**NC8205 – DIRECTED STUDIES FORM**

**Instructions for Students**

* Collaborate with your MRP supervisor to complete the attached course outline.
* Complete this form and submit it, along with the completed NC8205 course outline, to the Program Administrator, by email, by **Friday, September 8th 2017**.

Please note: Self-Directed Studies courses are 12 weeks long (one term) and officially end on the last day of classes for the term.

|  |
| --- |
| **Student Name:**  |
| **Student Number:** | **Semester of Study:** Fall 2017 |
| **Proposed Program of Study:** **As described in course outline attached** |
| **Student Signature:** | **Date:** |
| **Course Instructor Name:**  | **Course Instructor’s Signature:**  |
| **Dr. Judy Paisley****Program Director’s Name (Please Print)** | **Program Director’s Signature:** |

**NC8205 Directed Studies**

**FALL 2017**

**Student Name**

**Professor:**

**Office:**

**Office Hours:**

**Phone:**

**Email:**

**MHSc Program Goals**

In accordance with Ryerson’s Yeates School of Graduate Studies’ policy this degree is awarded to students who demonstrate :

1. **Depth and Breadth of Knowledge**
	1. Understand and reflect critically on the broad context of emerging food and nutrition issues.
	2. Understand and apply theoretical foundations of health behaviour change, knowledge translation, and communication.
	3. Understand the process of food and nutrition policy development and implementation.
2. **Research and Scholarship**
	1. Assess and critically appraise studies for methodological and analytical soundness.
	2. Plan, implement, analyse, interpret and communicate results of systematic literature reviews.
	3. Read, evaluate, and interpret research to make informed judgements regarding complex nutrition and food issues
	4. Synthesize knowledge, formulate an evidence-based position on a complex issue and create dissemination products for diverse audiences.
3. **Level of Application of Knowledge**
	1. Plan, implement, and/or evaluate effective, ethical, evidence-based dissemination strategies.
	2. Apply evidence-informed decision making across practice settings.
4. **Professional Capacity/Autonomy**
	1. Create a professional development plan
	2. Articulate and demonstrate a professional approach to practice consistent with academic integrity, ethical practice guidelines, jurisprudence, and responsible conduct of research
	3. Apply competency standards to professional practice.
5. **Level of Communication Skills**
	1. Translate and tailor technical and scientific information for diverse audiences.
	2. Create, implement and evaluate action-ready communication tools to enable healthful behaviours.
	3. Create inclusive and accessible communications.
6. **Awareness of Limits of Knowledge**
7. Recognize and value the contributions of multiple ways of knowing to evidence-informed decision making.
8. Understand the hierarchical nature of scientific evidence and identify knowledge gaps.
9. Understand the limitations of theory.

**COURSE DESCRIPTION**

Under the guidance of her/his faculty supervisor, the student will complete a structured literature review that will form the evidential base of her/his MRP.

**COURSE OBJECTIVES**

The objectives of this course are to understand, in depth, the current literature on the student’s MRP topic and to create the MRP proposal. The student will develop self-directed learning and thinking skills and written communication abilities.

**Instructor’s Responsibilities:**

The instructor will:

1. review and discuss the Student-Supervisor Discussion Checklist (http://www.ryerson.ca/content/dam/graduate/current-students/form-downloads/student\_supervisor\_checklist\_sept2014.pdf)
2. provide direction concerning the i) structured literature review methodology and ii) conceptualization of the MRP proposal
3. collaborate with the student to determine assignment due dates
4. review and provide timely and specific feedback on all evaluated components, including the student’s communication skills
5. support development of the student’s self-directed learning skills
6. meet regularly (as per a schedule defined below) to discuss the student’s progress, answer questions, etc. (meetings can be face-to-face or electronic)

**Student’s Responsibilities:**

The student will:

1. review and discuss the Student-Supervisor Discussion Checklist (http://www.ryerson.ca/content/dam/graduate/current-students/form-downloads/student\_supervisor\_checklist\_sept2014.pdf)
2. collaborate with the instructor to determine assignment due dates
3. complete recommended readings, tasks, and assignments in a timely manner
4. address/incorporate feedback provided by the instructor
5. communicate with instructor as per agreed upon schedule and at any other time when guidance is needed
6. adhere to the Student Code of Academic Conduct, especially with regard to academic misconduct, plagiarism, and intellectual property rights
7. endeavor to develop his/her capacity for self-direction throughout this course

**Required Reference Format -** As directed by instructor

**TEACHING MODES** This course entails one-on-one discussions between the faculty supervisor and the student.

**AGREED UPON MEETING SCHEDULE:**

The instructor and student agree to meet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (weekly, bi-weekly) to discuss this course.

