



Master of Arts

Department of
Family Studies and Gerontology

Graduate Student Handbook

Updated: September 2011

**FSGN Graduate Student Handbook
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PLEASE NOTE: The following forms, referred to in this document, are available from the graduate studies webpage:

Appointment of Thesis Supervisor Approval
Notification of Thesis Proposal Presentation
Thesis Proposal Presentation Report
Notification of Thesis Defence
Thesis Defence Report
Thesis Release

(The graduate studies web page also has forms related to external courses, research assistance funding, conference funding assistance, leave of absence, extensions, and reactivation.)

The following additional form is available from the Department or on-line at

<http://www.msvu.ca/site/media/msvu/ThesisRegistrationForm.pdf>

Thesis Registration

COMMUNICATION NOTICE

About this handbook: A copy of this handbook is available at the department's web page, at <http://www.msvu.ca/site/media/msvu/Graduate-Handbook-Family-Studies-Gerontology.pdf>. New students will be provided with a hard copy of this handbook. If any significant changes are made to the handbook, all students will be provided with a new copy. For small revisions, students will be notified and referred to an updated copy on the web.

Every effort is made to communicate information to students on an ongoing basis, with much of this communication taking place through a department email distribution list for graduate students. **Students need to provide an up-to-date email address to the department secretary and to the graduate program coordinator as soon as they have received notification of admittance to the program or if their email address changes at any time.** Students should check their email regularly (every couple of days at minimum) so that they do not miss important announcements regarding events such as seminars and funding workshops.

GRADUATE STUDIES - FAMILY STUDIES AND GERONTOLOGY

1.0 The University

Mount Saint Vincent University is a beautiful campus located in suburban Halifax Regional Municipality just minutes from downtown. The park-like campus with its well-treed grounds is situated on a hill, overlooking the waters of the Bedford Basin. Mount Saint Vincent University is concerned primarily with the education of women. It provides a strong liberal arts and science core and selected professional disciplines. It is dedicated to promoting academic excellence, a high degree of personalized education, and an environment characterized by values of its founders, the Sisters of Charity—equity, ethical concern, social responsibility, and service to the community. The Mount considers the educational needs of women to be paramount. Programs, class times, facilities, and services are specifically tailored to provide maximum accessibility for women.

1.1 Services to Students

Some specific links and services are described below, but students are strongly encouraged to thoroughly explore the Mount's webpage to learn more about the university and its specific services, policies, and procedures. The address is: www.msvu.ca

Information about web access (user names and passwords) computer labs, and technical support may be accessed at the Information Services webpage:

<http://www.msvu.ca/en/home/studentservices/itservices/default.aspx>

For graduate school information:

<http://www.msvu.ca/en/home/programsdepartments/graduatecalendar/default.aspx>

In particular, students should also be familiar with the graduate studies webpage:

<http://www.msvu.ca/en/home/programsdepartments/graduatestudiesgeneralinformation/default.aspx> (important information and **forms** related to grad studies policies such as continuous registration, leave of absence, extensions, etc.)

Financial information, such as parking and tuition fees, is available at:

<http://www.msvu.ca/en/home/beamountstudent/money/default.aspx>

The university provides a number of services to students (**see Appendix E for phone numbers of selected services**). For example, the *E. Margaret Fulton Communications Centre*, opened in the fall of 1989, provides library holdings, advanced on-line computer information systems, and a television studio used to broadcast distance courses. The Novanet catalogue, which consists of a consortium of Nova Scotian post-secondary library holdings, allows students to borrow materials from other libraries. Students are

encouraged to attend library information sessions at the beginning of each term to become familiar with the library and all its services. Individual sessions also may be booked with university librarians. More information on services such as corral rental, hours of operation, and length of book loans may be found at:

<http://www.msvu.ca/en/home/library/default.aspx>

The vision of the *Institute for Women, Gender and Social Justice* (IWGSJ) is to undertake research that coordinates, supports, and builds capacity among feminist researchers and creative artists at the Mount, other campuses, in community groups and organizations, additionally, the Institute is committed to education by creating and offering programs and courses in related areas as well as providing gender perspectives in all disciplines.

The *Nancy Rowell Jackman Chair in Women's Studies* brings distinguished visiting scholars in women's studies or persons in public life who have contributed to the advancement of women, to the university for specified periods of time.

Other special facilities of interest to graduate students are *The Child Study Centre* day care facilities (part-time and full-time day care for ages 2 - 5) and *The Fountain Play Centre* (day care facilities for Mount students only during class times), *The Athletics/Recreation Facilities*, *The Centre for Women in Business*, *The Nova Scotia Centre on Aging* (see section 1.2), *The Maritime Data Centre for Aging Research and Policy Analysis* (see section 1.3), and *The Atlantic Centre for Family-Work Issues*. A number of courses are available through *DLCE (Distance Learning and Continuing Education)*, which allow students to complete courses away from campus on the student's own schedule. Links to these facilities and more may be found at:

<http://www.msvu.ca/en/home/programsdepartments/default.aspx>

1.2 The Nova Scotia Centre on Aging (NSCA)

The NSCA, located on campus, is affiliated with the Department of Family Studies and Gerontology. Established at the Mount in 1992, it is one of 12 university-based centres focusing on aging across Canada. The centre works in partnership with the academic community, government, the private sector, voluntary and professional organizations, and seniors on initiatives that benefit older people, their families, and the community. For more information on the NSCA, please refer to the following links:

<http://www.msvu.ca/nsca>

1.3 Maritime Data Centre for Aging Research and Policy Analysis

Mount Saint Vincent University received funding through the Canada Research Chair

Program to establish the *Maritime Data Centre for Aging Research and Policy Analysis* in 2002. This centre is located in Evaristus 360. Its research focuses on home care, caregivers, and the health care system, and the analysis of this information is shared with researchers and policy makers across the country. The lab is outfitted with advanced computer systems, quantitative and qualitative software, cameras and microphones to record focus groups and interviews, and equipment used in data collection, analysis, and dissemination of research findings. The centre offers occasional training sessions on developing scientific posters and accessing large data files, and its facilities may be used as a classroom setting. Some printing and equipment may be available to faculty and students. For example, it may be possible for graduate students to book the conference room to tape focus groups associated with their research or utilize the plotter for printing large posters (small fee). Contact Dr. Janice Keefe at 457-6466 for further information, or visit

<http://www.msvu.ca/en/home/programsdepartments/professionalstudies/familystudiesgerontology/research/maritimedatacentre/default.aspx>

