Applied Human Nutrition (AHN)
Graduate Student Handbook

September 2018
COMMUNICATIONS NOTICE

A copy of this handbook is available on the AHN department’s webpage:


and on the “AHN Graduate Program” Moodle page

Every effort is made to communicate information to students on an ongoing basis. Communication will usually be through a department email distribution list for Graduate Students. Only MSVU email accounts will be used for communications - please check your email regularly.

Note: all Graduate Students are required to register for the “AHN Graduate Program” Moodle page that acts as a medium to submit your annual report.

University wide notices regarding Graduate Studies are posted on the “Graduate Studies at the Mount” website:

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1.0. The University

Mount Saint Vincent University (MSVU or The Mount) is located in Halifax, Nova Scotia. This small, but beautiful campus, can be navigated using our campus map. The Mount provides strong liberal arts and science programming and selected professional disciplines. It is dedicated to promoting academic excellence, a high degree of personalized education, and an environment characterized by the values held by the Sisters of Charity (founders of this institution). The values are: Equity, ethical concern, social responsibility, and service to the community. Programs, class times, facilities and services are specifically tailored to provide maximum accessibility for women, although all genders are welcome and supported as Students.

1.1. Services to Students

Some specific links and services are described below, but Students are strongly encouraged to thoroughly explore the Mount’s website to learn more about the university and its specific services, policies and procedures. For graduate studies specific information, please see Graduate Studies as the Mount: http://www.msvu.ca/en/home/programsdepartments/graduatemount/default.aspx

Information about web access (user names and passwords), computer labs, and technical support may be accessed on the Information Services webpage: http://www.msvu.ca/en/home/studentservices/itservices/default.aspx
For undergraduate and graduate studies calendar information: http://www.msvu.ca/en/home/programsdepartments/graduatecalendar/default.aspx
Financial information, such as parking and tuition fees, is available at: http://www.msvu.ca/en/home/beamountStudent/money/tuitionotherfees/default.aspx

From financial guidance to academic advising, career planning, physical and mental wellbeing, Student Services are free-of-charge to all Mount Students. View Student Services AZ.

See the Contact Us page on The Mount website to locate/ search specific services or people.
1.2. Distance Learning and Library Services

The *E. Margaret Fulton (EMF) Communications Centre*, opened in the fall of 1989, provides library holdings and advanced on-line computer information systems, video studio and other facilities used for distance education, including [Moodle technical support](https://moodle.msvu.ca). The [Library On-Line](https://library.msvu.ca) offers on-line access to electronic journals. The site also provides includes the Novanet catalogue, which consists of a consortium of Nova Scotia post-secondary library holdings.

Through this partnership, Students can borrow library materials from other member 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 may be booked with the university librarian. The library resources also include an access to the online citation manager [RefWorks](https://msvu.ca/en/home/Studentservices/itservices/default.aspx) that can help in organizing references in a literature review.

1.3. Technology Services

The Mount has a number of Computer labs. A list of computer labs and installed software commonly used by our Graduate Students (including SPSS and SAS, Food Processor SQL) can be accessed here: [http://www.msvu.ca/en/home/Studentservices/itservices/findacomputerlab/default.aspx](http://www.msvu.ca/en/home/Studentservices/itservices/findacomputerlab/default.aspx).

The Mount provides a link to [Science & Nutrition Databases](https://library.msvu.ca) through the Library webpage. Also, available to AHN Students, is access to [Practice-based Evidence in Nutrition (PEN)](https://library.msvu.ca).

Enrolled graduate students are provided with a webmail address. This email address should be your main communication interface while at The Mount. For assistance with your account and email, please contact the IT&S helpdesk. IT&S helpdesk is located in the EMF library and can be reached at 902-457-6538 or via helpdesk@msvu.ca. For more: [http://www.msvu.ca/en/home/Studentservices/itservices/default.aspx](http://www.msvu.ca/en/home/Studentservices/itservices/default.aspx).

2.0. AHN Graduate Program

The Master of Science Applied Human Nutrition (MScAHN) and the Master of Applied Human Nutrition (MAHN) programs will provide Students with advanced level study in nutrition, with an emphasis on issues related to community nutrition, food and human nutrition. The programs explore the theoretical foundations of nutrition through critical reflection on current research and practice and drawing from other related disciplines. Students may elect to study full-time or part-time.

Two Graduate Degrees exist in AHN:
1. **Master of Applied Human Nutrition (MAHN):** Requires completion of five units\(^1\) of course work (two and one-half units of required courses and two and one-half units of electives).

