruction session, call (807) 343-8147.

Through the Lakehead University Library Web page, you can access numerous resources and services including access to periodical indexes, an on-line request form, and links to resources by subject. The page can be accessed via the Lakehead University Home Page...just go to the pull down menu to Library.

Conferences

Students are encourage to “meet” with their instructor and classmates to gain added insight into course content. These meetings may be audio/video/media streaming or via computer.

The frequency of these meetings varies. The audio or video conferences are generally held at a Contact North Site across Northern Ontario. If you are in Thunder Bay, all classes will be held in a Smart Classroom on campus.

Conference Tips

1. Prior to the conference, write down your questions or ideas in point form. Be as specific as possible.
2. Bring all relevant course materials including a pen and notebook with you to the conference.
3. Be “on time”. Check the conference schedule in your course kit for dates and times.
4. The Site Coordinator will be responsible for setting up and demonstrating the use of conferencing equipment.
5. Speak naturally in the direction of the microphone and always identify yourself before speaking during the conferences.
6. Keep your comments and questions brief. Allow everyone an equal change to voice their opinions and participate in the discussion.
7. When referring to any of your course materials, be very specific about the title of the work, chapter, and page number, etc.
8. While you are “on line” avoid rustling papers, tapping pens or conversing with others in the room. Background noises may be transmitted through the phone lines and make listening difficult for participants in the other areas.
9. Do not “keep an open line” during the teleconference.
10. Please do not tape the session without the written permission of the instructor.

TO ENSURE THE APPROPRIATE EXAMINATION AND CONFERENCE SITE IS BOOKED FOR YOU, BE SURE TO COMPLETE AND SUBMIT THE CONFERENCE AND EXAMINATION SITE FORM AS REQUESTED.

WEB ADVISOR

Web advisor is an interactive web application that allows students to view their individual student information. It requires the use of a username and pin (Assigned by the Office of the Registrar) which added to other security features ensures privacy for the student. Services currently available include registration (except for graduate students), add/drop of courses, student schedules, transcripts, financial aid awards and account balances. WebAdvisor can be accessed from the menu on the link from the university homepage.

WEB BASED MAIL

All students have a web based email account that will last their entire university career. Like other web-based mail, it can be accessed from any web browser, on or off campus. Once you are registered for the course, your account is set up.

To access your account go <http://mail.lakeheadu.ca>
Login with your username and password.

Username is first initial, middle initial and your last name. Your password is your date of birth, yymmdd.

If you require assistance contact the helpdesk at (807) 346-7777 or helpdesk@lakeheadu.ca

WebCT

The Master of Public Health program is offered using a range of distance delivery modes, including media-streaming. Our Technology Services Centre has advised that the following are the minimum hardware, software and internet requirements:

- a PC (Pentium II or higher with at least 128 mb of RAM) with Windows 98/2nd edition/2000/XP or a *Mac OS 9 (**Although suitable software for connectivity, Lakehead does not offer technical support Apple products.*)
- a connection to the Internet (highspeed internet service such as DSL or cable preferred)
- a recent version of Netscape Navigator 6.2.x and 7.0 browsers (4.7x to 4.8, 6.0 and 6.1 are not supported) or Internet Explorer 5.5 or 6.0 (4.0 and 5.5 SP1 are not supported)

It is imperative that students verify that the necessary resources are in place. This may be done by visiting <http://parttime.lakeheadu.ca> to try the Sample Online Course.

Instructions for students to login to their courses will be e-mailed to their individual Lakehead University e-mail accounts approximately 2 weeks prior to class commencement. Please note that these instructions are sent following registration.

For further information and assistance, please contact the Office of Part-time and Distance Education.

To learn more about navigating your learning materials and how to use WebCt go to the WebCT Learner Guide link once you have logged onto your course.

To access WebCT go to the menu on www.lakeheadu.ca click WebCT.
Your username is first initial, last initial and last name.
Your password is online.

Please Log out of WebCT once you are finished.

By using your Username and Password you are agreeing to comply with the University's Code of Student Behaviour and Disciplinary Procedures.