1.4 Atlantic Research Centre for Family-Work Issues

The *Atlantic Research Centre for Family-Work Issues* is a research centre funded by a Canadian Foundation for Innovation award to Dr. Áine Humble. This lab is equipped with computer systems, audio and visual equipment, and qualitative (MAXQDA, NVivo, and Atlas.ti) and quantitative software (SPSS). Additionally, the lab has WinCati 4.2 mixed mode, an advanced software program for conducting large-scale telephone surveys and web-based surveys. For more information, please contact Dr. Áine Humble at 457-6109 or visit

<http://www.msvu.ca/en/home/programsdepartments/professionalstudies/familystudiesgerontology/research/FWICentre/default.aspx>

2.0 The Graduate Program

Graduate study in Family Studies and Gerontology focuses on issues that impact (a) societal concerns, such as population aging and public policy, and (b) individual family members and the family as a whole. The program prepares and/or enhances students' careers in aging, community or family services, family life education, and community development. Family Studies encompasses the study of individuals and families across the life-course and practice through program and policy development. Gerontology focuses on issues related to aging and the challenges encountered by older persons in contemporary society. Both Family Studies and Gerontology have evolved as interdisciplinary fields of practice and research. Students may focus their study and research activities in Family Studies or Gerontology.

The Master of Arts in Family Studies and Gerontology requires the completion of five units (two units of required courses; two units of elective courses; one unit of thesis). The thesis must demonstrate that the candidate has critical judgment, mature scholarship, and familiarity with research methods. The thesis contributes to knowledge in the candidate's chosen field. Each student's program is planned individually between the student and graduate advisor.

In addition to graduate courses offered by the FSGN Department, students may, with permission of the department, choose up to one unit of external graduate electives that will enhance their program of study. The number of these external electives will not normally exceed one full unit of course work. Requests for exceptions to this policy will be assessed by the Departmental Graduate Studies Committee on a case-by-case basis. These electives may be taken from other graduate programs at the Mount or by letter of permission from other universities (e.g., Health Services Administration at Dalhousie). A binder holding information about previous courses that students have taken as electives is located in Evaristus 318.

Required Courses:

GEPY 6608	Intermediate Statistics and Research Design
GFSG 6606	Research Methods
GFSG 6613	Critical Theories in Family Studies and Gerontology
GFSG 6633	Social Policies on Family and Aging
GFSG 6691	Thesis
Electives	2 units (1 unit can be taken externally with permission of the department)

With the exception of GFSG 6691, all courses are of one-half unit value. GFSG 6691 is a one-unit value course, which extends over a maximum of three semesters (if not completed by the end of the 12 months, a thesis continuation fee is paid). Because graduate courses are more intensive than undergraduate courses, a full-course load of graduate courses is considered to be 3 courses per term (1.5 units) rather than 5 courses per term (2.5 units), which is typical for undergraduate students.

Students may elect to study full-time or part-time; however all degree requirements must be completed within a five year period.

2.1 National Council of Family Relations (NCFR) and Family Service Canada (FSC) Certification

Students enrolled in the program may be eligible to apply for certification as a family life educator through the National Council on Family Relations (NCFR) or Family Service Canada (FSC). Students who wish to become certified by NCFR or FSC should consult the department to ensure that they choose the right mix of courses to meet certification

requirements. Additional courses may be required. For more information on certification, please refer to the following links:

NCFR's certification: <http://www.ncfr.com/cert/index.asp>

Family Service Canada's certification: <http://www.familyservicecanada.org/member-benefits/benefits-of-membership/>

2.2 Admission Requirements

To be admitted to the Family Studies and Gerontology Masters program, a student must ordinarily have a 4-year bachelor's degree in Family Studies and Gerontology or a related field from an accredited university in a social science area (e.g., family studies, gerontology, psychology, sociology, child and youth study, social work, education) with a minimum of a B average (GPA 3.0). Undergraduate courses in statistics and research methods, and at least five courses (2.5 units) in family studies or gerontology or related disciplines are required by all applicants.

Application forms are available from the [Admissions office](#). Completed applications, including a sample of writing that demonstrates the student's research potential, should be submitted by **March 1st** for September admission. The Family Studies and Gerontology Graduate Committee reviews applications. Applications received after March 1st will be considered only if space and time permit. Short-listed candidates who are under consideration for admittance into the program will be called for an interview. Applicants who do not meet admission requirements with regard to FSGN/FSGN-related content may be asked to complete selected prerequisite/preparatory courses (and obtain a minimum of B grade) or meet other conditions prior to their acceptance into the program. The Department also considers applications for January entrance into the program, and the deadline for submission of these applications is **November 1st** (**PLEASE NOTE:** Due to the short time frame in which January admission decisions are made, international students who require visas are strongly recommended to apply for September admission rather than January admission).

For application materials, please contact:

Admissions Office

Mount Saint Vincent University

Halifax, Nova Scotia B3M 2J6

Telephone: 902-457-6128

Fax: 902-457-6455

Email: admissions@msvu.ca

2.3 Other Programs

The Department offers minors (3 units) and concentrations (4 units) in Family Studies or Gerontology. Additionally, a post-baccalaureate Bachelor of Education in Family Studies is offered through the Department of Education. Please refer to the University Calendar for a detailed description of these programs.

2.4 Financial Assistance

Scholarships and grants are available for application by students from many different sources. It is the student's responsibility to apply for these scholarships and meet the appropriate deadlines. When possible, the department provides support and assistance with scholarship and grant writing. Some funding sources include:

Nova Scotia Health Research Foundation

www.nshrf.ca

Canadian Institutes for Health Research

www.cihr-irsc.gc.ca

Canadian Federation of University Women

- administers two Canadian Home Economics fellowships, as well as other awards
- <http://www.cfuw.org/fellowships.aspx>

Social Sciences and Humanities Research Council

www.sshrc.ca

Gerontology Association of Nova Scotia

<http://www.cakens.com/gans/>

Canadian Association of Gerontology

www.cagacg.ca

More information (e.g., deadlines, requirements, when to ask for reference letters) regarding these and other scholarships are available at:

<http://users.eastlink.ca/~ainehumble/8-funding.htm#part10>

Examples of previous scholarship and funding applications (by students and faculty) can be viewed in the Graduate Program Coordinator's office.

Please note: Other funding sources are available on a regular basis. These generally come from larger grants that have been awarded to the university. These will be posted regularly within the department. The Dean's office provides up to \$200 per student to assist with

research related costs such as printing, mailing, and minor items of equipment, and up to \$250 for costs of presenting thesis research at a conference (application forms are available at the graduate studies website).

