

**HLTH 6000.03**  
**Health Seminar Series**  
**COURSE OUTLINE**

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory

Course Professor: Dr. Marilyn Macdonald

Coordinator (Interim) PhD Health

My pronouns are she/her

Contact Information: [marilyn.macdonald@dal.ca](mailto:marilyn.macdonald@dal.ca)

Office Location: Forrest Room 130

Office Hours: Available by appointment

**Class meets Wednesday 1400-1600 every 2 weeks beginning September 11 for Fall term and January 15 for Winter term CHEB266**

### **COURSE DESCRIPTION**

The Health Seminar Series is designed to expose students in the PhD in Health to the range of methods and issues in health research across health contexts as represented in the International Classification of Functioning (ICF). Additionally, it is designed to increase the students' understanding of the potential contributions made by diverse interpretations, methods and disciplines.

The course will consist of presentations by program faculty members, and invited guests. As part of this course, students will present their research during the annual Health Network Event. This yearly event will create links between the PhD in Health program and important stakeholders such as government representatives, industry and the members of the clinical community. As part of this event, students will make "elevator pitch" type presentations on their research that are appropriate to the target audience. The student presentations provide the students a valuable opportunity to develop skills in the presentation of their scientific work to a non-academic audience in a brief period of time. This is an important knowledge translation skill. Thus, these seminars will give the students knowledge in the basic and applied aspects of health research while helping them to develop the ability and confidence to present their work to an audience of stakeholders.

HLTH 6000.03 is a 3-unit (half) required credit courses. Students will complete the course during their full fee paying/residency part of their program. The course will run over the Fall (X) and Winter (Y) terms; students taking this course must register and complete both the X and Y terms consecutively.

### **LEARNING OBJECTIVES**

At the completion of this course, the participant will be able to:

1. Describe the breadth/scope of basic and applied health research.
2. Compare and contrast the contributions made by diverse interpretations, methods and disciplines to health research.
3. Demonstrate an understanding of the components of a successful academic/research presentation
4. Successfully present material at a professional level consistent with the student's area of research to a diverse audienc

## COURSE FORMAT AND TOPICS

This course consists of seminars presented by staff, doctoral students, faculty members, researchers, clinicians and policy makers in the area of health. Participants will be **expected to attend** all of the seminars in the Health Seminar Series unless prior approval to miss has been given by their supervisor or in the case of illness. In addition the students must attend two other seminar sessions offered in a discipline related to the students' research area that have been approved by their supervisor. Potential seminars are offered by many departments at Dalhousie University (e.g., Kinesiology, Physiotherapy, Human Communication Disorders, Biomedical Engineering, Physiology, Psychology-Neuroscience, Anatomy and by other agencies (e.g., Nova Scotia Rehabilitation Centre Rehabilitation Rounds).

Seminar schedules will be posted one week prior to the class start date for each term.

## CALENDAR DESCRIPTION

### HLTH 6000.03

This seminar will expose students to the range of methods and issues in health research and increase their understanding of the potential contributions made by diverse interpretations, methods and disciplines. It consists of students and invited guest's presentations. Seminars will help students develop the ability to present in an academic/professional setting.

NOTE: HLTH 6000.03 is a 3-unit (half) elective credit course encompassing the Fall (X) and Winter (Y) terms; students taking this class must register and complete both the X and Y terms consecutively in their first year of the PhD in Health Program.

## SEMINAR REQUIREMENTS

### (1) Student Engagement

#### a) Health Seminar Series

Students are expected to attend **all\*\*** of the available seminars (attendance will be taken). The quality and extent of a student's engagement in the course will be evaluated cumulatively based on the level of engagement at each seminar by the Course coordinator and a faculty member present at the seminar. HLTH 6000 is graded on a pass/fail basis. Students **must achieve a minimum score of 7 out of a possible 12 with no score in the 'unacceptable' category related to the quality and extent of their engagement in the seminar sessions that comprise the Health Seminar Series** to achieve a pass in the course. Please refer to the Student Engagement Rubric below. Seminar schedules will be posted one week prior to the class start date. Should scheduling interfere with attendance at these seminars, attendance at other related seminars may be counted towards this course requirement. Such activities must be approved in advance by the course instructor.

#### b) Other seminar sessions

Students are expected to attend at least **two** other seminar sessions offered in a discipline related to the student's graduate research as indicated above.

\*\* In instances of illnesses or unavoidable absences, students will be graded based on the seminars which they attended

## (2) Student Presentation

Students will be required to make a presentation at the annual Health Network Event which creates links between the PhD in Health program and important stakeholders such as government representatives, industry and the members of the clinical community. Students will make 'elevator pitch' type presentations of approximately 10 minutes in length. Students **must achieve a minimum score of 11 out of a possible 15 with no score in the 'unacceptable' category for their seminar presentation** to achieve a pass in the course. Please refer to the Student Presentation Rubric below. The evaluation will be completed by the Program Coordinator and the student's supervisor.