Frequently Contacted Areas

Area	Address	Information Provided
Admissions	UC 1003 Telephone: 343-8500 Fax: 343-8156 E-mail: admissions@lakeheadu.ca	Admission decisions Program requirements Advanced standing
Academic & Career Advising	UC 1002 Telephone: 343-8018 Fax: 343-8156 E-mail: advising@lakeheadu.ca	Academic counselling
Registrar	UC 1004 Telephone: 343-8675 Fax: 343-8156 E-mail: records@lakeheadu.ca	Registration procedures Registration confirmation Adding/withdrawal procedures
Coordinator MPH	SN 1036 Telephone: 343-8643 Fax: 343-8246 E-mail: darlene.steven@lakeheadu.ca	Academic advising Scheduling Course offerings Registration dates Admission
Part-Time Studies	RC 0009 Telephone: 346-7730 Fax: 343-8006 E-mail: parttime@lakeheadu.ca	Administrative concerns Assignment/teleconference dates Course materials Course offerings Registration dates
Scheduling & Examination	UC 1004 Telephone: 343-8495 Fax: 343-8156 E-mail: schedule@lakeheadu.ca	Examinations Confirmation of exam locations Scheduling conflicts Rescheduling of examinations Transcripts
Accounts Office	UC 0004 Telephone: 343-8140 Fax: 343-8497 E-mail: fees@lakeheadu.ca	Tuition fees Examination fees Income tax receipts
Financial Aid Office	SC0008 Telephone: 343-8206 Fax: 343-7760 E-mail: financial.aid@lakeheadu.ca	Financial assistance OSAP Bursaries
Library	Chancellor Paterson Library Telephone: 343-8147 Fax: 343-8007 E-mail: unilink@lakeheadu.ca	Library services Borrowing of library materials
Bookstore	UC 1020 Telephone: 343-8335 Fax: 343-8158 E-mail: bookded@lakeheadu.ca	Texts Course kits Supplies
Learning Assistance Centre	SC 0003 Telephone: 343-8047 Fax: 346-7733 E-mail: lacentre@lakeheadu.ca	Tutoring/Study skills APA reference instruction Essay/research paper Writing/formatting

APPENDICES

**Appendix I
GRADUATE COORDINATOR**

Overall Responsibility

The Graduate Studies Coordinator has administrative responsibility for the Masters of Public Health program and is a resource to faculty and students regarding policies and procedures.

Reports to: Dean, Professional Schools

Meetings

- 1.1 To attend meetings of the Senate Graduate Studies Committee.
- 1.2 To Chair the graduate student Promotion meetings.

Web Page

- 2.1 To ensure that the web page is current.

Curriculum

- 3.1 To provide leadership in curriculum review.
- 3.2 To schedule courses to be delivered in conjunction with Administrative Assistant
- 3.3 To suggest revisions and curriculum changes as required.
- 3.4 To suggest calendar changes to the Dean.

Information

- 4.1 To develop a Policy and Procedure manual for the Masters of Public Health Program.
- 4.2 To assume a leadership role in the recruitment and marketing of the program.

Admissions

- 5.1 To ensure that Registrar's office is current on admission procedures for the program.
- 5.2 To coordinate the admission process.
- 5.3 To review the prospective candidate's file
- 5.4 To ensure that files on each student are maintained to serve as a tracking process from admission to graduation.
- 5.5 To offer advise on unusual conditions for admission, i.e., special conditions.

Orientation

- 6.1 To provide an orientation program to the Masters of Public Health program by yearly updating the handbook.

Monitoring/Facilitation

- 7.1 To ensure that each student has a faculty supervisor and a thesis committee.
- 7.2 To facilitate replacement of a faculty member whereby a supervisor is on sabbatical or long term disability.
- 7.3 To resolve any disputes between a student and his/her thesis supervisor or committee.

Teaching Assistantships

- 8.1 To assign teaching assistantships in consultations with faculty and the Dean.

Other Duties

- 9.1 As assigned.

Appendix II

Preceptorship Guidelines

“The only limit to our realization of tomorrow will be our doubts of today”

Franklin D. Roosevelt

Reasons for an Agency to participate in a preceptorship program for the Masters of Public Health.

- To lessen job turnover by increasing job satisfaction of committed and experienced staff.
- To recruit qualified staff
- To contribute to the knowledge development of students.
- To facilitate the transition to graduate role.
- To inject new and fresh ideas into organization.
- To develop an ongoing partnership with the academic community.
- To support planned or current research projects.

What the Agency should have in place before agreeing to participate in preceptorship program.

- Awareness of the curriculum so it can be integrated in the agency setting.
- Commitment from the agency and a supportive team effort approach to the preceptorship.
- Leadership and planning for the preceptorship with the academic community.
- Resource allocation for the successful implementation of the preceptorship, human, financial, and emotional.