As well, a limited number of department graduate assistantships are available each academic year. **Both incoming and returning students may apply for these assistantship forms-** application forms are available from the dept office, and **must be received by March 1st** to be considered for assistantships in the upcoming year.

A limited number of scholarships and bursaries are available through the university (please see calendar). Students are encouraged to explore various sources of financial assistance, including the scholarships available through professional associations and Health Canada (www.studentawards.com).

2.5 Other Assistance

Tape recorders and transcribers also are available on a sign-out basis from the dept office for assistance with qualitative research. SPSS (Statistical Package for the Social Sciences, for quantitative analysis) is available on all campus computers. MAXQDA is also available on computers in the Seton 315 computer lab.

3.0 Faculty Research Interests

Áine Humble, Ph.D. (Oregon State), CFLE, Chair: Social Construction of Gender, Division of Unpaid Family Work, Family-Work Interface, Women and Retirement, Intimate Relationships, Feminist Education, Sexuality Education, Qualitative Data Analysis Software, Gay and Lesbian Families/Aging Individuals
Contact: EV 313, 457-6109, aine.humble@msvu.ca

Deborah Norris, Ph.D. (Dalhousie) Graduate Program Coordinator: Military Families, Service Needs of Persons with Intellectual Disabilities, Critical Theories, Family Relations and Social Support, Qualitative Research Methodologies, Family Violence
Contact: EV 315, 457-6376, deborah.norris@msvu.ca

Felicia Eghan, Ph.D. (Pennsylvania State): African Nova Scotia Women and Children's Health; the Effects of Learning Styles on Students' Grades, African Immigrants' Retirement Experiences, Health and Well-being
Contact: EV 314, 457-6342, felicia.eghan@msvu.ca

Janice Keefe, Ph.D. (Guelph): Informal and Formal Caregiving, Work and Eldercare, Assessment of Caregivers, Paying Family Members, Older Family Relations, Rural Aging, Human Resource Issues for Home Care
Contact: EV 360, 457-6466, janice.keefe@msvu.ca

Associate Faculty: Ilya Blum, Ph.D. (Dalhousie University)
Dept. of Math and Computer Studies

4.0 Family Studies and Gerontology Graduate Courses

(required courses are noted with an asterix)

GEPY 6608* Statistics/one-half unit

Statistical methods employed in research-topics include measure of central position and variability, correlation, use of normal distribution, sampling, graphic representation, estimation and hypothesis testing procedures.

GFSG 6606* Research Methods/one-half unit

This course will examine the elements of the research process. Emphasis will be given to the various methodologies, which may be used for research in Family Studies and Gerontology and related areas, and attention will be given to new theoretical approaches in both quantitative and qualitative research methodologies.

GFSG 6610 Family Life Education/one-half unit

An examination of the theoretical principles and methodological approaches employed in planning and implementing family life education programs within the variety of disciplines. Students will have the opportunity to reflect upon the philosophies underpinning their practice. A critical perspective will be employed.

GFSG 6612 Family Relations Across the Life-Course/one-half unit

An examination of the social and psychological factors, which emerge across the family life cycle with emphasis on family interaction and family-environmental transactional processes. Special attention will be given to impacts of ideology and societal change upon family forms and functions.

GFSG 6613* Critical Theories in Family Studies and Gerontology/one-half unit

This is an advanced theory course designed to develop analytical skills and critical thinking. The focus is on critical theories and their implications for Family Studies and Gerontology. Topics include feminist theory and the historical development of critical theories.

GFSG 6615 Program Planning: Implementation and Evaluation/one-half unit

A study of the philosophy, concepts, and practices of planning and implementing a range of programs related to Family Studies and Gerontology and related areas. Development of a rationale for program planning, identification of socio-economic influences and characteristics of learners, selection of content and process, organization of program implementation, and evaluation of outcomes will be studied.

GFSG 6633* Social Policies on Family and Aging/one-half unit

This is an advanced course in the analysis and development of social policies relating to the family and the elderly. The focus is on how policy is developed, the relationship between research and policy, and how to critically analyse existing policies.

GFSG 6650 Special Topics/one-half unit

These courses offer a detailed study of particular issues relevant to professionals in Family Studies and Gerontology and related disciplines. Course titles and descriptions will be announced as courses are offered. Students may take a maximum of one unit of credit as Special Topics.

GFSG 6658 Independent Study/one-half unit

Prerequisite: permission of the Chair and the faculty member involved

Independent examination of the research literature designed to meet the special needs of individual graduate students. The graduate student will make arrangements with the faculty member in advance of registration. No more than one half unit of credit towards a graduate degree may be acquired through independent study.

GFSG 6691* Thesis/one unit

Prerequisites: Family Studies and Gerontology GEPY 6608, GFSG 6606, 6613, and 6633 and two units of masters credit. Enrolment in this course occurs when the candidates are preparing their thesis.

5.0 Graduate Advisor

Every student admitted to the Family Studies and Gerontology Program is assigned an academic advisor. The Advisor will be a full-time faculty within the department. Together, the academic advisor and student plan a program designed to meet the student's career goals and help develop the student's strengths. Students are encouraged to have regular contact with their advisor, especially before registering for courses, and to help clarify any concerns or questions they might have regarding policies, time lines, etc. The academic advisor assigned does not necessarily become the student's thesis advisor.

6.0 Graduate Committees

Students may be interested in serving on either of the following two committees. For the Family Studies and Gerontology Graduate Committee, a student representative is either selected by the dept graduate student body or hired by the department (through the Student Works program). A student representative is elected by the general study body to serve on Graduate Studies Program and Policy Committee.

a) Departmental Graduate Committee

The Family Studies and Gerontology or University Graduate Committees are responsible for addressing any concerns or suggestions the student may have. The graduate program in Family Studies and Gerontology Graduate Studies is coordinated through a committee comprised of department faculty and a student representative. This committee is chaired by the Graduate Program Coordinator. The committee monitors the functioning of the program, develops and evaluates program policy, and addresses issues as they arise. The faculty who serve on this committee review applications, admit students, approve proposals, and approve thesis committees. The Graduate Program Coordinator (Chair of the committee) also serves on the University Graduate Studies committee and provides regular reports on the work of that group.