### EVALUATION METHODS

- HLTH 6000 is a pass/fail course based on the student fulfilling the course requirements outlined above.

**No Scents Please** is a School and University policy. The *No Scents* policy is recognized as an inconvenience for some. The policy exists because for some scents are life threatening. Students are required to abstain from using any scented products in academic classes and fieldwork education settings.

**Grading Policy** is that of the Faculty of Graduate Studies (see Faculty of Graduate Studies policies and regulations, Graduate Studies calendar) Seminar Requirement 1: Student Engagement – a pass is a minimum score of 7/12 with no scores in the unacceptable category

## Student Engagement/Participation

Topic:

Presenter:

Category	Unacceptable (0)	Below Expectations (1)	Good (2)	Excellent (3)
<b>Participation</b>	rarely asks questions/offers comments. <input type="checkbox"/>	fairly regularly asks questions/offers comments. <input type="checkbox"/>	regularly asks questions/offers comments throughout the presentations. <input type="checkbox"/>	frequently asks questions/offers comments that are relevant to the presentation <input type="checkbox"/>
<i>Comments</i>				
<b>Engagement</b>	little to no ability to engage presenter <input type="checkbox"/>	minimal engagement of presenter (questions are of a basic nature) <input type="checkbox"/>	engages presenter well with thoughtful questions related to presentation content <input type="checkbox"/>	engages presenter well with thoughtful questions that encompass/integrate presentation content and research in the field of study <input type="checkbox"/>
<i>Comments</i>				
<b>Reflection</b>	questions/comments were usually superficial, lacking relevance and insight. <input type="checkbox"/>	questions/comments are sometimes superficial, lacking relevance and insight. <input type="checkbox"/>	questions/comments are often insightful, relevant to the topic, and thought-provoking. <input type="checkbox"/>	questions/comments are consistently insightful, relevant to the topic, and thought-provoking. <input type="checkbox"/>
<i>Comments</i>				
<b>Expression</b>	questions/comments are poorly stated and difficult to interpret/understand. <input type="checkbox"/>	questions/comments are sometimes poorly stated and difficult to interpret/understand. <input type="checkbox"/>	questions/comments are usually well-stated and clear. <input type="checkbox"/>	questions/comments are consistently well-stated and clear. <input type="checkbox"/>
<i>Comments</i>				
<b>Total</b>				

Adapted from PHYT 5040 Rubric C. Kozey and S. Boe, 2013

Adapted from OCCU/PHYT 6140 Rubric D. MacKenzie 2011

Adapted from PT Humanities Blog Rubric M Earl, M MacKay-Lyons and C King 2010

## Seminar Requirement 2: Student Presentation – a pass is a minimum score of 11/15 with no scores in the unacceptable category

Topic:

Presenter:

Group Component	Score	Unacceptable (0)	Below Expectation (1)	Good (2)	Excellent (3)
<b>Topic Introduction</b> Clear introduction such that audience could grasp the topic		No introduction	Introduction present but ambiguous or not precise; relevance to the audience is marginal	Confident and fluent introduction; the topic is present and appropriate to the audience but not concisely presented	Confident and clear introduction; the topic is obvious and appropriate to the audience and "grabs" the audience
<b>Body of Presentation</b> Presentation is concise, focused on key points and demonstrates importance of the topic		Presentation is unfocused and points raised are not relevant; key points are missing	Presentation lacks focus, not all points are relevant o to the topic	Presentation adequately addresses topic and includes all key points. Relevance of topic to the audience needs to be inferred	Presentation study adequately addresses the topic and includes all key points. Relevance to the audience is explicit.
<b>Organization &amp; Clarity</b> Overall presentation (slides, style, language used, etc.)		The sequence of information is not logical and difficult to interpret; slides/ style below expectations. Excess use of language inappropriate for audience	The sequence of information is somewhat logical with some clarity; slides/ presentation style do not detract from presentation. Some use of language inappropriate for audience	The sequence of information is logical and clear; slides/style commensurate with topic and add to presentation. Only minor use of language inappropriate to audience.	The sequence of information is logical and intuitive; slides/style exceed expectations. Language used was appropriate for audience.
<b>Response to Questions</b> Ability to answer questions		Little or no ability; response is vague or suggestive of poor understanding of content	Minimally prepared to respond to questions, weak understanding of content. Typically just repeated initial statement.	Prepared to answer questions; understanding of content is clear. Some ability to reframe information.	Responded to questions with clear, concise answers that demonstrated excellent ability to reframe information.
<b>Overall Impression</b> Suitability of topic, content, and manner of presentation		below expectations; topic not suitable, content is lacking and little to no integration in presentation	satisfactory; topic is suitable, missing key content ; presentation does not match audience	topic is suitable, content is complete. Presentation is suitable for audience.	topic is suitable, content is complete. Presentation is suitable and exceptionally engaging for audience.
<b>Total</b>					