Purpose of the Guidelines

Preceptor role /Job description / Preceptor Criteria

To identify specific qualifications of a preceptor for the Masters of Public Health.

To develop a role description.

To ascertain accountability in terms of participation.

To work collaboratively to achieve a standard of excellence in public health graduate studies.

Conflict of Interest

To clarify preceptor roles and manager roles if combined.

Conflict resolution

To identify mechanisms for conflict resolution if there is a dispute between the student and preceptor regarding work or project issue.

Preceptor Criteria

Graduate preceptors are used primarily to facilitate learning. Specific roles and responsibilities vary by specialty and course.

The preceptor should be aware of the knowledge and skills competencies of the Masters of Public Health Academic program.

There should be sufficient reward/support from the agency for an individual assuming the additional responsibility of preceptorship.

The graduate preceptor has a master's degree, or doctoral degree in fields relevant to the role.

The graduate preceptor must show an interest and commitment to student learning and have proven preceptorship abilities.

The preceptor should possess organizational and time management skills and good communication skills.

The preceptor should have at least 10 years of experience in public health or a related discipline.

Preceptor's role and responsibilities

Create a space for learning

With the support of the agency create a positive learning environment for the student. Students should feel free to observe, practice and ask questions. The physical, social and professional climate of the agency should be supportive of student learning. The agency should support the preceptor as he/she accepts the student within their workload. The preceptor and student should take time for personal reflection on professional actions and experiences.

Role Modeling

The preceptor should be able to provide the student with learning opportunities by concrete examples so the student can transform experience into learning. The preceptor is expected to discuss the students experience and together identify strengths, weaknesses and potential

activities to address the weaknesses. The preceptor should be able to frequently ask questions regarding the student's learning and give feedback to promote critical thinking.

Direct the learning experience

Plan the learning experience that is congruent with the curriculum and the student's learning contract (goals and objectives). Depending on the student's stage of learning and skills, the preceptor should support the student in increasing their confidence and competence by asking the student what they are learning and what more they want to learn.

Learning activities

The preceptor supports activities that allow the student to develop confidence and gain experience in public health competencies. i.e., health promotion.

Knowledge and Skills of a Masters of Public Health Student

Knowledge Base

- Health theory (i.e., health belief model, social learning theory, PRECEDE-PROCEED model, and ecological models, health promotion throughout the lifespan)
- Health policy (i.e., federal, provincial, municipal and finance and reform, eg. Romanow, Kirby, and Naylor)
- Health promotion strategies (i.e., interventions in heart health, smoking cessation, nutrition, physical activity, injury prevention, immunization and communicable disease)
- Community health planning
- Inequities in health care (i.e., gender, children, minorities, and the elderly)
- Health communications strategy (i.e., social marketing, risk communication, media development)
- Economics of health care
- Epidemiology
- Research and evaluation strategies (i.e., proposal development, literature review, statistics and methodology)

Skills

- Needs assessment (i.e., individual, group and community levels)
- Program development, planning and evaluation
- Research and evaluation of studies (i.e., critique and application of data, proposal development, survey development, interview techniques and evaluation techniques)
- Health communication (i.e., health promotion planning and effective use of media)
- Computer technology in health promotion (i.e., power point presentations, web site)

Examples of learning activities include:

- Attend meetings (Examples: Planning, coalition, organizational, etc...)
- Review organizational material (Examples: Vision, mission statement, goals, mandates, annual reports, etc...)
- Observe existing programs (Examples: Educational sessions, screenings, community events etc...)
- Assist or take the lead in the assessment, planning, development, and evaluation of an existing program or project. (Examples: Literature searches, Internet searches, data collection, material development, program development)
- Participation in daily operations of organization. (Examples: Making or taking professional calls, coordinating, participating and scheduling meetings for a coalition or working group, entering and reviewing data for reports.)

Graduate Faculty/Coordinator Responsibility

The Graduate Faculty assigned to this course will:

- Provide copies of the course outline and preceptor responsibilities to the student which in turn should be shared with the preceptor
- Assign final marks to student (Pass/Fail)
- Supervise or guide the student's project

Conflict Resolution

It is important to remember that this is not a clinical practicum. This practicum is to enhance the student's practical knowledge of public health.

The Standards of Conduct for any professional group must be adhered to.