Students can communicate with the committee by speaking to their advisor or their student representative. Students are also encouraged to meet together to discuss their respective experiences. The Family Studies and Gerontology Graduate Committee organizes orientation and updating sessions periodically, and encourages graduate students to meet outside of class sessions or departmentally organised events.

b) University Graduate Committees

Two university-level committees administer the graduate studies program: (a) The Graduate Studies Scholarships, Assistantships, and Awards Committee, and (b) The Graduate Studies Program and Policy Committee. Faculty are appointed from all departments with graduate programs to represent their programs in discussions of graduate policies and practices and in review of scholarship applications. The Student's Union names a student representative to the Graduate Studies Program and Policy Committee.

7.0 Graduate Seminars

Graduate seminars are held several times during each fall and winter term in the Department of Family Studies and Gerontology and all students and faculty are expected to attend. Participation in graduate seminars is a normal part of the graduate student experience. Seminar notices are normally distributed throughout the university and any interested person external to the department is welcome to attend. These sessions provide an opportunity for graduate students and faculty to share their research or other scholarly activities and ideas. The graduate seminar schedule will be made available shortly after the beginning of each semester and/or posted as seminars are confirmed. Students must document their participation in these seminars in their annual report to the Family Studies and Gerontology Graduate Committee. **Full-time students are expected to attend a minimum of 2 departmental per seminars/term. Part-time students**

should consult with their advisor regarding attendance requirements.

8.0 Annual Report

Every student will be required to complete an annual report that documents his or her progress in the program. This report will be submitted to the Chair of the Family Studies and Gerontology Graduate Committee for review. The deadline for submission is **June 1st** of each year. The report can typed in point form and should be approximately 3 pages in length, with details provided. **Please see Appendix A for an outline of what to include.**

9.0 The Thesis

The thesis component of the Master of Arts in Family Studies and Gerontology degree program requires a student to undertake a major independent research in a selected area of Family Studies and Gerontology. Although the format and content of a thesis will vary in accordance with the nature of the study, a thesis will normally include a comprehensive review of the published writings of related aspects, an articulation of the research question(s), a theoretical framework, a detailed methodological plan, ethical considerations and safeguards, and a report and analysis of the findings, implications, and recommendations. Assessment of the thesis is based on the quality of both the (a) data and analysis and (b) interpretation and conclusions drawn from the data.

The expectations of the thesis outcome are sufficiently flexible to enable diversity in methodologies, theories, and processes. Students may chose from a number of methodological and data analyses approaches. These approaches may include but are not limited to: archival analysis of documents, program evaluation, primary data collection that lends itself to either qualitative or quantitative analysis, or secondary data analysis (again qualitative or quantitative or both) of existing data sources. Students work with their thesis advisor to choose the most appropriate methodology to answer their research question. The interdisciplinary nature of the field of Family Studies and Gerontology also enables students to draw on a wide range of theoretical perspectives.

The thesis must demonstrate students' competencies in methods of research and critical appraisal of previous research and scholarship. The thesis should be of such a length as to constitute a significant contribution to the field of Family Studies and Gerontology. In evaluating the thesis it is important to note that significance, conciseness, and quality of the document and the defence are of greater weight than the number of pages in the document.

Suggested reading:

Locke, L. F., & Spirduso, W. W., & Silverman, S. J. (2007). *Proposals that work: A guide for planning dissertations and grant proposals* (5th ed.). Thousand Oaks, CA: Sage.

Rudestam, K. E., & Newton, R. R. (2007). *Surviving your dissertation: A comprehensive guide to content and process* (3rd ed.). Thousand Oaks, CA: Sage.

9.1 Thesis Advisor and Thesis Advisory Committee

The thesis will be written under the direction of a full-time faculty member of the Department of Family Studies and Gerontology, referred to as the thesis advisor, and a thesis advisory committee. The **Appointment of Thesis Supervisor Approval Form** needs to be completed for approval of both thesis advisors and thesis advisory committee members. This form is sent by the thesis advisor to the Graduate Program Coordinator, who then approves it and sends it to the Dean of Graduate Studies.

Please note: the thesis advisor must be approved prior to registering in the thesis course.

The thesis advisor also recommends to the Graduate Program Coordinator two persons to serve on the advisory committee. One of these individuals will normally be from within the department and one will normally be from outside the department. The thesis committee will review and approve the thesis proposal, be available to advise the student in all stages of the research project, and approve the examination copy to be sent to the external reviewer. Normally, students work more closely with the thesis advisor than with other thesis committee members.

In some circumstances, the thesis advisor may be external to the department. In such cases, the student get the **Appointment of External Thesis Supervisor Approval Form** completed. When the thesis advisor is external to the department, at least one of the other two members of the thesis committee must be from the department.

9.2 Responsibilities of Thesis Advisor

When a faculty member agrees to serve as a “thesis advisor,” he/she assumes several responsibilities:

- a) to be accessible to students and to be available for consultation within a reasonable time frame;
- b) to be as helpful as possible in suggesting research topics and in assisting students to define their theses;
- c) to work with the student to identify appropriate thesis committee members;

- d) to inform students approximately how long it will be before written work, such as drafts of chapters, can be returned with comments;
- e) to be thorough in their examination of thesis chapters, supplying, where appropriate, detailed comments on such matters as literary form, structure, use of evidence, relation of the thesis to published work on the subject, citation of references, and making constructive suggestions for rewriting and improving the draft;
- f) to indicate clearly when a draft is in a satisfactory final form, or, if it is clear to the advisor that the thesis cannot be successfully completed, to so advise the student;
- g) to know the departmental and university regulations and standards to which the writer of a thesis is expected to conform, and to make sure that the student is aware of them;
- h) to arrange for alternate supervision while on sabbatical leave;
- i) to advise and help the student to approach other faculty members for assistance with specific problems or even to request the reading of a chapter or section of the thesis.

9.3 Responsibilities of Student

When a graduate student undertakes the writing of a thesis, he/she also assumes several responsibilities:

- a) to obtain a thesis supervisor (may be done in consultation with the academic advisor, Graduate Program Coordinator, and/or departmental chairperson)
- b) to choose a topic (often with advisor's help) and to produce a thesis that is essentially their own work;
- c) to submit hard copies (i.e., not electronic) of all thesis proposal drafts and thesis drafts to advisors and/or committee members;
- d) to produce a thesis that meets the standards of scholarship required by the university and the department, including demonstration of their capacity for independent scholarship and research in their field;
- e) to acknowledge direct assistance or borrowed material from other scholars or researchers;
- f) to realize that the advisor has undergraduate or other duties that may at times delay the

student's access to the advisor on short notice;

- g) to give serious and considered attention to advice and direction from the advisor;
- h) to submit their work to the judgement of the department and to abide by its decision when any rights of appeal, if exercised, have been exhausted;
- i) to be familiar with information in the graduate student handbook and various dates, timelines, and required outputs (i.e., electronic and bound copies of theses) related to thesis and convocation;
- j) to know the departmental and university regulations and standards to which the writer of a thesis is required to conform.

