



McMaster  
University



# **HS EDUC 707:**

## Residency Week 2

## Student Workbook

## 2025



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## Introduction

Students in both the course-based and thesis-based streams of the Health Science Education graduate program are required to generate robust health professions education research (or innovation) proposals.

For course-based students, the proposal is part of the Capstone Portfolio final degree requirements and takes the form of a comprehensive grant application to support a new research study (or innovation) relevant to health professions education. The proposals are formatted according to the guidelines of a popular health professions research and innovation funding competition. In this way, this degree requirement is designed to serve as a foundation for students to pursue funding for education scholarship immediately upon graduation. HS EDUC 707: Residency Week 2 is designed to help students refine their proposals. Before attending the Residency Week, course-based students are expected to have completed a series of online modules that offer guidance in articulating important parts of a strong grant proposal: epistemological lens, prospective methods and analyses, the potential impact of the work, and ethics and budgeting considerations. The assignments, or 'milestones', associated with each module comprise a portion of a proposal; such that their gradual completion serves to guide students in the development of a comprehensive draft. Students are required to have completed the modules and milestones prior to attending Residency Week 2. The resulting draft becomes the foundation for the week's activities. Refer to the HSED Student Handbook for details about the Education Research or Innovation Proposal assignment.

For thesis-based students, a comprehensive research proposal is a fundamental step in the preparation and conduct of the novel research that will underpin their thesis and dissertation. While these students are not required to complete the Capstone Portfolio e-modules, they are expected to have worked with their thesis supervisors to develop draft proposals, which cover epistemological perspective, theoretical foundations, methods, and approaches to emphasizing relevance and impact, prior to attending the Residency Week. Although the week will largely focus on the grant proposal product that the course-based students will be pursuing, the related activities are very relevant to the thesis student who is refining their proposal. Thesis students are thus asked to leverage the week's activities towards an improved thesis proposal.

The week is organized such that students have many opportunities to engage with peers and HSED faculty to revise and refine their draft into a proposal that is ready for submission to a relevant funding competition or to their thesis supervisory committee. Ample dedicated and facilitated writing time will be provided during each day of the residency week. Accordingly, the final proposal reflects a process of development, review, feedback, and revision. The following workbook supports this process.

Welcome to Residency Week 2!

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 [hshed@mcmaster.ca](mailto:hshed@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 [hshed@mcmaster.ca](mailto:hshed@mcmaster.ca)

# Schedule Overview

## Day 1: Monday, June 2<sup>nd</sup>, 2025

Session (All times written in EDT)		Location
<b>Welcome and Orientation</b> <b>Facilitator:</b> Lawrence Grierson	9:00 AM – 10:00 AM	Room 2035/2036
<b>Framing, Questioning, Synthesizing</b> <b>Facilitators:</b> Elif Bilgic and Michelle Howard	10:00 AM – 12:00 PM	Room 2011
<b>Successful Grant Review</b> <b>Facilitators:</b> Elif Bilgic and Michelle Howard	1:00 PM – 2:00 PM	Room 2011
<b>Dedicated Writing Time</b>	2:00 PM – 4:00 PM	Room 2011
<b>Closing Remarks</b> <b>Facilitator:</b> Lawrence Grierson	4:00 PM – 4:30 PM	Room 2035/2036

## Day 2: Tuesday, June 3<sup>rd</sup>, 2025

Session (All times written in EDT)		Location
<b>Methods &amp; Prospective Results</b> <b>Facilitators:</b> Elif Bilgic, Lawrence Grierson, and Meredith Vanstone	9:00 AM – 10:00 AM	Room 2011
<b>Peer-to-Peer Review</b> <b>Facilitators:</b> Elif Bilgic and Michelle Howard	10:00 AM – 11:00 AM	Room 2011
<b>Budgets, Timelines, and Teams</b> <b>Facilitators:</b> Elif Bilgic and Michelle Howard	11:00 AM – 12:00 PM	Room 2011
<b>Dedicated Writing Time</b>	1:00 PM – 2:30 PM	Room 2011 & Room 2018
<b>Humanities in Education: Improv for Health Professionals</b> <b>Facilitator:</b> Hartley Jafine	2:30 PM – 4:30 PM	DBHSC 2 <sup>nd</sup> Floor Auditorium
<b>Welcome Reception</b>	5:00 PM – 6:30 PM	DBHSC 6 <sup>th</sup> Floor Bayview Room