Policies and procedures through the agency or university will be taken into consideration.

If a student is not performing according to standards, the preceptor will contact the professor and discuss concerns and methods to correct the problem.

The preceptor and professor will meet with the student to:

- Discuss the learning contract and the concerns
- Develop guidelines for the student to remedy the concerns
- Allow opportunity to correct the behaviour
- Meet the student at an appropriate time to ensure that the behaviour has been corrected.

If the behaviour continues or is of a grave nature, the student will be terminated from the experience.

Evaluation

Students are expected to share their learning contract with their preceptor. Students are evaluated on the experience based on their learning contract, objectives, journal and any other relevant information. Preceptors may contact the professor at any time if they have concerns or questions regarding the student experience.

The professor will have overall responsibility for assigning the mark.

Tips for Preceptors

Remember when you were a student? What made your placement a great experience? Recalling the best experiences of your own education may remind you of the best methods for you to use in precepting a student.

Key factors include:

- Eliciting student goals for their clinical experience.
- Ask the student questions about their basic factual knowledge and experience.
- Think aloud so student can understand your reasoning process.
- Explain your rationale for decisions you make.
- Cite relevant examples from your experiences.
- Give direct and immediate feedback both positive and negative.

Appendix III
Core Faculty

NAME: Michel Bédard, Psychology
RANK: Assistant
DEGREE: PhD

Positions: Canada Research Chair in Aging and Health
Assistant Professor of Psychology
Director of Research, Lakehead Psychiatric Hospital
Director, Northern Education Centre for Aging and Health (NECAH)
Telephone: 343-8630
Email: michel.bedard@lakeheadu.ca
Website: <http://flash.lakeheadu.ca/~mbedard/>

Research interests

- aging and health with special consideration to:
- driving abilities
- caregiver burden
- mental health
- medication use, and
- nutrition

Publications (for detailed list please see website):

- Bédard M, Felteau M, Mazmanian D, Fedyk K, Klein R, Richardson J, Parkinson W, Minthorn-Biggs M-B. Pilot evaluation of a mindfulness-based intervention to improve quality of life among individuals who sustained traumatic brain injuries. *Disability and Rehabilitation* (in press).
- Bédard M, Molloy DW, Squire L, Minthorn-Biggs M-B, Dubois S, Lever JA, O'Donnell M. Validity of self-reports in dementia: The Geriatric Depression Scale. *Clinical Gerontologist* (in press).
- Bédard M, Klein R, Papaioannou A, Motyka S, Hutchinson L, Clarke J-A. Renal impairment and medication use among psychogeriatric patients. *Canadian Journal of Clinical Pharmacology* (in press).
- Bédard M, Guyatt GH, Stones MJ, Hirdes JP. The independent contribution of driver, crash, and vehicle characteristics to driver fatalities. *Accident Analysis & Prevention* 2002; 34:717-727.

Bédard M, Stones MJ, Guyatt GH, Hirdes JP. Traffic-related fatalities among older drivers and passengers: Past and future trends. *The Gerontologist* 2001; 41:751-756.

Bédard M, Molloy DW, Squire L, Dubois S, Lever JA, O'Donnell M. The Zarit Burden Interview: A new short version and screening version. *The Gerontologist* 2001; 41:652-657.

Bédard M, Raney D, Molloy DW, Lever J, Pedlar D, Dubois S. The experience of primary and secondary caregivers caring for the same adult with Alzheimer's disease. *Journal of Mental Health and Aging* 2001; 7:287-296.

Bédard M, Martin NJ, Krueger P, Brazil K. Assessing reproducibility of data obtained with instruments based on continuous measurements. *Experimental Aging Research* 2000; 26:353-365.

Bédard M, Pedlar D, Martin NJ, Malott O, Stones MJ. Burden in caregivers of cognitively impaired older adults living in the community: Methodological issues and determinants. *International Psychogeriatrics* 2000; 12:307-332.

Bédard M, Molloy DW, Bell R, Lever JA. Determinants and detection of low body mass index in community-dwelling adults with Alzheimer's disease. *International Psychogeriatrics* 2000; 12:87-98.

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Research Interests

Health expenditure determinants
Income elasticity of Health care expenditures.
Public/Private split in provincial health care spending.
Provincial government health expenditure shares.
Drug expenditures & pharmaceutical policy in Canada

Publications

2003 "Federal Patent Extension, Provincial Policies and Drug Expenditures: 1975-2000", co-authored with P. Grootendorst, Canadian Tax Journal, Status: Forthcoming

2003 "The Income elasticity of Health Care Spending: A Comparison of Parametric and Non-Parametric Approaches," European Journal of Health Economics, Status: Forthcoming.