**Course Evaluation Components**

|  |  |  |
| --- | --- | --- |
| **Component** | **% of Final Grade** | **Due Date\*** |
| MRP proposal first draft to faculty supervisor | 10 | Oct 8 |
| Midpoint student & supervisor engagement/participation/self-direction assessment | 10 | Oct 8 |
| Submit revised MRP Proposal to 2nd reader | - | Oct 23 |
| Revise MRP Proposal based on 2nd reader feedback & submit to supervisor | - | Nov 5 |
| Submit revised MRP proposal to the School’s SRC committee | - | Nov 19 |
| Revise MRP proposal based on SRC committee feedback & submit final version to faculty supervisor | 20 | Dec 10 |
| Midpoint structured literature review submission | 20 | Oct 29 |
| Structured literature review final | 30 | Dec 7 |
| Student & supervisor engagement/participation/self-direction assessment | 10 | Dec 7 |
|  | **100** |  |

\*if this date falls on a weekend/statutory holiday, the due date is the first working day that follows

**Descriptions of Evaluative Components**

1. **MRP proposal first draft**
	1. Review and discuss the Student-Supervisor Discussion Checklist (http://www.ryerson.ca/content/dam/graduate/current-students/form-downloads/student\_supervisor\_checklist\_sept2014.pdf)
	2. Read the MRP guidelines available on the MHSc website:
	http://www.ryerson.ca/content/dam/nutrition/pdfs/graduate/nutrition-communication-mrp-guidelines.pdf
	3. Consult with your faculty supervisor to determine the topic, scope, components, etc., of your MRP
	4. Create a draft MRP proposal (maximum 5 pages) that addresses (at minimum) the following:
		1. *Required elements* as described in the Thesis, MRP, and Dissertation Submission Requirements, Yeates School of Graduate Studies available at: http://www.ryerson.ca/content/dam/graduate/current-students/policies/Thesis-MRP-Dissertation-Guidelines-2017.pdf. The proposal will follow the MRP requirements described in this document, including the title page, author’s declaration, formatting requirements, order of items, abstract, etc.
		2. *MRP components*: Identify and describe the components of your MRP
		3. Provides evidence of the student’s *written communication skills*
		4. Demonstrates use of *appropriate supporting documents and citations* and adherence to Student Code of Academic Conduct, especially with regard to plagiarism
2. **MRP proposal final**
	1. Submit a maximum 10 page (see format requirements in a) below) MRP proposal that addresses the following elements:
3. *Required elements* as described in the Thesis, MRP, and Dissertation Submission Requirements, Yeates School of Graduate Studies available at: http://www.ryerson.ca/content/dam/graduate/current-students/policies/Thesis-MRP-Dissertation-Guidelines-2017.pdf. The proposal will follow the MRP requirements described in this document, including the title page, author’s declaration, formatting requirements, order of items, abstract, etc.
4. *MRP components*: Identify and describe the components of your MRP
5. Provides evidence of the student’s *written communication skills*
6. Demonstrates use of *appropriate supporting documents and citations* and adherence to Student Code of Academic Conduct especially with regard to plagiarism
7. Incorporates/addresses all feedback provided
8. **Structured literature review plan**
9. Consult with your faculty supervisor to determine the most appropriate type of structured literature review for your purposes (see examples below).
10. Write a 2-3 page plan describing the process associated with the type of structured literature review that you will conduct. Identify search terms and other relevant parameters specific to your review.

