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SCHOOL OF MEDICINE

HS EDUC 700:
Residency Week 1
Student Workbook
2025



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Introduction

The Health Science Education (HSED) Graduate Program offers a comprehensive curriculum, which supports the development of mastery in the principles and practices of high-quality clinical teaching. The curriculum centres primarily on practical skills relevant to core functions of health professional education programs – curriculum design, program evaluation, assessment, leadership, and more – but also offers opportunities for students to build their capacity for independent scholarship, new discovery, and innovation in the field. This latter learning outcome is promoted through the education research proposal component of the course-based capstone portfolio and the independent research efforts at the heart of the thesis-based trajectory. Through these activities, the program assists students in developing a foundation for future education research through greater understanding of the grant writing process, budgetary and team-building considerations, and the “language” of education science. Whether or not you hold a professional position that affords dedicated time to conduct research, it is our hope that this understanding can foster deeper engagement in your local research conversations, nurture a spirit of collaboration, and stimulate new ideas in your professional context.

Throughout HS EDUC 700: Residency Week 1, we are committed to facilitating your comprehensive introduction to our program; including, review of academic expectations, connections with faculty, staff, and peers, programmatic planning, and – of course – initiating your independent scholarship. This workbook is specifically dedicated to the Residency Week activities associated with this last aspect. Perhaps you have considerable experience with education research? Perhaps this is your first time considering an education research project? Whatever the case may be, the sessions that we have planned this week will be instrumental in helping you to lay down the beginnings of a new research proposal. Specifically, we will be engaging you in a series of activities that challenge you to identify a key knowledge gap in your professional context, to pose a relevant research question, to appraise the literature on the topic, to choose a methodological approach for addressing the question, and to develop a community of peers that can support each other as you work to flesh out your proposal over the course of your enrollment in the program.

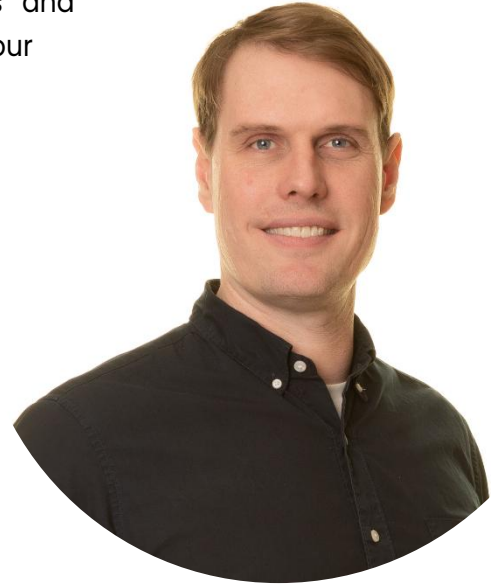
The education research proposal assignment challenges HSED students to develop a comprehensive grant application to support a research study relevant to health professions education. The proposals are formatted according to the guidelines of a popular health professions research funding competition. In this way, we anticipate this assignment will serve as a foundation for students to pursue funding for education scholarship immediately upon graduation. The activity requires students to consider all aspects of completing a research study, including articulating one’s epistemological lens, the necessary methods and analyses, the potential impact of the work, and instrumental ethics and budgeting considerations. It is guided by a self-directed curriculum of modules with a series of instrumental milestones that take the student from the first sparks of an idea to a full proposal (See the Student Handbook for a full description of the assignment). With this curriculum in mind, we have designed a series of residency week activities that will assist you in completing the first few milestones of the education research proposal.

The HSED Graduate Program incorporates the principles of constructive alignment in designing education offerings. The general terminology includes learning objectives (what we intend to help our students learn); learning outcomes (what we intend our students can demonstrate about their learning); learning activities

(what we have designed to help achieve the objectives and outcomes) and assessments (what we have designed to help our students demonstrate their learning). All assessments within the residency week are mandatory and must be completed. There is no formal grading scheme as all activities are either completed or not.

Welcome to Residency Week !!