Adapted from PHYT 5040 Rubric C. Kozey and S. Boe, 2013

Adapted from OCCU/PHYT 6140 Rubric D.MacKenzie 2011

Adapted from PT Humanities Blog Rubric M Earl, M MacKay-Lyons and C King 2010

## Policies:

### University Policy on Academic Integrity.

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

- (read more: [https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html))
- University Policy Regarding Accessibility for Students with Disabilities [https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)
- Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation -- Form A.
- A note taker may be required as part of a student's accommodation.
- *There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information.*
- Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.
- If you have questions please feel free to contact the Student Advising and Access Services Center at 494-2836 or 494-3077
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### Student Accommodation Policy

[https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university\\_secretariat/policy-repository/StudentAccomPolicy\\_rev%20Apr%202019.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/StudentAccomPolicy_rev%20Apr%202019.pdf)

Plagiarism Detection – URKUND in Brightspace

[https://www.dal.ca/dept/university\\_secretariat/academic-integrity/faculty-resources/urkund--plagiarism-detection.html](https://www.dal.ca/dept/university_secretariat/academic-integrity/faculty-resources/urkund--plagiarism-detection.html)

### Student Code of Conduct

[https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html) Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

- Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equity. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). (read more: <http://www.dal.ca/cultureofrespect.html> )

- Elders in Residence Program

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message).

### University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates) [http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)
- University Grading Practices: Statement of Principles and Procedures [http://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices.html](http://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices.html)
- Scent-Free Program <http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

### Learning and Support Resources

- General Academic Support – Advising [http://www.dal.ca/campus\\_life/student\\_services/academic-support/advising.html](http://www.dal.ca/campus_life/student_services/academic-support/advising.html) (Halifax)
- Fair Dealing Guidelines <https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>
- Dalhousie University Library <http://libraries.dal.ca>
- Support for targeted groups e.g. Indigenous Students; [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)  
Black Students; [http://www.dal.ca/campus\\_life/student\\_services/black-student-advising.html](http://www.dal.ca/campus_life/student_services/black-student-advising.html)  
International Students; [http://www.dal.ca/campus\\_life/student\\_services/international-centre.html](http://www.dal.ca/campus_life/student_services/international-centre.html)
- Student Health Services [http://www.dal.ca/campus\\_life/health-and-wellness/health-services.html](http://www.dal.ca/campus_life/health-and-wellness/health-services.html)
- Counselling [http://www.dal.ca/campus\\_life/student\\_services/health-and-wellness/counselling.html](http://www.dal.ca/campus_life/student_services/health-and-wellness/counselling.html)
- Copyright Office <https://libraries.dal.ca/services/copyright-office.html>
- E-Learning website <http://www.dal.ca/dept/elearning.html>
- Dalhousie Student Advocacy Services <http://www.dsu.ca/services/community-student-services/student-advocacy-service>
- Dalhousie Ombudsperson [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)
- Writing Centre [http://www.dal.ca/campus\\_life/student\\_services/academic-support/writing-and-study-skills.html](http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html)
- Faculty or Departmental Advising Support: Studying for Success Program [http://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)

### Class Schedule at a Glance

<b>Date</b>	<b>Class</b>	<b>Objectives</b>	<b>Assignments</b>
<b>September 11</b>	Week 1	Review Course Syllabus Clarify course expectations Writing Centre Staff Member Dr. Margie Clow-Bohan	Class Participation Access Syllabus in Brightspace
<b>September 25</b>	<i>Week 2</i>	Getting the most out of your graduate degree – Dr. Jill McSweeney-Flaherty	Class Participation Scholarly discussion of assigned reading- Brightspace Due dates for assignments
<b>October 9</b>	<i>Week 3</i>	Your Professional Profile – Melissa Helwig Library Scientist  Understanding the scholarly publishing process	Class Participation Scholarly discussion of content on slides in Brightspace
<b>October 23</b>	<i>Week 4</i>	Faculty of Graduate Studies Meeting the FGS team Discussing graduate student success, funding and progress Dr. Fiona Black Associate Dean FGS	Class Participation
<b>November 6</b>	<i>Week 5</i>	Sydney Breneol (PhD) candidate	Class Participation Scholarly discussion of assigned readings
<b>November 27</b>	<i>Week 6</i>	Completing PhD work  Adria Quigley PhD Health Candidate  Bonita Squires PhD Health Candidate	Class Participation Discussion of assigned readings
January 15	<i>Week 7</i>		
<b>January 29</b>	<i>Week 8</i>		Class Participation, Discussion of assigned readings

Date	Class	Objectives	Assignments
February 12	<i>Week 9</i>		Class Participation Discussion of assigned readings
March 4	<i>Week 10</i>		Class Participation
March 18	<i>Week 11</i>		Class Participation Scholarly discussion Student presentations
April 1	<i>Week 12</i>		Class Participation Student Presentations