A structured literature review is a high quality analysis of primary research evidence that is related to a specific question. It entails use of a systematic methodology which employs focused inclusion/exclusion criteria to identify, select, and critically appraise a subset of published scientific evidence relevant to the question of interest. Data arising from the literature review are extracted, synthesized, and analyzed to formulate an answer to the question. The structured literature review establishes the evidence base for, and enhances the dissemination potential of, your future MRP. The structured review may employ one of many established systematic methods, including, but not limited to:

i. US National Library of Medicine: Systematic Literature Reviews: <http://www.nlm.nih.gov/nichsr/hta101/ta10106.html#Heading1>

ii. Cochrane Handbook for Systematic Reviews of Interventions: <http://handbook.cochrane.org/>

iii. Mixed Methods Systematic Reviews: See: Harden A, Thomas J. Methodological issues in combining diverse study types in systematic reviews. Int J Social Research Methodology, 2005:8:3:257-71.

iv. Multidisciplinary systematic literature review: See: Karunananthan S, Wolfson C, Bergman H, Beland F, Hogan DB. A multidisciplinary systematic literature review on frailty: Overview of the methodology used by the Canadian initiative on Frailty and Aging. BMC Medical Research Methodology, 2009: 9:69 doi:10.1186/1471-2288-9-68

1. **Midpoint structured literature review submission:**

Submit the completed portions of your structured literature review for feedback. Required elements to be addressed:

1. *Structure*: accurate use as per selected methodology
2. *Format*: accurate use as per selected methodology
3. *Writing skills*: demonstrates strong written communication skills
4. *Citations*: Adheres to Student Code of Academic Conduct, consistently and accurately employs required referencing format
5. *Content*: Demonstrates high level of competence with regard to the *technical/procedural* aspects of the selected review methodology (e.g., application of search terms, exclusion/inclusion criteria, sampling, etc.)
6. **Structured literature review final:**

The student will submit the completed structured literature review. Required elements to be addressed:

a) *Structure*: accurate use as per selected methodology

b) *Format*: accurate use as per selected methodology

c) *Writing skills*: demonstrates strong written communication skills

d) *Citations*: Adheres to Student Code of Academic Conduct, consistently and accurately employs required referencing format

e) *Content*: Demonstrates a high level of competence with regard to the *technical/procedural and* *analytical* aspects of the selected review methodology (e.g., critical appraisal, analysis, synthesis, integration, etc.)

f) *Improvement*: Extent to which feedback received has been incorporated/addressed

1. **Student engagement/participation/self-direction assessments:**

Student engagement and participation are essential for success in a self-directed studies course. The midpoint and final assessments provide opportunities for the student and faculty supervisor to reflect on student engagement/participation and identify strengths and strategies for improvement.

* 1. analyse your participation/engagement, reflect on your strengths and areas for improvement, and identify goals for the 2nd participation report.
	2. Midpoint Report:
	3. Final Report (10%)

**Required Reference Format**

American Psychological Association. (2001). *Publication manual of the American Psychological Association.* (6th ed., 2nd printing). Washington, DC: American Psychological Association c2010. Library reserve # [BF76.7 .P82 2010](http://innopac.lib.ryerson.ca/record%3Db1922089~S0). Students may refer to the Ryerson Library for APA style guide references: [learn.library.ryerson.ca/citationhelp/apa](http://learn.library.ryerson.ca/citationhelp/apa)

![C:\Users\Judy\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\UQK5ZFVJ\portfolio2[1].jpg]()**YOUR COMMUNICATION PORTFOLIO**

Students are encouraged to assemble a portfolio featuring their individually completed work from the MHSc program. We recommend that you revise your assignment after receiving the instructor’s feedback to create a version that represents your very best work for inclusion in your portfolio.

**COURSE SCHEDULE**

|  |  |  |
| --- | --- | --- |
| **Week** | **Goals/activities** |  **Due date** |
| 1 |  |  |
| 2 |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |
| 11 |  |  |
| 12 |  |  |

**COURSE ASSESSMENT**

Satisfactory performance in a Master’s program requires completion of all courses taken for credit in the graduate program with a grade of at least B- in each course. Any grade below B – will be deemed Unsatisfactory. This course is graded, as per the Master’s Grading System below

**Master’s Grading System**

|  |  |
| --- | --- |
| Letter Grade  | Conversion Range PercentageScale to Letter Grades |
| A+ | 90-100 |
| A  | 85-89 |
| A- | 80-84 |
| B+ | 77-79 |
| B | 73-76 |
| B- | 70-72 |
| F | 0-69 (Master’s Unsatisfactory Performance Level) |

Final academic performance in each course is recorded as one of the above letter grades or as AEG, AUD, CNC, CRT, FNA, GNR, INC, INP or PSD.