Lawrence Grierson Assistant Dean of the Health Science Education Program



Inclusive Teaching Commitments

The HSED Program recognizes that health professions education is situated within the hierarchies that impact all impact all society, and that its practices and policies have the potential to contest social inequity, challenge systems of domination, and foster reforms that promote freedom, social justice, and community. In order to ensure that the program realizes this potential, the following commitments are expressed so as to guide a process of eliminating oppressive educational content and maximizing our attention to inclusive teaching practices. The HSED Program is committed to:

1. Continuous monitoring, review, and improvement of its course materials, teaching and learning activities, assessments, and policies with respect to removing oppressive practices and maximizing inclusivity.
2. Providing resources and supports to facilitate continuous quality improvement activities.
3. Empowering faculty, staff, course coordinators, supervisors, instructors, and teaching assistants to customize an individualized approach to addressing oppression and inclusivity within their educational work.
4. Empowering students as active contributors in our continuous quality improvement activities, centring their voices in the process of customizing approaches to our commitments.
5. Being mindful of the whole student experience.
6. Supporting generative academic discourse and dialogue on all topics and perspectives relevant to health professional education, even when those conversations may be uncomfortable.

The HSED Program has also developed a set of terms of engagement for all central learning activities, including both Residency Weeks. Our principles of engagement are built of mutual respect, understanding, and tolerance for all perspectives. Accordingly, these sessions are considered:

- Students can offer revisions to the stated commitments and terms of engagement and/or suggestions for additional commitments and terms of engagement to the Program Office via e-mail at hsed@mcmaster.ca.
- Students who have concerns about the operation of the stated commitments and/or terms of engagement within the context of their experience within Residency Week can direct these to either the HSED Program Officer, the relevant HSED Student Representatives, or the Assistant Dean of the HSED Program.
- Students may feel more comfortable raising concerns outside of the Program. In these cases, students are encouraged to contact the central McMaster University Student Support & Case Management, which handles student complaints surrounding sexual violence, discrimination, and/or harassment within the McMaster community (<https://wellness.mcmaster.ca/resources/student-support-services/>)

If you have any questions about the procedural aspects of student engagement in the HSED Program's commitments to inclusive teaching practices, feel free to contact the HSED Program hsed@mcmaster.ca

Schedule Overview

Day 1: Monday, June 2nd, 2025

Session (All times written in EDT)		Location
Welcome and Orientation Facilitator: Lawrence Grierson	9:00 AM – 10:00 AM	Room 2035/2036
Introductory Talks Facilitator: Lawrence Grierson	10:00 AM – 11:00 AM	Room 2035/2036
Capstone & Thesis Overviews Facilitators: Lawrence Grierson and Meredith Vanstone	11:00 AM – 12:00 PM	Room 2035/2036
Aligning Research Questions and Methods Facilitators: Lawrence Grierson and Sandra Monteiro	1:00 PM – 2:00 PM	Room 2035/2036
Literature Search and Library Services Facilitator: Jo-Anne Petropoulos	2:00 PM – 3:00 PM	Room 2035/2036
Interprofessional Practice & Education Workshop Facilitator: Sarah Wojkowski, PIPER	3:00 PM – 4:00 PM	Room 2035/2036
Closing Remarks Facilitator: Lawrence Grierson	4:00 PM – 4:30 PM	Room 2035/2036

Day 2: Tuesday, June 3rd, 2025

Session (All times written in EDT)		Location
Setting the Problem, Mapping the Gap Facilitator: Ilana Bayer & Sandra Monteiro	9:00 AM – 10:00 AM	Room 2035/2036
Introduction to HSEDUC 701 & HSEDUC 703 Facilitator: Sandra Monteiro	10:00 AM – 11:00 AM	Room 2035/2036
Literature Search & Milestone 2B (Critical Appraisal) Time Facilitator: Sandra Monteiro and Ilana Bayer	11:00 AM – 12:00 PM	Room 2035/2036
Milestone 2A (Study Outline) Time	1:00 PM – 2:30 PM	Room 2035/2036
Humanities in Education: Improv for Health Professionals Facilitator: Hartley Jafine	2:30 PM – 4:30 PM	DBHSC 2 nd Floor Auditorium
Welcome Reception	5:00 PM – 6:30 PM	DBHSC 6 th Floor Bayview Room