2001 "Public Home Care Expenditures in Canada," co-authored with Rosanna Di Matteo, Canadian Public Policy, Vol. XXVII, No. 3, 313-333.

2000 "The Determinants of the Public-Private Mix in Canadian Health Care Expenditures: 1975-1996," Health Policy, 52, 87-112.

1998 "Evidence on the Determinants of Canadian Provincial Government Health Expenditures: 1965-1991," co-authored with Rosanna Di Matteo, Journal of Health Economics, 17 (2), 209-227.

NAME: Jamieson, John, Psychology
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Publications

Steven, D., Fitch, M., Dahliwal, D. ., Kirk-Gardner, R., Jamieson, J., Sevean, P., & Woodbeck, H. (2003). Knowledge, attitudes, beliefs and practices of selected ethno-cultural groups in Northwestern Ontario to breast and cervical cancer screening. *Oncology Nursing Forum*, 31(2), 305-311.

Nachshen, J. & Jamieson, J. (2000). Advocacy, stress, and quality of life in parents of children with developmental disabilities. *Developmental Disabilities Bulletin*, 28, 39-55.

Anshell, M. H., Jamieson, J., & Raviv, S. (2001). Cognitive appraisals and coping strategies following acute stress among skilled competitive male and female athletes. *Journal of Sport Behavior*, 24, 128-143.

Anshell, M. H., Jamieson, J., & Raviv, S. (2001). Coping with acute stress among male and female Israeli athletes. *International Journal of Sport Psychology*, 31, 271-289.

Nachshen, J., Anderson, L., & Jamieson, J. (2001). The Parent Advocacy Scale: Measuring advocacy in parents of children with special needs. *Journal on Developmental Disabilities*, 8, 93-105.

Wallis, P.M., Matson, D., Jones, M. & Jamieson, J. (2001). Application of monitoring data for Giardia and Cryptosporidium to boil water advisories. *Risk Analysis*, 21, 1077-1085.

Jones. L.W., Farrell, J. M., Jamieson, J., & Dorsch, K. D. (2003). Factors influencing enrollment in a cardiac rehabilitation exercise program. *Canadian Journal of Cardiovascular Nursing*, 13, 11-15.

Steven, D, Fitch, M., Dhaliwal, H., Kirk-Gardner, R., Sevean, P., Jamieson, J., & Woodbeck, H. (2004, April). Knowledge, attitudes, beliefs, and practices regarding breast and cervical cancer screening in selected ethnocultural groups in Northwestern Ontario. [in press] *Oncology NursingForum*.

Jamieson, J., Mushquash, C., & Mazmanian, D. (in press). Why do gamblers over-report wins? An examination of social factors. *Electronic Journal of Gambling Issues*.

McCready, W., Jamieson, J., Tran, M. & Berry, S. The first 25 years of the Northwestern Ontario Medical Program. Submitted to Canadian Journal of Rural Medicine

Jamieson, J., & Cribbie, R., Origins of skewness and the measurement of change. Submitted to Canadian Journal of Experimental Psychology

Cribbie, R., & Jamieson, J., Decreases in Posttest variance and the measurement of change. Submitted to Methods of Psychological Research.

Jamieson, J. (in preparation) Misuse of Analysis of Covariance (ANCOVA).

NAME: Kelley, Mary Lou, Social Work
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Positions: Collaborative Faculty Member, Gerontology, Women's Studies, and MPH
Project Manager, Ontario MOH Palliative Care Education Initiatives
Health Canada's Advisory Committee on Rural Health

Research Interests

- long-term care of older persons
- palliative care
- education for health care professionals
- community-based care delivery to rural seniors
- end-of-life care in rural and remote areas.