**Additional Grading Categories**

|  |  |  |  |
| --- | --- | --- | --- |
| **PSD** | Acceptable Performance | **UNS** | Unsatisfactory |
| **AEG** | Aegrotat | **INC** | Incomplete |
| **CRT** | Transfer Credit | **AUD** | Audit |
| **NSC** | Non-Specific Credit | **CNC** | Course not for Credit |
| **EXN** | Exemption | **GNR** | Grade Not Reported |
| **INP** | In Progress |   |   |

For additional details on grading categories, see the Ryerson calendar <http://www.ryerson.ca/calendar>

**HIGHLIGHTS OF COURSE MANAGEMENT POLICIES**

Consult the Yeates School of Graduate Studies (YSGS) policies website for complete text of all graduate policies: [www.ryerson.ca/graduate/currentstudents/academicmatters/policies](http://www.ryerson.ca/graduate/currentstudents/academicmatters/policies)

1. **Codes of Conduct:** Students are expected to adhere to the Ryerson University Student Code of Academic Conduct (Policy 60) and the Student Code of Non-academic Conduct (Policy 61) available at: [www.ryerson.ca/senate/policies](http://www.ryerson.ca/senate/policies/)
2. **Academic consideration:** Students who need academic consideration for religious, medical, athletic activities or for other reasons should identify their needs to their instructor within the first two weeks of each semester by completing the required form. For information concerning the Accommodation of Student Religious, Aboriginal and Spiritual Observance see www.ryerson.ca/content/dam/senate/policies/pol150.pdf. The form can be obtained at  <http://ryerson.ca/senate/forms/academic_consideration_document_submission.pdf>
3. **Academic accommodation** for students with disabilities: Students who need academic accommodation support based on disability should register with Academic Accommodation Support (AAS). Once registered, the student must activate the sending of an accommodation letter via the online system used by AAS to each of their instructors outlining their approved accommodation(s) for each course. This should be done as early as possible, prior to a graded assignment, test or exam.

In some cases, arrangements related to a student’s accommodation needs may be made by the student’s Academic Accommodation Support Facilitator on behalf of the student. Students are not required to provide their personal health information or seek accommodation directly from their professors, course instructors or teaching assistants as it pertains to academic accommodation for disabilities. For more information, please seewww.ryerson.ca/studentlearningsupport/academic-accommodation-support

1. **Missed Classes and/or Evaluations:** Students are required to inform their instructors of any situation which arises during the semester which may have an adverse effect upon their academic performance, and must request any considerations and accommodations according to the relevant policies and well in advance. Failure to do so will jeopardize any academic appeals.