9.4 Rights of Advisor

The advisor has the following rights:

- a) to expect the student to give serious and considered attention to advice concerning what he/she regards as essential changes in the thesis;
- b) to terminate supervision and advise the student to find another advisor if the student does not heed advice and ignores recommendations for changes in the thesis, or if the student is not putting forth a reasonable effort;
- c) to have their thesis supervision properly credited by the department as an intrinsic part of their workload so that, in the assignment of duties, they are not overburdened to the point of having their effectiveness impaired as advisors.

9.5 Rights of Student

The student has the following rights:

- a) to have a clear understanding of what is expected in thesis-writing;
- b) to expect help from their advisor in establishing a feasible topic and in solving problems and assessing progress as the thesis is being written;
- c) to receive a fair assessment of the completed thesis and explanations of negative criticism;

- d) to be allowed to have a new advisor when he/she can offer convincing reasons to the department for the change;
- e) to be protected from exploitation by their advisor or other faculty members if the latter should
 - a. intrude upon the student's right of authorship or
 - b. constrain the student's research efforts for purposes not directly related to the advancement of the thesis project;
- f) to submit a thesis even if the advisor is not satisfied, although such action should be taken only in extreme cases and after full consultation with the department.

9.6 Responsibilities of the Department

- a) to uphold a good standard for theses;
- b) to provide adequate advising at all times so that when an advisor leaves the university for another permanent position, substitute arrangements are made as soon as possible;
- c) to allow students to change advisors if their research interests shift or develop in a new direction;
- d) to provide procedures that assist and encourage students to complete the thesis, such as early review and approval of topic and methodology, guidelines on access and appeals, oversight of the student's schedule, and a clearly stated system of thesis review and evaluation;
- e) to provide a fair evaluation of the thesis, normally by giving considerable responsibility to the committee and the thesis advisor.

9.7 Thesis Registration (GFSG 6691)

Students will typically enrol in this course once substantial work on the thesis has begun. As already noted, the thesis advisor must be approved before enrolling in this course. (The minimum estimated enrolment is for three semesters or one calendar year. Please note that students must register in a minimum of one unit of credit in each academic calendar year (September to August) to maintain registration in the program and to remain in good standing as a graduate student. The **Thesis Registration Form** must be completed at this time by the student, and signed by their advisor and the Chair of the department. The student then submits the form to the department, which then copies it to the Dean, Registrar, and the student.

Registration involves working with the thesis advisor and the thesis committee on the conceptualization, production, and defence of the thesis. Students who are enrolled for thesis credit present two seminars: the thesis proposal, and the defence of thesis results.

9.8 Thesis Proposal

Students typically complete one semester or two units of course work before formulating a research proposal. The academic advisor assigned to the student upon admission does not necessarily become the thesis advisor. The thesis advisor may be selected in consultation with the academic advisor, Graduate Program Coordinator, and/or departmental chairperson. It is advised that substantial review of relevant research literature be carried out before the thesis committee is finalized. A proposal developed as part of a course, such as “Research Methods”, does not necessarily become the thesis proposal. By far, the greatest amount of time for conducting the research and for writing the thesis needs to be devoted to reviewing related literature, refining the problem statement or hypothesis, developing the methodology, procedures, and instruments. Data collection and analysis typically require less time if the review of literature and proposal have been thorough. The department office has copies of previous theses that students may want to review.

The purpose of the proposal is to communicate precisely the nature of the inquiry that is to be carried out. The proposal typically includes:

- a statement of the problem or research focus,
- an explanation of the theoretical and practical importance of the study,
- the research questions or hypotheses,
- definitions of key terms,
- a review and critique of related research,
- the theoretical framework,
- the method (techniques for data collection),
- a review of ethical considerations and safeguards,
- a plan for data analysis,
- a budget for data collection, analysis and thesis preparation,
- a discussion of the limitations of the inquiry, and
- references.

Although the degree of explicitness required in a proposal may vary from study to study, the student should be aware of the benefits associated with a careful, precise proposal. Provocative research questions usually arise out of a familiarity with the literature of a particular area of study. Moreover, a clear understanding of theoretical frameworks will also facilitate the research and writing process. Therefore, at the time of writing the proposal, the student should be able to demonstrate familiarity with the literature and a sound understanding of the theoretical framework(s) that will inform the research. The

critical review of related research and the presentation and application of an appropriate theoretical framework(s) contained in the proposal can form the basis of the literature review chapter and theoretical framework chapter in the final thesis. Therefore, the thesis proposal can and should be viewed as a means to an end, rather than an end in itself.

When the thesis proposal is ready to present, the thesis advisor will forward the completed **Notification of Thesis Proposal Presentation Form** to the Dean of Graduate Studies and copied to the Graduate Program Coordinator at least two weeks in advance of the proposed date of presentation.

Upon conclusion of the proposal defence, the thesis committee will meet *in camera* (privately) and conclude that:

- the proposal is approved;
- the proposal is approved subject to revisions;
- the proposal is not approved, and it must be resubmitted for a second defence; or
- the resubmitted proposal is failed, with no opportunity for another resubmission.

The thesis advisor will then forward the completed **Thesis Proposal Presentation Report Form** to the Dean of Graduate Studies, copied to the Graduate Program Coordinator and the student.

9.9 Stylistic Matters

“What you put on paper, and how you put it there, reveals your standards of excellence, your knowledge, and the quality of your thinking more eloquently than anything else about you” (Leedy, 1993, p. 331).

The Department of Family Studies and Gerontology **requires** that students follow the style guidelines set out in the most recent edition (currently 6th edition) of the *Publication Manual of the American Psychological Association* (2010). The department has a copy of this manual in the main office (EV 318), and copies are available in the library. It is strongly encouraged that students purchase their own copy early on in their program, as this style guide provides information on a number of stylistic considerations, such as use of appropriate language, citing references, creating a reference list, headings and subheadings, reporting statistics, and creating tables.

In addition, students should refer to publications such as Leedy (1993) *Practical Research Planning and Design*, Chapter 13 for practical suggestions for producing the thesis document.

References

Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, Social Sciences and Humanities Research Council of Canada

(2010). *TCPS 2—2nd edition of [Tri-council policy statement: Ethical conduct for research involving humans](#)*. Retrieved August 29, 2011, from http://www.pre.ethics.gc.ca/pdf/eng/tcps2/TCPS_2_FINAL_Web.pdf

Leedy, P. D. (1992). *Practical research: Planning and design* (5th ed.). Don Mills, ON: Maxwell MacMillan Canada.