Publications

- 2002 M.L. Kelley, S.M. Sellick and B. Linkewich. "Rural non-physicians providers perceptions of Palliative Care in Northwestern Ontario". *Journal of Rural Health, Vol. 19 (1), p.55-61*
- 2001 M.J. MacLean and M.L. Kelley. "Palliative Care in Rural Canada" *Rural Social Work, 6 (3) (Special Canadian/Australian Issue), p. 63-73*
- 2000 Mary Lou Kelley, M. Jane Taylor and Wendy Kirkpatrick. "Long-term Care of the Elderly: Applications of the Elderly Person's Health Model" *Mature Medicine, Oct/Nov. p. 173-177*
- 1999 Barbara Linkewich, Allisa Setcliff, Marg Poling, Sue Bailey, Scott Sellick and Mary Lou Kelley. "Communicating at Life's End" *The Canadian Nurse, 95 (5), May 1999 p.41-44*
- 1999 K. Brownlee, S. Taylor, M.L. Kelley, D.W. Molloy, and D. Walker. "Preparing Advance Health-Care Directives: A Study of Factors Affecting Decision-Making" *Mature Medicine, 2 (6), Nov/Dec. 1999 p. 304-306*
- 1997 Mary Lou Kelley and Michael MacLean. "I want to live here for the rest of my life: The Challenge of Case Management with Rural Seniors." *The Journal of Case Management, 6(4), p. 174-182*

NAME: Kirk-Gardner, Rhonda
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Research Interests

- Community health
- Cardiovascular and cancer risk factors

Publications

Steven, D., Fitch, M., Dahliwal, D. ., Kirk-Gardner, R., Jamieson, J., Sevean, P., & Woodbeck, H. (2003). Knowledge, attitudes, beliefs and practices of selected ethno-cultural groups in Northwestern Ontario to breast and cervical cancer screening. *Oncology Nursing Forum*, 31(2), 305-311.

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Steven, D., & Kirk-Gardner, R. (2003). Diabetes, heart disease and the aboriginal population. [submitted].

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Kirk-Gardner, R., & Steven, D. (1997). Hearts for life: A community program on cardiovascular disease. *Canadian Journal of Cardiology*, 13 (SuppB). Abstract from poster presentation 1090 [CD-ROM].

Steven, D. & Kirk-Gardner, R. (1996). Cardiovascular system. In A. Luekenotte (Ed), *Introduction to gerontologic nursing* (pp. 487-565). Toronto: Mosby.

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Research Interests

- Gerontology
- Community health

Publications

deJonge, J., & McDougall, L. (1989). Inter-university collaboration in the development of distance education course in community health nursing. *Journal of Nursing Education*, 28 (7)

NAME: Brian O'Connor, Psychology
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Research interests

Research methods & statistics; motivation for health and exercise behavior; subjective experiences associated with exercise and aging; psychological predictors of mortality; validity of self-report measures of health; mental health.

Publications

O'Connor, B. P. (2002). The search for dimensional structure differences between normality and abnormality: A statistical review of published data on personality and psychopathology. Journal of Personality and Social Psychology, 83, 962–982.

O'Connor, B. P. (2002). A quantitative review of the comprehensiveness of the five-factor model in relation to popular personality inventories. Assessment, 9, 188-203.

O'Connor, B. P., & Dyce, J.A. (2002). Tests of general and specific models of personality disorder configuration. In P. T. Costa & T. A. Widiger (Eds.), Personality disorders and the five-factor model of personality (pp. 223-246). Washington, DC: American Psychological Association.

O'Connor, B. P., & Dvorak, T. (2002). Conditional associations between interparental conflict and adolescent problems: A search for personality-environment interactions. In S. P. Shohov (Ed.), Advances in psychology research (Vol. 14, pp. 213-237). Hauppauge, NY: Nova Science Publishers.

Barr, K. N., & O'Connor, B. P. (2002). Anti-social personality disorder. In J. C. Thomas & M. Hersen (Eds), Handbook of mental health in the workplace (pp. 269-290). London: Sage.

Kohan, A., & O'Connor, B. P. (2002). Police officer job satisfaction in relation to mood, well-being, and alcohol consumption. Journal of Psychology, 136, 307-318.

O'Connor, B. P., & Dyce, J. A. (2001). Rigid and extreme: A geometric representation of personality disorders in five-factor model space. Journal of Personality and Social Psychology, 81, 1119-1130.

O'Connor, B. P., & Dyce, J. A. (2001). Personality disorders. In M. Hersen & V. B. Van Hasselt (Eds.), Advanced abnormal psychology (pp. 399-417). New York: Kluwer Academic/Plenum.