Day 4: Thursday, June 5th, 2025

Session (All times written in EDT)		Location
NERD Debrief Facilitator: Lawrence Grierson	9:00 AM – 10:00 AM	Room 2035/2036
Introduction to HSEDUC 704 Facilitator: Elif Bilgic & Matt Sibbald	10:00 AM – 10:30 AM	Room 2035/2036
Introduction to HSEDUC 705 Facilitator: Ilana Bayer	10:30 AM – 11:00 AM	Room 2035/2036
Reflections on the Health Education Scholarship Journey Facilitator: Marco Zaccagnini	11:00 AM – 12:00 PM	Room 2035/2036
More on Methods & Forming a Community of Practice Facilitators: Elif Bilgic, Sandra Monteiro, Lawrence Grierson and Renate Kahlke	1:00 PM – 2:00 PM	Starts in Room 2035/2036
Mosaic Overview Facilitator: Courtney Wright	2:00 PM – 2:30 PM	Room 2035/2036
Introduction to HSEDUC 712 Facilitator: Kayonne Christy	2:30 PM – 3:00 PM	Room 2035/2036
Inclusive Teaching Facilitator: Kayonne Christy	3:00 PM – 4:30 PM	Room 2035/2036
Unwind & Align Chill, unfacilitated time with peers and faculty in a hip downtown eatery.		5:00 PM – 8:00 PM

Day 5: Friday, June 6th, 2025

Session (All times written in EDT)		Location
Meeting Your Student Representatives Facilitators: Nicole Fu and Julia Howcroft	9:00 AM – 10:00 AM	Room 2035/2036
First Draft Foundations (Milestone 3A)	10:00 AM – 12:00 PM	Room 2035/2036
Introduction to HSEDUC 706 Facilitator: Catherine Tong	1:00 PM – 1:30 PM	Room 2035/2036
Introduction to HSEDUC 710 Facilitator: Michelle Howard	1:30 PM – 2:00 PM	Room 2035/2036
Philosophy Session & Dossier Overview Facilitator: Renate Kahlke	2:00 PM – 3:00 PM	Room 2035/2036
Closing Reflections Facilitator: Lawrence Grierson	3:00 PM – 4:00 PM	Room 2035/2036

Activity Deadlines

Day 1 – Monday June 2 Milestone 1: Statement of Epistemological Worldview	Day 4 – Friday June 6 Milestone 2A: Study Outline Milestone 2B: Critical Appraisal Milestone 3A: Methodology Proposal
<p>Prior to your first day at Residency Week 1 we ask that you begin composition of this 1–page submission describing your epistemological worldview. This piece should highlight the types of health professions education studies you tend to favour and how they influence your personal epistemological preferences. In doing so, you are challenged to articulate the underlying assumptions and intellectual structure upon which you will develop your proposal for research or innovation in the field.</p> <p>Details for completing Milestone 1 are in this document, also found on the HSED Capstone Shell (Contents → The Proposal → Milestones – Instructions, Templates & Forms.)</p>	<p>Milestone 2A involves a literature–based summary of the issue, an articulation of the gap in knowledge and the reasons why addressing this gap is important, and an annotated bibliography.</p> <p>Milestone 2B involves short answers to 10 guided questions.</p> <p>Milestone 3A involves short answers to 10 specific questions, to be completed with a fellow HSED student.</p> <p>Instructions are also found on the HSED Capstone Shell (Contents → The Proposal → Milestones – Instructions, Templates & Forms.)</p>

The following guide will outline the structure of the sessions in Residency Week 1, acting as a ‘roadmap’ of the course.

Resources can be found in this guide (see Table of Contents) and in [the HSED Capstone Shell](#) on Avenue to Learn (A2L).

To get started, activate your MacID. See below [Appendix A: Activating Student MacID](#).

Prior to Attending Residency Week

In order to make the most of the learning activities, we are asking students to complete a few tasks in advance of the residency week. By completing these tasks, the incoming student will come prepared with an area of research interest and having done some reflection on their preferred orientation to addressing their research question. This will afford effective engagement with sessions dedicated to articulating a research question, appraising the literature, and choosing a methodological approach.

Specifically, we ask that you:

