



# COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION

## FRAN\*6330 MSc Research Seminar

## FRAN\*6550 PhD Research Seminar

COURSE OUTLINE FALL 2023/ WINTER 2024 VERSION 1 (SEPT. 2023)

### 1. GRADUATE CALENDAR DESCRIPTION

#### FRAN\*6330 MSc Research Seminar

This course exposes MSc students to major theories, issues, and methodologies driving research in Family Relations and Applied Nutrition. Students learn to critically evaluate presentations by researchers and how to effectively communicate their own research. The course also provides students opportunities to develop professional skills and facilitate community building within the department through mentoring and peer support. Students in this course attend weekly seminars in each Fall and Winter semester of their program of study.

#### FRAN\*6550 PhD Research Seminar

This course exposes PhD students to major theories, issues, and methodologies driving research in Family Relations and Applied Nutrition. Students learn to critically evaluate presentations by researchers and how to effectively communicate their own research. The course also provides students opportunities to develop professional skills and facilitate community building within the department through mentoring and peer support. Students in this course attend weekly seminars in each Fall and Winter semesters of their program of study. ]

**Credit Weight:** 0.25 credits  
**Course Hours:** 1.5-0 (18 lecture; 0 lab/seminar)  
**Pre-Requisite(s):**  
**Co-Requisites(s):**  
**Restriction(s):**

### 2. COURSE DESCRIPTION

Research Seminar is a departmental event designed to promote the interdisciplinary and intellectual research culture of the Department and graduate programs. Research seminar occurs at the departmental level (large group) and in small groups: AHN and FRHD. Students and faculty attend Research Seminar as part of their participation in the scholarly and collegial life of the Department. It is a required course for all graduate thesis students; attendance is expected (in person for Fall 2023 and Winter 2024). In addition to required student research presentations, special presentations may be scheduled by FRAN faculty and guest speakers on a range of research-related topics and/or topics relevant to graduate student professional training beyond the research realm. **Students register in**

**each fall and winter** and will receive an INP in each semester until semester 5 (MSc) or 8 (PhD), at which point they will receive SAT or UNSAT.

The goals of Research Seminar are to:

1. Build our research community internally and with external researchers.
2. Develop academic and professional skills (e.g., presentation creation and delivery, question fielding).
3. Gain exposure to research breadth and range of interests represented in FRAN. ]

### **3. TIMETABLE**

**Lecture:** [Thursdays 2:30-3:50pm EST ]

**Location:** [MINS 106 ]

### **4. INSTRUCTIONAL SUPPORT**

**Course Instructor:** [Tuuli Kukkonen ]

**Email:** [kukkonen@uoguelph.ca ]

**Telephone:** 519-824-4120 ext. [53345 ]

**Office:** [Macdonald Institute (MINS) 237 ]

**Office Hours:** [By appointment – please email me to set up a meeting ]

### **5. [ LEARNING RESOURCES**

**Required Resource(s):**[ None ]

**Recommended Resource(s):**[ None ]

### **6. LEARNING OUTCOMES**

At the completion of the course, successful students will be able to:

1. [Interpret and discuss knowledge from different disciplines and research orientations;
2. Engage in a collaborative and active process of knowledge construction through discussions with other researchers;
3. Communicate research proposals, methods, analyses and/or data and interpretations to a diverse audience in a clear and concise manner through one or more oral presentations;
4. Demonstrate critical thinking skills through consideration of and responding to audience questions.
5. Identify and analyze their own emerging position with respect to theory and research paradigms.
6. Constructively evaluate the emerging research and presentations of others by asking relevant, thoughtful questions; and
7. Demonstrate professional and collegial behaviour through interactions with peers, researchers, and guest speakers.[ ]

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## 7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Research Seminar Presentation Schedule
<b>FALL 2023 (2:30-3:50 pm EST)</b>	
<b>Sept 7</b>	No Research Seminar
<b>Sept 14</b>	No Research Seminar
<b>Sept 21</b>	Introduction to Research Seminar and grad student representatives (Tuuli Kukkonen)
<b>Sept 28</b>	<b>Scott Maitland- working with your supervisor</b>
<b>Oct 5</b>	<b><i>Meet the Department Coffee Social</i></b>
<b>Oct 12</b>	<b>PhD Students</b> Zeinab Jafari Julia Linares-Roake
<b>Oct 19</b>	Students only session, hosted by grad student representatives
<b>Oct 26</b>	<b>Research Spotlight: Elizabeth Straus, PhD, RN, COI, Postdoctoral Fellow</b>
<b>Nov 2</b>	<b>MSc:</b> Dakota Cherry Lluvia Lozano Novoa
<b>Nov 9</b>	<b>Writing Services-Topic TBD</b>
<b>Nov 16</b>	<b>PhD Students</b> Mosammat Khatun Jesse Zawadski
<b>Nov 23</b>	<b><i>Student Choice- TBD</i></b>
<b>WINTER 2023 (2:30-3:50 pm EST)- Schedule TBD</b>	