NAME: Ian Newhouse, Dean, Faculty of Professional Schools
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Research Interests

My general research and teaching interests are in the area of exercise physiology and sports medicine. My doctoral research examined the effects of iron deficiency and supplementation in female athletes. Research, has since evolved in two ways; from a human performance focus to a much broader human health application and from iron deficiency to mineral metabolism (most notably iron, magnesium and just recently chromium).

Recent Publications

2004

Viitala, P., I.J. Newhouse, "Critical Review: Vitamin E supplementation, exercise and lipid peroxidation in human participants", accepted to European Journal of Applied Physiology (May, 2004)

2004

Viitala, P., I.J. Newhouse, "Effects of antioxidant vitamin supplementation on resistance exercise induced lipid peroxidation in trained and untrained participants", BioMed Central; Lipids in Health and Disease, 3:14, 2004,
(<http://www.lipidworld.com/content/3/1/14>)

2002

Newhouse, I.J., K.P., Johnson, W. Montelpare, & J.E. McAuliffe, "The Variability of ionic magnesium", BioMed Central; Physiology, 2:6, 2002
(<http://www.biomedcentral.com/1472-6793/2/6>)

2001

Jones, G.R., I.J. Newhouse, R. Thayer and N. Lavoie, "The incidence of hematuria with middle distance track running interval training", Canadian Journal of Applied Physiology, 26(4):336-349, 2001

2001

Finstad, E.W., I.J. Newhouse, H.C. Lukaski, J.E. McAuliffe, & C.R. Stewart, "The effects of magnesium supplementation on exercise performance", Medicine and Science in Sport and Exercise, 33(3):493-498, 2001

2000

Newhouse, I.J., and E.W. Finstad, "The effects of magnesium supplementation on human performance: a critical review", *Clinical Journal of Sports Medicine*, 10(3): 195-200, 2000

2000

Timmons, B.W., I.J. Newhouse, J.E. McAuliffe & R. Thayer, "The efficacy of SPORTTM as a dietary supplement on performance and recovery in trained athletes", *Canadian Journal of Applied Physiology*, 25(1):55-67, 2000

NAME: Heidi Schraft, BIOLOGY
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Research interests

Areas: Food safety and molecular food microbiology

Topics for projects and thesis:

1. Microbiological studies on foodborne pathogens, especially *Campylobacter jejuni*, *Listeria monocytogenes* and *Escherichia coli* with focus on biofilm formation and survival in food production environments. This research will involve bench work using traditional and molecular microbiology procedures.
2. Studies on risk for foodborne disease associated with certain populations, e.g. cancer patients, transplant recipients, pregnant women, young children, elderly people, aboriginals, etc. and the development and evaluation of educational materials and/or programs for these groups.

NAME: Pat Sevean, Nursing
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Research Interests

- Evidence based health care
- Symptom management in cancer care
- Recruitment and retention of oncology nurses
- Evaluative methods
- Job satisfaction and career development of oncology nurses.

Publications

Steven, D., Fitch, M., Dahliwal, D. ., Kirk-Gardner, R., Jamieson, J., & Sevean, P., & Woodbeck, H. (2003). Knowledge, attitudes, beliefs and practices of selected ethno-cultural groups in Northwestern Ontario to breast and cervical cancer screening. *Oncology Nursing Forum*, 31 (2), 305-311.

NAME: Steven, Darlene, Nursing
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Adjunct Professor, Laurentian University

Research Interests

- Community health
- Cardiovascular and cancer risk factors
- Breast and cervical cancer
- Gerontology
- Women's health
- Nursing in rural and remote communities
- Administration of health care
- Evaluation of health care
- Health care policy

Publications

Steven, D., Fitch, M., Dahliwal, D. ., Kirk-Gardner, R., Jamieson, J., & Sevean, P., & Woodbeck, H. (2003). Knowledge, attitudes, beliefs and practices of selected ethno-cultural groups in Northwestern Ontario to breast and cervical cancer screening. *Oncology Nursing Forum*, 31 (2), 305-311.

Steven, D., & Kirk-Gardner, R. (2003). Diabetes, heart disease and the aboriginal population. [Submitted]

Steven, D. (2003). Strategic planning, goal setting and marketing. In P. Yoder-Wise (Ed.), *Leading and managing in nursing* (pp. 107-109). St. Louis: Mosby.

Steven, D. (2003). Strategic planning, goal setting and marketing workbook. In P. Yoder-Wise (Ed.), *Leading and managing in nursing: Instructor's manual* (pp. 517-520) St. Louis: Mosby

Steven, D. (2003). Canadian nursing research website. Lippincott [in print].