9.10 Procedure for Submitting Applications to the University Research Ethics Board

When human subjects are used in research, the question of ethical standards must be addressed. Students are required to adhere to the Tri-Council Ethics Policy and obtain approval for research involving human subjects from the University Ethics Review Board (UREB). Copies of the Tri-Council Ethics Policy are available through the University website <http://www.msvu.ca/en/home/research/researchethics/ethicsfaqs.aspx> or from the office of the Director of Research.

The UREB provides an ethics application form that encourages the development of succinct and relevant submissions, which will expedite the review process. Three copies of the application are to be submitted if the study is deemed to be of “minimal risk” (consult with the thesis supervisor), whereas seven copies are submitted if the study exceeds minimal risk. Copies of instruments, surveys, interview guides, questionnaires, letters to potential research subjects, and consent forms are included with the application.

Although succinct, ethics applications require careful attention and detail, therefore they take time to complete, and several drafts may be necessary to develop a thorough ethics application. Examples of previous ethics applications (students and faculty) can be viewed in the Graduate Program Coordinator’s office.

Please note: the thesis committee must approve the research proposal before an application is submitted to the UREB. Approval consists of a defence of the proposal held in accordance with departmental regulations and a signed approval form (Thesis Proposal Presentation Report). This approval form must be included with the application to the UREB.

Also note that a final ethics report is required from the Research Office following the completion of the thesis. The Ethics Report Form can be found at: <http://www.msvu.ca/en/home/research/researchethics/forms.aspx>. The completion of this report is mandatory and a student’s thesis can not be approved for submission without it.

9.11 Organization of the Thesis

1. Title page (see **Appendix B**)
2. Copyright Notice
3. Signed approval page (see **Appendix C**)
4. Dedication (*if any*)
5. Abstract (see **Appendix D**) (*not more than 500 words*)
6. Preface (*if any*)
7. Acknowledgement (*if any*)
8. Table of contents (*listing chapter heads and subheads, references and appendix*)
9. List of tables (*if any*)
10. List of figures or illustrations (*if any*)
11. List of plates (*if any*)
12. Body of text
13. Endnotes (*if any*)
14. References
15. Appendices (*if any*)

9.12 Thesis Defence

Upon approval of the thesis for defence by the thesis committee, an external reviewer is appointed and a date for the defence is selected. The thesis advisor will forward the completed **Notification of Thesis Defence Form** to the Dean of Graduate Studies, copied to the Graduate Program Coordinator, thesis committee members, and student at least two weeks ahead of the proposed defence date. The thesis defence is chaired by the Dean or a faculty member designated by the Dean.

Upon conclusion of the defence, the thesis defence committee will meet *in camera* (privately) and conclude either:

- the thesis is approved;
- the thesis is approved with minor revisions;
- the thesis be revised and resubmitted for examination; or
- the thesis is failed with no opportunity for resubmission.

The outcome of the thesis defence is noted on the **Thesis Defence Report Form**, which is sent to the Dean of Graduate Studies by the thesis advisor. All members of the committee are required to sign this form.

Once any minor changes have been made satisfactorily, and once the student has completed the **Ethics Report Form** (see section 9.17 on time sequence), the thesis advisor will forward the completed **Thesis Release Form** to the Dean of Graduate Studies, copied to the Registrar and the Graduate Program Coordinator.

9.13 Thesis Printing and Distribution

Once final editing is completed and approved, the student is responsible for making electronic and hard copies of the final thesis. **Please note:** the electronic copy must be identical to the hard copy (except that your signature page on the electronic copy will be blank).

The library requires 3 electronic copies on CDs. One copy will be sent to the National Library for microfilming. Two copies will be kept for the library- one to circulate and one for the Archives.

Information on how to submit a thesis on CD are available at <http://www.msvu.ca/en/home/library/universityarchives/ethesisdeposit.aspx>. Please note that several forms need to be completed as part of this process.

Three bound copies are also required (each costs \$25), and information/forms for binding are also located at <http://www.msvu.ca/en/home/library/universityarchives/ethesisdeposit.aspx>. One copy of the bound thesis will be presented to the thesis supervisor, one copy for the department, and one for the student (**NOTE:** it is customary for other thesis committee members to receive a copy as well—please consult with them in advance regarding what format they would like to receive the thesis- e.g., hard bound, coil bound, pdf version, etc.). Should a student require additional bound copies, he/she can indicate this on the **Thesis Binding Form** and paying the appropriate amount. Payment for the copies (minimum of 3) of the thesis to be bound must be made at Financial Services before the unbound copies are deposited at the library circulation desk. A receipt of payment must be presented, as theses that are not paid for will NOT be sent to the Bindery. Submission of these manuscripts for binding is done at the same time as the submission of the electronic copies.

The student communicates the title and other information that is to appear on the thesis cover and spine on the **Thesis Binding Form** in clear type and deposits it with the unbound copies of the thesis for the Archivist at the library circulation desk.

All theses will have a standard cover, blue in colour with the university logo, the title, degree, the student's name and year embossed in gold on the cover and an abbreviated title, degree, student surname and year on the spine.

If a student wishes to have some copies of the thesis soft bound (e.g., coil bound), the student arranges for this privately.

When the bound theses are delivered at the university, the student will be notified by the Archivist/Librarian to pick them up.

9.14 Instructions to be Followed in Preparing the Thesis for Printing (hard bound copies) and Electronic Submission

- **LEGIBILITY**

- An **original** or **superior copy** should be provided for printing.
- If supplying a **computer print-out**, please do not photo-reduce it.
- The ideal paper for printing purposes has a hard, bright, even surface. Thick, opaque, **bond paper** (with paper mark) should be used.
- The following **type faces** are preferred:
 - Times New Roman 12-size font
 - Courier 12-size font
- **Margins** need to be as follows: left margin: 1.5 inch, all other margins (right, top, bottom): 1 inch.
- Ensure that **illustrated materials** such as graphs, charts, maps, etc. are sharp and clear.
- Theses should be submitted **unbound** and should be placed individually into file folders, cardboard boxes or envelopes. File folders are preferred.
- Do not print on reverse side of leaves.

- **COMPLETENESS**

- Ensure that each thesis is complete with **no missing pages**
- Other points to be checked include:
 - a) the date on which the degree was conferred, and
 - b) pages correctly identified.