- Activate your MacID. This will be essential for engaging in Residency Week activities. See below [Appendix A: Activating Student MacID](#).
- Reflect on a prevailing challenge in your current professional education work and the knowledge gap that needs to be filled to address that challenge. Our hope is that you choose a focus for your education research proposal that has real-world meaning for you; that the proposal you develop has the potential to bring value to your professional context. In this regard, we encourage you dialogue with others in your professional space about your reflection, increasing the likelihood that you land on something that is likely to have impact. Those entering the program in the thesis stream, should discuss this task with their thesis supervisor, centring the work that will comprise your thesis project.
- Review the first two modules of the Education Research Proposal Curriculum (Philosophical Worldviews; The Nature of Evidence). These can be accessed:
 - On the [Health Professions Education Research \(HPER\) site](#) or
 - On the HSED Capstone Shell via Contents → The Proposal → Unit 1: Nature of Knowing
NB: It is not necessary to review the Supplementary Methods Modules, which are also included in the curriculum's Unit 1: The Nature of Knowing. We will consider methods during the residency week, and you can come back these modules later as needed.
- Complete the first milestone assignment of the Education Research Proposal Curriculum (**Milestone 1: Statement of Epistemological Worldview**). Details for completing the assignment [are in this document](#), also found on the HSED Capstone Shell (Contents → The Proposal → Milestones – Instructions, Templates & Forms.)
- Read: [Lingard, L. \(2015\). Joining a conversation: the problem/gap/hook heuristic. Perspectives on Medical Education, 4\(5\), 252-25. https://doi.org/ 0.1007/s40037-015-0211-y](#)
 This reading is also available in the HSED Capstone Shell (Contents → Residency Week Readings)
NB. You are welcome to try and articulate the challenge you have identified using this heuristic in advance of the week; however, we will dedicate time to this activity during the residency period

Day 1: Monday June 2nd, 2025

Aligning Research Questions and Methods

Objectives

Throughout the day's session, students will:

1. Refine an area of challenge in their professional education work, considering the relevant gap in knowledge and the potential for research to offer guidance towards a solution
2. Understand the details of the Education Research Proposal assignment
3. Reflect on the importance of aligning research methodologies with research questions and epistemological orientations
4. Choose a method for their education research proposal

Learning Activities

This first day of the residency week begins with students sharing their goals for the program, details of their professional education work, the challenge they have identified, and some early musings about how they see the problem and how they might address it.

From there, the day progresses to two sessions geared to advancing the education research proposal. The first is a facilitated conversation about the need to align research methods with research questions. In this session, the students will be provided an opportunity for deeper reflection on their epistemological orientations to their identified problem and an overview of the rationale and limitations of four methodological approaches – the experimental design, the retrospective observational design, the reflexive thematic analysis, and the survey design.

A main activity of this session is to choose one of the methods to centre in your proposal development. While there are typically more than four approaches to researchers, we have opted to restrict optionality for a few reasons. For one, these are four very common research approaches in education research. For the unexperienced researcher, this ensures that they choose a prevalent design that is neither overly unique nor complicated for introductory training. Secondly, it allows us to provide focused educational content. With too many options available, our ability to offer bespoke support diminishes considerably. Our hope is that you can choose an approach this week and stick with it throughout the development of your proposal. While you are not bound to your residency week decision, committing to an approach now will make the self-directed portions of the project more effective and efficient.

Assessment

Students are expected to submit their completed [Milestone 1: Statement of Epistemological Worldview](#) via Avenue to Learn by 4:00 PM on Monday June 2, 2025. Navigate to Assessments → Assignments to provide your submission.

Students are also expected to have chosen a methodological approach by the end of Tuesday, although there is nothing to be submitted in this regard.

Day 2: Tuesday, June 3rd, 2025

Setting the Problem, Mapping the Gap

Objectives

Throughout this day's sessions, students will:

1. Collect and review literature pertaining to their topic.
2. Critically appraise one key piece of literature pertaining to their topic.
3. Refine their articulation of an educational challenge, mapping the gap in knowledge and emphasizing the value in addressing that gap

Learning Activities

This day begins with review of the Problem-Gap-Hook heuristic, which offers a framework for generating a compelling introduction of a topic for research.

As the sessions progress, students will be challenged to seek out peer-reviewed literature that will help them "map the gap" in knowledge associated with their identified educational challenge. They will be provided with facilitated support in conducting a comprehensive critical appraisal on one of the papers that they found, and ample time for collating, organizing, and overviewing the wide range of literature that may be available on their topic of interest.

These activities are structured to support the students in completing [Milestone 2A \(Study Outline\)](#) and [Milestone 2B \(Critical Appraisal\)](#), as described in the education research proposal assignment. There will be structured time to complete these Milestones.

Assessment

Students are expected to submit [Milestone 2A](#) and [Milestone 2B](#) via Avenue to Learn by 4:00 PM on Friday June 6, 2025. Navigate to Assessments → Assignments to provide your submission.