	1. **Medical certificates** – If a student misses the deadline for submitting an assignment, or the date of an exam or other evaluation component because of illness, he or she must submit a Ryerson Student Medical Certificate AND an Academic Consideration form to the program office within three working days of the missed date. Both documents are available at http://ryerson.ca/senate/forms/medical.pdf.
	2. **Religious observance** – If a student needs accommodation because of religious observance, he or she must submit a Request for Accommodation of Student Religious, Aboriginal and Spiritual Observance AND an Academic Consideration form to the program office within the first two weeks of the class. If the required absence occurs within the first two weeks of classes, or the dates are not known well in advance as they are linked to other conditions, these forms should be submitted with as much lead time as possible in advance of the required absence. Both documents are available at [www.ryerson.ca/senate/forms/relobservforminstr.pdf](http://www.ryerson.ca/senate/forms/relobservforminstr.pdf)
2. **Assignments:**
	1. **Due dates:** Students are responsible for ensuring that assignments (including take-home exams) are submitted to the instructor on or before the designated due date and time.  Unless otherwise stated by the instructor in writing, the penalty for late submission of an assignment is a loss of 5% of the value of the assignment for each 24-hour period the assignment is late (including weekends). For example, if an assignment is marked out of a total of 40 marks, 2 marks (5%) will be deducted for each 24-hour period late. Thus, if it is submitted 42 hours after the due date, 4 marks will be deducted and the maximum possible mark achievable for that assignment will be 36 marks.
	2. **Missed Deadlines:** If any form of evaluation is missed due to medical or compassionate reasons, a student must **inform** the instructor and the Program Administrator (416-979-5000 ext. 2761) as soon as possible and/or within 12 hours of the missed event. Appropriate documentation must be submitted upon return to avoid a zero grade for the assignment/test/exam. Students who are too ill to participate in an evaluative component of a course (e.g. make a presentation, sit a text/exam) must present the Ryerson Medical Certificate to the Professor and the Program Administrator **within 3 days of the missed event**.
	3. **Copies:** Students are required to keep a complete copy of each assignment, as submitted, for their records. In the unlikely event that an assignment is lost after submission to the instructor, the student will be asked to submit the copy to the instructor.
3. **Academic integrity:**
	1. **Plagiarism** is a serious offence. Plagiarism and other forms of academic misconduct will be penalized as per Ryerson’s Student Code of Academic Conduct (Policy 60), available at [www.ryerson.ca/content/dam/senate/policies/pol60.pdf](http://www.ryerson.ca/content/dam/senate/policies/pol60.pdf). ***The minimum penalty for academic misconduct on any assignment or other form of evaluation is a mark of zero for the work. As a consequence of any determination of misconduct, a DN will be placed on the student’s academic record.***

If you are uncertain as to what constitutes plagiarism, please consult the Graduate Studies “Intellectual Property Guidelines” located under “Guidelines” at [www.ryerson.ca/graduate/currentstudents/academicmatters/policies](http://www.ryerson.ca/graduate/currentstudents/academicmatters/policies). It is your responsibility to familiarize yourself with this document. Information on academic integrity for students is also available at: http://www.ryerson.ca/academicintegrity/

* 1. **Misrepresentation: Submitting someone else's work as your own:**

Ryerson's Student Code of Academic Conduct (Policy 60,[www.ryerson.ca/senate/policies/pol60.pdf](http://www.ryerson.ca/senate/policies/pol60.pdf)) states that "submitting stolen or purchased assignments or research" is academic misconduct. Regardless of how or where you obtain it (e.g., from another student, from a website, from a paper mill, etc.,) submitting someone else's work as your own is misrepresentation. "Copying another person’s answer(s) to an examination or test question; copying another person’s answers to individually assigned projects" is academic misconduct.

* 1. **Allowing other people to use your work:**

"Offering, giving or selling essays or other assignments with the knowledge that these works will likely be subsequently submitted for assessment" is also academic misconduct (Policy 60, www.ryerson.ca/senate/policies/pol60.pdf).

1. **Turnitin**: All graduate courses in the School of Nutrition use Turnitin.com plagiarism detection tool for all course assignments. Turnitin.com is a plagiarism prevention and detection service to which Ryerson subscribes. It is a tool to assist faculty members in determining the similarity between student work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of journals and other publications. While it does not contain all possible sources, it gives faculty some assurance that students’ work is their own. No decisions are made by the service; it simply generates an “originality report”. Faculty must evaluate the originality report to determine if something is plagiarized***. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with the instructor to make alternate arrangements.* NOTE:** Graduate program faculty have agreed to specify that assignments from their courses not become part of the Turnitin repository when setting up their Turnitin assignments. This means that your work will NOT become part of the Turnitin database.
2. **Merit of Work and Recalculation**: At any time during the semester, students who believe that an assignment, test or exam, either in whole or part, has not been appropriately graded must first review their concerns with their instructor within ten (10) working days of the date when the graded work is returned to the class. It is an instructor’s responsibility to return graded work in a timely manner. Grades notquestioned within this period will not be reassessed at a later date. For additional information please review Policy 152 at [www.ryerson.ca/content/dam/senate/policies/pol152.pdf](http://www.ryerson.ca/content/dam/senate/policies/pol152.pdf)
3. **Student E-Mail Accounts**: All students are required to obtain and maintain a Ryerson Matrix e-mail account. If students fail to maintain a Ryerson email account, any missed messages will be solely the responsibility of the student. For more information review Policy 157 at: [www.ryerson.ca/content/dam/senate/policies/pol157.pdf](http://www.ryerson.ca/content/dam/senate/policies/pol157.pdf). Please visit [www.ryerson.ca/accounts](http://www.ryerson.ca/accounts) to activate your matrix account.
4. **Contacting the Instructor by Email:** Students may use email to contact the instructor regarding this course. The instructor will make every effort to respond to student email messages **within 3 days** (72 hours) of **receipt** of the message. Students should keep this timeframe for response in mind when sending messages asking for information or clarification relating to assignments or tests. It *may not* be possible for instructors to respond to messages sent less than 3 days prior to the test or assignment prior to the due date.