- **COPYRIGHT**

- The University Copyright notice © must appear on the thesis. It must be added to the _____ title page or failing that on the succeeding page, as indicated in the example below:

© John Robert Smith, 1980

- Participating universities are responsible for obtaining **completed authorization forms (Thesis Non-Exclusive License Form)** signed by each graduate student for all theses. This is described in step 8 of the electronic thesis deposit program, which is described in section 9.14.
- Please ensure that written authorization from authors of **previously copyrighted material** is included: articles, maps, published tests, etc. The material cannot be microfilmed unless written authorization from the copyright holder is provided. Written authorization may take weeks or months to obtain, so students should procure copyright authorization as far in advance as possible.
- **Major Reasons for Rejecting a Thesis for Electronic Submission or Printing**
 - missing or unsigned authorization forms (Thesis Non-Exclusive License Form)
 - the date (on which degree was conferred) missing in either thesis or on the Thesis Non-Exclusive License Form
 - missing pages (leaves)
 - poor legibility of any thesis that will not produce a quality image
 - the presence of unauthorized previously copyrighted material
 - in more than one file (for electronic copy)
 - file is not in pdf format (for electronic copy)
 - All rejected theses will be immediately returned to the university with an indication of the reason for rejection. Universities are invited to return such theses with another shipment when the errors have been corrected.

9.15 Sequence of Events

Normally, the sequence of events for students in the program will be as follows (see Table 1 for estimated time lines related to convocation):

- Student discusses general topic with academic advisor.
- Academic advisor suggests readings, journals, etc., and/or suggests another faculty member for consultation.
- Student conducts initial review of literature and formulates a specific research problem.
- Student prepares research plan that answers the following questions:
 - What is the general area in which you wish to study?

- What specific question do you propose to answer?
 - Why do we need answers to this question?
 - What does current research say about this question?
 - How do you propose to answer this question?
- Student seeks thesis advisor interested in topic. This will involve discussion with any of the following people: academic advisor, faculty advisors, Graduate Program Coordinator, and/or Department Chair.
 - Student presents choice of thesis advisor to the Graduate Program Coordinator with the **Appointment of Thesis Supervisor Approval Form** or **Approval of External Thesis Supervisor Approval Form**, signed by the thesis advisor.
 - Student registers in GFSG 6691 (Thesis). The **Thesis Registration Form** is completed.
 - Student prepares complete proposal. NOTE: It will likely take several drafts to develop a complete and final proposal. As the student proceeds with review of relevant literature and development of methodology, the student may, in consultation with advisor, seek the advice of other faculty members who have expertise relevant to aspects of the proposed study. These faculty members may or may not become members of the thesis committee. Usually the student works closely with their advisor, only meeting with the committee once the proposal is substantially developed and close to being ready to present.
 - If not already done, student and thesis advisor discuss make-up of thesis committee. **NOTE:** This is also documented on the **Appointment of Thesis Supervisor Approval Form** or **Approval of External Thesis Supervisor Approval Form**.
 - When the final proposal is approved by the committee for presentation, the advisor calls a proposal meeting. At least two weeks ahead of this meeting, all of the following should be completed: (a) the **Notification of Thesis Proposal Presentation Form** is completed; (b) a copy of the approved proposal is made available to each committee member and one copy of the proposal (for file) should be left with the Family Studies and Gerontology Department for review by other faculty and students; and (c) an abstract (**see Appendix D for example**) and invitation to the thesis proposal defence should be submitted electronically to the department administrative assistant which will then be forwarded to the graduate student distribution list.
 - Proposal seminar is held with the thesis advisor chairing the presentation.
 - Suggested format:
 - introduction by thesis advisor
 - half hour presentation by student
 - questioning by committee members followed by questions from others

- present
 - Committee members meet privately.
 - Committee meets with student.
- The **Thesis Proposal Presentation Report Form** is completed.
- Student submits an ethics application to University Research Ethics Board, including appropriate numbers of copies of application and the signed Thesis Proposal Presentation Report Form.
- Study in progress. Student works mainly with the thesis advisor, and consults committee members as needed. In consultation with thesis advisor, student submits approved copies to committee members. Reasonable turn around time, a minimum of two weeks, should be agreed upon by committee members and student. NOTE: It is typical for several drafts of a thesis to be written before it is determined to be ready for final defence. This is a natural part of the thesis process.
- The following must be completed at least two weeks prior to the intended defence date: (a) the completed thesis (final draft, ready for defending) is submitted to the thesis advisor and the committee (in our department, this should be in hard copy rather than electronic copy as suggested in the university policies); (b) an electronic copy sent to the Dean of Graduate Studies and to the Graduate Program Coordinator; (c) an electronic copy sent to the Family Studies and Gerontology office; (d) a Public Thesis Seminar announced through the department distribution list (abstract, date and time of defence); and (e) the **Notification of Thesis Defence Form** is submitted to all appropriate people.
- The Dean or a designate appointed by the Dean will chair the defence.
 - Suggested format:
 - Student presents summary of research focus, methodology, method, findings and recommendations (30 minutes).
 - Committee members question the student, one at a time, in a “round robin” format starting with the external reviewer. Upon completion of one cycle of questioning by all committee members, the chair of the thesis defence invites committee members, one at a time, to participate in a subsequent round of questions, should they so choose. The Chair of the thesis defence then invites all others present to ask questions.
- The **Thesis Defence Report Form** is completed.
- The student makes any required revisions to his/her thesis and submits an **Ethics Report Form** (this form can be downloaded at the Ethics section of the Research Office webpage) to the Research Office, copied to the thesis advisor.

- Following completion of any revisions and the submission of the ethics report, the thesis (with revisions, if required) is accepted. The thesis advisor completes the **Thesis Release Form**.
- The student submits three complete electronic versions of the thesis to the library and gets a minimum of 3 hard copies bound- these manuscripts are to be submitted and paid for at the same time as electronic submission are submitted to the library.

Table 1. ESTIMATED TIME LINE FOR CONVOCATION^a

<i>TIME LINE</i>	<i>SPRING CONVOCATION</i>	<i>FALL CONVOCATION</i>
<i>Committee Received</i>	2 weeks prior	2 weeks prior
<i>Last Date for Oral Defence</i>	March 30	September 9
<i>Final Editing Complete</i>	April 10	September 15
<i>Final Copy sent to Library</i>	last Friday in April	third Friday in September
<i>Graduation</i>	May 11	October 22

^a **Note, the dates for oral defence, final editing, final copy, and graduation are estimates-** please check the academic calendar for the exact date, and then work backwards to estimate the other deadlines. Consult with your thesis advisor if you have any questions about these estimated timelines.