**Note:** This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be communicated by email along with an updated version of this course outline.

## 8. ASSESSMENT DETAILS

- MSc thesis full-time students typically give presentations in the second semester of their first year (Semester 2) or the first semester of their second year (Semester 4). Assignments made by lottery.
- PhD full-time students are expected to give their first presentation in Semester 4 or 5 and the second in Semester 7 or 8.
- Part-time thesis students should consult with their advisor on the appropriate timing of their presentations.
- An extra seminar slot is often provided towards the end of each semester in case of illness-related prior cancellations.

## 9. COURSE STATEMENTS

### Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

- a) Guidelines on the content for the one presentation of MSc students and the first and second presentations for PhD students are set out in the table on the following page.
- b) The topic should be developed in consultation with your graduate advisor to determine what to cover in your presentation.
- c) Presenters should touch base with their advisor at least one week prior to presentation to review the presentation and receive preliminary feedback. It is expected that advisors will be present at their advisees' presentations to provide support and feedback.
- d) Participation is an important part of the seminar experience. Student and faculty participation in questions and discussion is intended to foster critical analysis of research, improve research design, data analysis and interpretation and open up possibilities that might not have been considered. Students attending will be invited to ask the first round of questions and then faculty may join in.
- e) Participants are encouraged to provide constructive written feedback for each presentation via a Qualtrics survey link. Feedback might focus on the following broad areas: research project (e.g., objectives, methods, analysis, conclusions) and presentation (e.g., format, style, organization). Participants are encouraged to note the element(s) of the presentation that stood out for them, any suggestions they have for improvements, and any questions they have about the research.

### Recording of Research Seminar

By enrolling in a course, unless explicitly stated and brought forward to their instructor, it is assumed that students agree to the possibility of being recorded during lecture, seminar or other "live" course activities, whether delivery is in-class or online/remote.

If a student prefers not to be distinguishable during a recording, they may:

1. turn off their camera
2. mute their microphone
3. edit their name (e.g., initials only) upon entry to each session
4. use the chat function to pose questions.

Students who express to Tuuli Kukkonen that they, or a reference to their name or person, do not wish to be recorded may discuss possible alternatives or accommodations with Tuuli.

### Student Presentation Guidelines

	MSc Thesis Presentation	PhD First Presentation	PhD Second Presentation
<b>Topic</b>	Develop in consultation with your advisor. Either your research proposal or results, depending on the date of your presentation	Develop in consultation with your advisor	Develop in consultation with your advisor
<b>Content</b>	Describe key components of progress you have made in your research to date with a focus on an insight you wish to share and/or a key aspect on which you are seeking feedback from your colleagues. This would normally include some of the following components: literature review; research question(s); methodology or proposed methodology; key findings; your tentative conclusions and suggestions for future research.		Present on a research-related topic of your choice (e.g., a secondary research project you are doing, an innovative method you are using). <b>PhD students should NOT present on their Specialization papers/Qualifying exams.</b>
<b>Duration</b>	Total 25 min (15-min presentation, 10-min discussion)	Total 35 min (20-min presentation, 15-min discussion)	Total 35 min (20-min presentation, 15-min discussion)
<i>Attention to timeliness is important, as planning and delivering a presentation with a time limit is a valuable professional skill.</i>			

## 10. UNIVERSITY STATEMENTS

### E-mail communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

### When you cannot meet a course requirement:

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the graduate calendar for information on regulations and procedures for Academic Consideration.](#)

### Drop date:

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Graduate Calendar.

### Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

### **Academic misconduct:**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

[The Academic Misconduct Policy is detailed in the Graduate Calendar.](#)

### **Recording of materials:**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### **Resources:**

The [Academic Calendar](#) is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs.

### **Illness:**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

**COVID-19 Safety Protocols:**

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.