#### Day 4: Thursday, June 4<sup>th</sup>, 2025

Session (All times written in EDT)		Location
<b>NERD Debrief</b> <b>Facilitator:</b> Lawrence Grierson	9:00 AM – 10:00 AM	Room 2035/2036
<b>Knowledge Translation &amp; Emphasizing Impact</b> <b>Facilitator:</b> Alik Thomas	10:00 AM – 11:00 AM	Room 2011
<b>Dedicated Writing Time</b>	11:00 AM – 3:00 PM	Room 2011 & Room 2018
<b>Inclusive Teaching</b> <b>Facilitator:</b> Kayonne Christy	3:00 PM – 4:30 PM	Room 2035/2036
<b>Unwind &amp; Align</b> Chill, unfacilitated time with peers and faculty in a hip downtown eatery.	5:00 PM – 8:00 PM	

#### Day 5: Friday, June 6<sup>th</sup>, 2025

Session (All times written in EDT)		Location
<b>Research Logistics</b> <b>Facilitators:</b> Elif Bilgic and Michelle Howard	9:00 AM – 10:00 AM	Room 2011
<b>Dedicated Writing Time – Wrapping It Up</b>	10:00 AM – 10:30 AM	Room 2011 & Room 2018
<b>Informal Proposal Presentations</b>	10:30 – 3:00 PM	Room 2011
<b>Closing Reflections</b> <b>Facilitator:</b> Lawrence Grierson	3:00 PM – 4:00 PM	Room 2035/2036

# Day 1: Monday June 2<sup>nd</sup>, 2025

## Framing, Questioning, Synthesizing

### Objectives

At the end of today, students will:

1. Understand the requirements for the education research (or innovation) proposal.
2. Have a refined articulation of their rationale and research question/innovation objective.
3. Improve their synthesis of the relevant literature and evidence.
4. Recognize the key features of successful grant proposals.
5. Have advanced their proposal towards a more complete form.

### Learning Activities

With the support of expert facilitators, students will be introduced to frameworks for conceptualizing a research question and literature review. Students will be encouraged to discuss in which literature their ideas are situated, the evidence that exists, and how it influences the specific questions, opinions, or arguments that they engage. They will also have the opportunity to review successful grants and to practice identifying key components and strengths of other proposals. Students will have ample dedicated writing time with which to improve the rationale statements and literature syntheses that underpin their draft proposals.

Before this session, students should consult the pre-reading material in order to have solid foundation for the learning activity. Pre-reading assignments are available herein and in the [HSED Capstone Shell on Avenue to Learn](#). Reading information is displayed below.

### Pre-Session Reading

- [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](#)

### Supplementary Reading

- [Kalmer, B., & Thomas, P. \(2014\). Helping doctoral students write: Pedagogies for supervision: Chapter 3: Persuading an octopus into a glass: working with literatures.](#)

## Day 2: Tuesday, June 3<sup>rd</sup>, 2025

### Methods and Prospective Results

#### Objectives

At the end of today, students will:

1. Understand methodological considerations relevant to their proposal.
2. Have a refined articulation of their research (or innovation) methods.
3. Recognize how to create budgetary alignment with proposed methods.
4. Have developed a feasible timeline for their proposed work.
5. Have advanced their proposal towards a more complete form.

#### Learning Activities

On Day 2, students will be provided with specific overview of methodological approaches and the typical components for reporting a methodology within a funding proposal. The Residency Week facilitators will review the proposals in advance of the week so that breakout groups can be formed, which will allow direct facilitation among groups proposing studies in similar disciplines. Papers overviews some key approaches will be provided as part of the pre-reading material for the week. The breakout groups will consider the integration of theoretical perspectives, participant exclusion/inclusion, sampling tools, methods, analysis, data management, and other key ideas related to reporting methods. Facilitators will also highlight the types of results that are generated by certain methodological approaches and how the decision of methods impacts how one reports prospective results in a proposal. Facilitators will also address logistical considerations for generating an effective and feasible proposal. Learning sessions will be dedicated to effective budgeting, setting reasonable timelines, and identifying an appropriate research team composition. Students will have ample dedicated writing time with which to improve the methods, budgets, timelines, and team portions of their draft proposals.