**STUDENT ENGAGEMENT/PARTICIPATION SELF-ASSESSMENT**

A student’s level of success and satisfaction with a self-directed studies course is highly dependent on her/his engagement, participation, and capacity for self-direction. Use the items below to initiate a thoughtful reflection on your performance in the course for the midpoint and final assessments.

* + - 1. **MEETING PARTICIPATION**

**Including**: Schedules meetings when needed; contributes to agenda; ensures that his/her learning needs are met; shows up on time; asks questions/makes comments that seek/demonstrate understanding; actively listens; other (specify)

1: Poor 2: Fair 3: Good 4: Very good 5: Excellent

Provide a rationale and example(s) to support your rating.

* + - 1. **PREPARATION**

**Including**: Completes readings, modules, other preparation as agreed; makes timely submissions to faculty supervisor, 2nd reader and others; makes meaningful contributions to project development; contributions to discussions and project development demonstrate student’s breadth and depth of understanding and critical thinking; other (specify)

1: Poor 2: Fair 3: Good 4: Very good 5: Excellent

Provide a rationale and example(s) to support your rating.

* + - 1. **USE OF FEEDBACK**

**Including**: Seeks, reflects on, and uses feedback from faculty supervisor and others; reflects on completed deliverables to identify areas for improvement; seeks clarification/more information when needed; shows initiative in addressing feedback; other (specify)

1: Poor 2: Fair 3: Good 4: Very good 5: Excellent

Provide a rationale and example(s) to support your rating.

* + - 1. **ENGAGEMENT**

**Including**: Seeks additional resources that support project excellence; demonstrates a high level of interest in project; collaborates with faculty supervisor to develop plans for high quality outputs; demonstrates strong commitment to excellence in project development and implementation; demonstrates strong critical thinking skills; reflects on project elements and identifies improvements; discusses topic/ideas with others; other (specify)

1: Poor 2: Fair 3: Good 4: Very good 5: Excellent

Provide a rationale and example(s) to support your rating.

* + - 1. **CAPACITY FOR SELF-DIRECTION**

**Including:** Takes initiative to identify potential process and content elements of project; demonstrates ability to apply sound organizational structure to projects; integrates prior learning as appropriate; identifies clear project focus; identifies appropriate goals and objectives for project completion; shows problem-solving skills; implements strategies for project completion; shows confidence in her/his knowledge and skills; other (specify).

1: Poor 2: Fair 3: Good 4: Very good 5: Excellent

Provide a rationale and example(s) to support your rating.

**Reflect on your responses above and your overall impression of your experience in this course to respond to the following items.**

* + - 1. **STRENGTHS**

Discuss specific instances in which you have excelled in this course.

* + - 1. **STRATEGIES FOR IMPROVEMENT**

*Midpoint and Final:* Reflect on and describe any instances in which you felt unsatisfied with your work/progress in this course. Consider instances in which you felt you might have improved your work “*if only…”.* Identify specific strategies that you can use to improve in the remainder of this course and in other courses.

1: Poor 2: Fair 3: Good 4: Very good 5: Excellent

*Final*: Discuss the outcomes of the strategies you identified at the midpoint assessment, using examples. Were your strategies successful? Why or why not? If not, describe how you can address the issue in the future.

1: Poor 2: Fair 3: Good 4: Very good 5: Excellent

TOTAL / 35