Day 4: Thursday June 5th, 2025

More on Methods

Objectives

Throughout this day's session, students will:

1. Develop a deeper understanding of a chosen methodological approach, with specific focus on reporting methods within academic writing
2. Establish a small group or community of practice for peer-to-peer review and ongoing support

Learning Activities

This day begins with concurrent sessions, which cover each of the four methodological design options (experimental design; retrospective observational design; reflexive thematic analysis; survey) in greater detail. Students are expected to have chosen their preferred method prior to the day and to attend that session. Each method section will provide an overview of the approach, its key operations features, and information on how to report methodological decisions in academic writing. Each session will be supported by a facilitated lecture, an online module, and key readings, which may be leveraged during the session and that are accessible to students going forward.

A main activity of each session is for students to organize themselves into peer groups, or communities of practice. Part of the education research proposal assignment prompts students to engage in peer-to-peer review and feedback. Our hope is that students can develop meaningful commitments with others who are applying the same methodological approach in their proposals. In this way, as the residency week ends, each student should feel confident that they have peer relationships that will facilitate these activities down the line. We will help you and others in the class establish these groups. This will assist with the eventual completion of Milestones 3B and 3C.

Assessment

Students are expected to submit [Milestone 3A \(Research Methodology\)](#) via Avenue to Learn by 4:00 PM on Friday June 6, 2025. Navigate to Assessments → Assignments to provide your submission.

Each student should also feel confident that they have established a peer group; although there is nothing to submit in this regard.

Day 5: Friday June 6th, 2025

First Draft Foundations

Objectives

Throughout this day's session, students will:

1. Finalize a first draft of the first stage of their proposal, inclusive of the rationale for the project and the intended methodological approach

Learning Activities

This final day provides opportunity and guidance for students to incorporate and integrate the information conveyed throughout the week towards a first draft of the first stage of their proposal, which includes an articulation of the issue, the gap in knowledge, the research question, and intended methodological approach. Students will be given ample time to work on their drafts, to discuss in their peer groups, and to receive expert input from HSED faculty.

Assessment

Students are expected to submit [Milestone 2A \(Study Outline\)](#), [Milestone 2B \(Critical Appraisal Worksheet\)](#), and [Milestone 3A \(Research Methodology\)](#) via Avenue to Learn by 4:00 PM on Friday June 6, 2025. Navigate to Assessments → Assignments to provide your submission.

Appendix A: Activating Student MacID

A MacID is a unique, alphanumeric identifier provided to all McMaster community members to access various university systems. The MacID is not the same as the student number. In activating the MacID, students can gain access to their McMaster e-mail and Avenue to Learn. These are both key platforms that are necessary for the completion of Residency Week and successful completion of the HSED program.

Activation is done through the [online activation tool](#). Before using this tool, ensure that you have access to your offer letter to the HSED Program. This letter will contain (1) your 9 digit student ID, and (2) your 14 digit barcode combination. You will also need to input your date of birth for the activation process.

Please note: Activation of the MacID has a 24–48-hour processing time. You must activate your MacID before Residency Week. Therefore, you should give a sufficient amount of time in advance of Residency Week to complete this process.

Below, there is a step-by-step process for activating your MacID.

Step-by-Step Process: MacID Activation

Step 1: Go to the online activation tool at:

<https://maciam.mcmaster.ca/identityiq/external/registration.jsf#/register>

If this link does not work, please go to <https://maciam.mcmaster.ca/>. On this page, please press “Need help with your MacID?” (see Image 1).

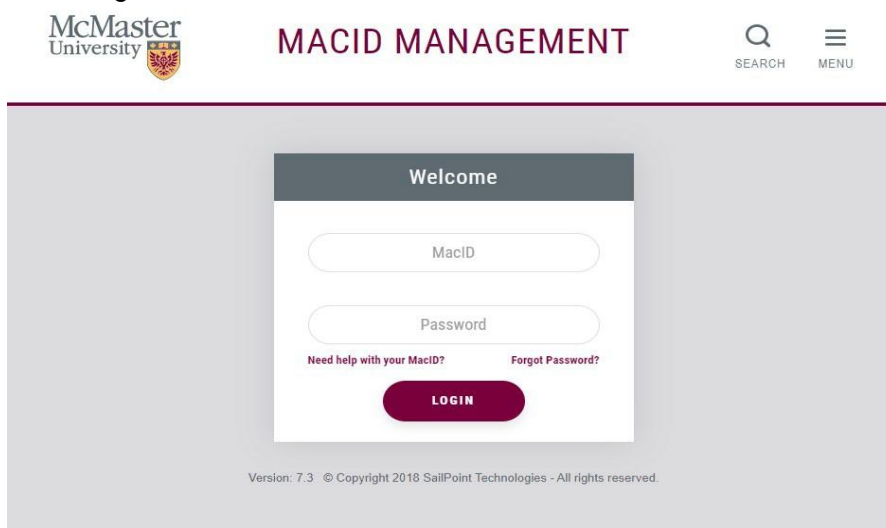


Image 1. Accessing the activation tool through the alternative link.