#### Pre-Session Reading

Before this session, students should consult the pre-reading material in order to have solid foundation for the learning activity. Pre-reading assignments available in the [HSED Capstone Shell on Avenue to Learn](#). Reading information is displayed below.

- [Lacasse M, Douville F, Gagnon J, Simard C, Côté L. Theories and models in health sciences education—a literature review. The Canadian Journal for the Scholarship of Teaching and Learning. 2019 Dec 31;10\(3\).](#)
- [Cristancho SM, Goldszmidt M, Lingard L, Watling C. Qualitative research essentials for medical education. Singapore medical journal. 2018;59\(12\):622.](#)
- [Swanwick T. Understanding medical education. Understanding Medical Education: Evidence, Theory, and Practice. 2018 Dec 3;1-6.](#)
- [Schifferdecker KE, Reed VA. Using mixed methods research in medical education: basic guidelines for researchers. Medical education. 2009 Jul;43\(7\):637-44.](#)

#### Assessment

All students are expected submit a draft proposal to [hshed@mcmaster.ca](mailto:hshed@mcmaster.ca) by 3:00 PM on Tuesday, June 3<sup>rd</sup>, 2025.



## Day 4: Thursday June 5<sup>th</sup>, 2025

### Knowledge Translation and Emphasizing Impact

#### Objectives

At the end of today, students will:

1. Recognize rhetorical features of successful grants.
2. Have identified relevant knowledge users for their prospective findings.
3. Have advanced their proposal towards a more complete form.

#### Learning Activities

With facilitator support, students will receive guidance on elevating the rhetorical appeal of their proposals and translating new knowledge to those who can make good use of it. Facilitators will highlight notions of relevance, the importance of detailing research and innovation impacts, and considering the potential practical and theoretical implications of their proposals. Students will have ample dedicated writing time with which to improve the knowledge translation portion and overall rhetoric of their draft proposals.

Students are asked to create a 1-slide presentation of their proposal. Your slide must include only an image, with no text. Submit this by providing a PowerPoint file (.pptx format) in the Informal Presentation Slide Submission assignment folder in the HSED Capstone Shell before 9:00 AM on Friday June 6, 2025. This is not a graded or assessed submission.

On Friday, each student will deliver a 2-minute presentation covering their problem-gap-hook, theoretical perspective, methodological approach, prospective results, and potential impacts. This slide will be relevant for tomorrow's sessions.

#### Pre-Reading Assignments

Before this session, students should consult the pre-reading material in order to have solid foundation for the learning activity. Pre-reading assignments are available in the [HSED Capstone Shell on Avenue to Learn](#). Reading information is displayed below:

- [Thomas A, Bussières A. Leveraging knowledge translation and implementation science in the pursuit of evidence informed health professions education. \*Advances in Health Sciences Education\*. 2021 Aug;26\(3\):1157-71.](#)
- [Thomas A, Bussières A. Knowledge translation and implementation science in health professions education: time for clarity?. \*Academic Medicine\*. 2016 Dec 1;91\(12\):e20.](#)

## Day 5: Friday June 6<sup>th</sup>, 2025

### Research Logistics

#### Objectives

At the end of today, students will:

1. Understand logistical features of finding and managing funding,
2. Have advanced their proposal towards its final form.

#### Learning Activities

This session begins by offering insight to students about how to identify potential funding opportunities and the logistics of managing funding once it is obtained. Students will have ample dedicated writing time with which to complete their final proposals.

The day will close with informal presentations of students' proposals. Each student will use the slide submitted yesterday to deliver a 2-minute presentation covering their problem-gap-hook, theoretical perspective, methodological approach, prospective results, and potential impacts.

#### Assessment

All students are expected submit their draft proposals to [hshed@mcmaster.ca](mailto:hshed@mcmaster.ca) by 3:00 PM on Friday, June 5th, 2025.