APPENDICES

APPENDIX A
Outline for Annual Report

- 1. General Information**
 - Student name
 - Year of report
 - Year admitted into the program
 - Program and semester in program
- 2. Progress on thesis**
 - Thesis title
 - Expected completion date
 - Advisor
 - Committee members
 - Brief description
 - Progress to date
- 3. Course work**
 - Courses taken this year, grades in completed courses
 - Grades and titles of term papers
 - Progress on course requirements
 - Incomplete grades
- 4. Teaching experience**
 - Teaching experience (teaching assistantships, supervision, etc.)
 - Other relevant activities (seminars, lectures, etc.)
- 5. Research experience**
 - Research seminar participation- as presenter or attendee (please list the **titles, presenters' names, and dates** of all department and non-department seminars attended)
 - Research assistantships
 - Other research activities (ongoing research outside of thesis project)
 - Research awards
 - Publications (provide full references)
 - Conference papers (including invited colloquia)
- 6. Practical experience**
 - Practicum experience, internships, etc.
- 7. Service**
 - University service committees, etc.
 - Relevant community service
- 8. Computer literacy progress**
 - Skills attained, seminars
- 9. Academic financial support**
 - Scholarships, fellowships, graduate teaching/research assistantships (amounts received and dates)
- 10. Additional information**
- 11. Overall assessment of previous year's work and progress to date in the program**
- 12. Plans for upcoming year**

APPENDIX B
Sample Title Page

Mount Saint Vincent University
Department of Family Studies and Gerontology

Dynamics of an Aging Family

by

Lesley Dale Doe

A Thesis

submitted in partial fulfilment

of the requirements for the degree of

Master of Arts in Family Studies and Gerontology

October, 2000

Halifax, Nova Scotia

© Lesley Dale Doe, 2000

APPENDIX C

Sample Signature Page

Mount Saint Vincent University

Department of Family Studies and Gerontology

Dynamics of an Aging Family

by

Lesley Dale Doe

Approved:

Tracey White, Ph.D.
Thesis Advisor
Associate Professor of Family Studies and Gerontology

Pat Black, Ed.D.
Assistant Professor of Family Studies and Gerontology

Shawn Green, M.A.
Associate Professor of History

APPENDIX D
Sample Abstract Page

ABSTRACT
Causes and Consequences:
The Histories of Home Care Policies in Three Provinces, 1985 – 2000

Publicly-funded home care programs have received increasing attention from policy-makers in the last decade, not only because they are considered to be cost-effective substitutes to medical care provided in hospitals, but as well because of the ever-increasing numbers of elderly persons who need assistance to live in their homes and so avoid the more costly and less popular alternative of facility-based care.

In this study, the population of interest is the frail elderly. The particular concern is how the evolutionary shifts in publicly-funded home care policies have had impact on them and those who are their caregiver networks. Have there been patterns and directions over the life courses of home care programs? If so, what are the factors that determine those patterns and directions? There are consequences to those who need the service. The research goal is to contribute to the strategic thinking of policy-makers. To that end, the histories of publicly-funded programs in three jurisdictions from 1985 to 2000 are analyzed and compared. Using a neo-institutional framework to structure the comparative analysis, the study identifies that policy shifts are usually incremental. When more than incremental, the shift occurs in time periods defined by influences beyond the boundaries of the home care system, and only then, when certain factors interact. Those four factors are (1) the commitment by a cadre of influential and competent government actors within the jurisdiction (2) to a larger agenda of change, (3) of which home care programming is

one aspect, and (4) while ensuring that the policy changes satisfy groups who are influential in health care policy design. In Canada, these influential groups have been government (provincial and Federal), physician groups and hospitals administrators.

Using the analytic framework for explanation, it is forecasted that a national home care strategy will not be implemented based on the Health Accord of 2003, because it does not meet the conditions necessary for more than incremental change to occur. Most specifically, it does not meet the interests of some First Ministers. Optional strategies are introduced, again using the framework to forecast the consequences of one that initiates without acknowledgement of long term social support services, as well as a strategy that does. Finally, anticipated shifts in three arenas relevant to home care policy are introduced - the foundation for social policy creation, the accommodationist relationship between governments and physician groups, and the ways which policy is constructed - and the impact of these shifts on the findings.

Despite the incrementalist approach to policy development uncovered in this research, it is difficult not to advocate for a shift in focus towards a more social model of care for Canada's elderly with assurance that some resources are dedicated to the care of the frail elderly in their homes. The alternative puts at risk the values of collective responsibility and protection of society's marginalized, devalues the social aspects of the meaning of health, and leaves caregivers vulnerable to the continuity of insufficient acknowledgement, support and compensation.

APPENDIX E
General Directory

Academic Advising (Dean’s Office).....	457-324
Admissions Office.....	457-6117
Food Services.....	457-6253
Art Gallery.....	457-6160
Assisi Front Desk.....	457-6412
Ath/Rec (general info).....	457-6152/6370/6420
Audio Visual.....	457-6538
Bookstore.....	457-6157
Campus Ministry.....	457-6446
Career Placement Centre.....	457-6567
Computer Info Desk.....	457-6538
Continuing Education.....	457-6243/6244
Counseling.....	457-6567
Curriculum Resource Centre.....	457-6426
Dean’s Office.....	457-6400
DLCE (Distance Education).....	457-6437
EMERGENCIES.....	457-6111
Fax number for FSGN.....	457-6134
Financial Aid.....	457-6356
Financial Services.....	457-6277
Health Office.....	457-6354
Health Plan.....	457-6123
Housing.....	457-6356
Human Resources.....	457-6283
Information & Technology Services.....	457-6538
Institute for the Study of Women.....	457-6568
International Student Advising.....	457-6359
Library.....	457-6250
Micro Computer Lab.....	457-6383
Nova Scotia Centre on Aging.....	457-6546
Parking- general information.....	457-6286
Registrar Office – general info.....	457-6117
Sacateria.....	457-6126
Security – general info.....	457-6111
Student Affairs.....	457-6359
Switchboard.....	457-6788
Dr. Deborah Norris (Graduate Coordinator).....	457-6376
Dr. Janice Keefe.....	457-6466
Dr. Felicia Eghan.....	457-6342
Dr. Áine Humble (Chair).....	457-6109
Department Administrative Assistant.....	457-6321
Maritime Data Centre.....	457-6780
Atlantic Research Centre for Family-Work Issues...	457-5550