Step 2: Select "I Want to Activate My MacID" and then click Next. Shown in Image 2.

MacID Management

MacID is a unique, common identifier enabling single sign-on for a number of McMaster systems and applications.

Your MacID is not your employee number, student number or applicant number.

Select the best option and click Next to continue: *

☐ I Forgot My MacID

☒ I Want to Activate My MacID

Next

Image 2. Prompting MacID Management to begin activation process.

Step 3: Enter all fields presented (student ID, barcode number, date of birth). Shown in Image 3. Ensure that the format for date of birth is correct.

Step 1 of 4: Enter your Person ID, Barcode and Date of Birth

Person ID - This is your 9-digit student or employee number.

14-digit McMaster barcode number (found on your Student Acknowledgement email if an applicant or student ID card if current student or for Employees on your Welcome letter).

Person ID *

Barcode Number *

Date of Birth *

Format mm/dd/yyyy

Cancel Submit

Image 3. All necessary fields for MacID activation.

Step 4: Accept the Terms and Conditions of MacID use, then click “agree”. Shown in Image 4.

Step 2 of 4: Accept Terms and Conditions

Please Read the following

MacID Terms of Use Acknowledgement

The MacID issued to me along with my password is a unique code which identifies me to use McMaster University's computing systems and networks. It is my responsibility to guard the privacy of my password to protect against identity theft that could result in access to my personal information and the possibility of having it changed without my knowledge. I will not share my password with anyone. If at any time I feel that the confidentiality of my password has been or might be breached, I will change my password promptly and report to the Technology Service Desk (via email helpdesk@mcmaster.ca or via telephone 905-525-9140 x24357) any concern that I may have.

McMaster University's computing systems and networks are provided to support authorized research, education, administration, intellectual pursuits and related support service goals and objectives. Use of these facilities, including electronic communications, should be conducted in a professional and responsible manner.

I will become familiar with and abide by the 'McMaster Code of Conduct for Computer and Network Users' All McMaster University computer and network users are expected to adhere to the following policies and terms and conditions for the services used:

- UTS Managed Email, Terms and Conditions
- Maonline Usage, Terms and Conditions
- Software - Ethical and Legal Use
- Web Pages at McMaster, Terms & Conditions of Use

I have read the above and fully understand the content.

Decline I Agree

Image 4. Accepting the Terms and Conditions of MacID use.

Step 5: Confirm readiness to receive One-Time Password.

Once you have accepted the Terms and Conditions, you must confirm that you are ready to receive a one-time password (see Image 5). This password will be sent to your external email account that you had previously provided. If you are unsure about which email you had provided, please check your offer letter and/or your personal email accounts for McMaster University emails.

Image 5. Confirming readiness to receive one-term password.

Step 3 of 4: Confirm readiness to receive One Time Password

Attention!

Clicking OK will send a One Time Password to your external email account.
This password will expire in 7 days, so please ensure you have access to this email.

Also please check

- Your mailbox is not full and can receive this Password.
- Your spam/junk folder if you don't see One Time password in your primary inbox.

If you are not ready, please click cancel to come back at another time.

Cancel OK

Step 6: Locate the email containing your MacID and one-time password.


Step 7: Log into <https://maciam.mcmaster.ca/> with your MacID and one-time password. You will receive a pop-up stating that your password has expired and must be changed. Please click “OK” to this message.

Step 8: Enter your new password and confirm this password. Click “Change”. Please note that your new password must comply with the password complexity rules in place.

Step 9: Once an acceptable, new password is in place, you will be directed to select three (3) authentication questions (see Image 6). Complete all three questions by selecting a prompt and filling out their answers. Once you are done, please press “Save” to complete the authentication process.

Authentication Questions

Question #1:	--Select question--
Answer #1:	*****
Question #2:	--Select question--
Answer #2:	*****
Question #3:	--Select question--
Answer #3:	*****



For additional help, you can contact HSED support at hshed@mcmaster.ca