Kirk-Gardner, R., & Steven, D. (2003). Hearts for Life: A community program on heart health promotion. *Canadian Journal of Cardiovascular Nursing*, 13 (1), 5-10.

Steven, D. (2001). Professional roles. In P. Potter, A. Perry, J. Ross Kerr, and M. Wood (Eds), *Canadian fundamentals in nursing*. St. Louis: Mosby.

Steven, D. (2001). Professional roles. In P. Potter, A. Perry, J. Ross Kerr and M. Wood (Eds.), *Canadian fundamentals in nursing: Instructor's manual*. St. Louis: Mosby.

Kirk-Gardner, R., & Steven, D. (1997). Hearts for Life: A community program on cardiovascular disease. *Canadian Journal of Cardiology*, 13 (SuppB), p. 301 b.[abstract].

Kirk-Gardner, R., & Steven, D. (1997). Hearts for life: A community program on cardiovascular disease. *Canadian Journal of Cardiology*, 13 (SuppB). Abstract from poster presentation 1090 [CD-ROM].

Steven, D. & Kirk-Gardner, R. (1996). Cardiovascular system. In A. Luekenotte (Ed), *Introduction to gerontologic nursing* (pp. 487-565). Toronto: Mosby.

NAME: Michael John Stones, Psychology
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Adjunct Professor, Dept. Health Studies & Gerontology, University of Waterloo

Publications

Bédard M., Guyatt G.H., Stones, M.J., & Hirdes J.P. The independent contribution of driver, crash, and vehicle characteristics to driver fatalities. *Accident Analysis & Prevention*, in press.

Sita, A. Stones, M.J., Csank, P., Knight, C., & Gauron K. Multidimensional assessment of well-aging. *Social Indicators Research*, in press.

Hirdes, J.P., Fries, B.E., Morris, J.N., Steel, R.K., LaBine, S., Beaulne, P., Schalm, C., Stones, M.J., Teare, G., Smith, T., Marhaba, M., & Pérez, E. Integrated health information systems based on theRAI/MDS series of instruments. *Hospital Management Forum*, 2000, 12, 30-40.

Bédard, M., Pedlar, D., Martin, N.J., Malott, O., & Stones, M.J. Burden in caregivers of cognitively impaired older adults living in the community: Methodological issues and determinants. *International Psychogeriatrics*, 2000, 12, 307-332.

Martin, N.J., Stones, M.J., Young, J., & Bédard, M.. Development of delirium: A cohort prospective study in a community hospital. *International Psychogeriatrics*, 2000, 12, 117-126.

Clyburn, D.L., Stones, M.J., Hadjistavropoulos, T., Tuokko, H. Disturbing Behavior in Alzheimer's Disease and its Relationship to Caregiver Distress. *Journal of Gerontology*, 2000, 55B, S2-S13.

Bédard, M., Bonner, A., Molloy, D.W., Martin, N.J., & Stones, M.J. In-home assessments of

Alzheimer's patients: Reliability and validity of instruments measuring cognition and mood. *Clinical Gerontologist*, 1999, 21, 3-10.

behaviors, gender and burden in spousal caregivers of cognitively impaired older adults. *International Psychogeriatrics*, 1997, 9, 277-290.

NAME: Pamela Wakewich, Ph.D., Sociology and Women's Studies
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Research interests

- health sociology
- gender and health
- rural and remote health
- cross cultural health
- qualitative methods for health research

Recent publications

Wakewich, P. and B. Parker (2002) *Mapping Research on Women and Health in Northwestern Ontario*. Toronto: National Network on Environments and Women's Health (NNEWH), Centre of Excellence for Research on Women's Health, Working Paper Series.

Wakewich, P. and B. Parker (2002) *Rural and Remote Women's Health in Canada: A Literature Review and Bibliographic Inventory*. Toronto: National Network on Environments and Women's Health (NNEWH), Centre of Excellence for Research on Women's Health..

Wakewich, P. (2001) "Women's Reflections on Embodiment and Health Over the Life Course," in B. Miedema, J. Stoppard and V. Anderson eds. *Women's Bodies/Women's Lives: Health, Well-being and Body Image*. Toronto: Sumach Press.

in preparation, "Health Effects of Woman Abuse in Intimate Relationships as it Relates to the Rural Community" for the Family Violence Prevention Unit, Health Canada.