2. **Master of Science Applied Human Nutrition (MScAHN):** Requires completion of a research thesis (1.5 units) and three and one-half units of course work. In summary, Students in this degree will be expected to complete one and one-half unit of thesis, two and one-half units of required courses, and one unit of elective courses. In some cases, MScAHN Students will apply to/ get admitted to the Internship Education Program (IEP). In this case, the degree is referred to as MScAHN-IEP. More details about this sub-category of MScAHN will be discussed later in this handbook, as there are three additional IEP-specific units required to graduate with MScAHN-IEP.

Students in the MAHN program cannot transfer into the MScAHN program.

Students in the MScAHN program are required to complete a research thesis. The thesis (and related activities) provides an opportunity for independent research and development of Students’ critical thinking, scholarship and research competencies. The thesis contributes to practice-based knowledge in nutrition and dietetics. The program is planned by the Student with their Graduate Advisor/ Supervisor.

2.1. Graduate Program Course Summary

**Master of Applied Human Nutrition (MAHN)**

*Required Courses:*

- GEPY 6601 - Statistics (one-half unit)
- GAHN 6608 - Methods of Nutrition Research (one-half unit)
- GFSG 6613 - Critical Theories in Family Studies and Gerontology (one-half unit)

One unit chosen from the following:

- GAHN 6600\* Recent Advances in Nutrition Research (one-half unit)
- GAHN 6602\* Contemporary Issues in Food, Health and Disease (one-half unit)
- GAHN 6607\* Nutrition Education (one-half unit)
- GAHN 6609\* Nutrition and Population Health Assessment (one-half unit)
- GAHN 6616\* Community Education (one-half unit)
- GAHN 6617\* Issues in Food Security (one-half unit)

\*typically offered in alternate years

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\(^1\) A one-half unit is the equivalent to three semester hours of credit and 1.0 unit is equivalent to six semester hours of credit. See graduate calendar for supplementary definitions.
Elective Courses: (two and one-half units)
Selected in consultation with Academic Advisor/ Supervisor

Master of Science Applied Human Nutrition (MScAHN)

Required Courses (three):
GEPY 6608 – Intermediate Statistics and Research Design (one-half unit)
GAHN 6608 - Methods of Nutrition Research (one-half unit)
GFSG 6613 - Critical Theories in Family Studies and Gerontology (one-half unit)

One unit chosen from the following:
GAHN 6600* Recent Advances in Nutrition Research (one-half unit)
GAHN 6602* Contemporary Issues in Food, Health and Disease (one-half unit)
GAHN 6607* Nutrition Education (one-half unit)
GAHN 6609* Nutrition and Population Health Assessment (one-half unit)
GAHN 6616* Community Education (one-half unit)
GAHN 6617* Issues in Food Security (one-half unit)
*typically offered in alternate years

GAHN 6691 – Thesis (one and one-half units)

Elective Courses: (one unit)
Selected in consultation with academic advisor

Electives should be selected in consultation with the graduate studies advisor in accordance with the candidate’s chosen area of emphasis. Students may select courses listed under any Mount graduate programs or other university graduate programs. If selecting electives from other universities, Students must obtain formal approval; see section 2.2.2 Letter of Permission (LOP). It is suggested that the Supervisor present external course options to the faculty for review before the LOP is completed (or submitted). The number of external electives will not normally exceed one full unit of course work. Requests for exceptions to this policy will be assessed by the Department Graduate Studies Committee on a case-by-case basis (see Authorized External Course at another University form posted at:

Cross-listed Undergraduate Courses:
GAHN 6330 Food and Nutrition for Successful Aging (one-half unit)
GAHN 6325 Advanced Human Nutrition and Metabolism (one-half unit)
GAHN 6400 Issues in Food Product Development (one-half unit)
GAHN 6408 Medical Nutrition Therapy I (one-half unit)
GAHN 6409 Medical Nutrition Therapy II (one-half unit)
GAHN 6414 Nutrition Education in the Community (one-half unit)
GAHN 6417 Management and Revenue Generation in Nutrition and Food Services (one-half unit)
*These are cross-listed undergraduate courses (please consult AHN website for undergraduate course codes). Normally, Students who have completed an undergraduate degree in dietetics should not include these courses in their graduate program. Please consult with your Academic Advisor before registering.

**Special Topics Courses:**
GAHN - 6650 Special Topics (one-half unit)
These courses offer a detailed study of particular issues relevant to professionals in nutrition and dietetics and related disciplines. Course titles and descriptions will be announced as courses are offered. **Note:** Students may take a maximum of 1.0 unit as Special Topics.

Required courses are offered every year while elective courses are usually offered in alternate years – consider this when planning your schedule. Full-time status is considered to be the equivalent of registration in three units of courses, or registration in thesis seminar.

All degree requirements must be completed within five years of first registration, but Students are encouraged to aim to complete within the period(s) outlined in Section 4.0. **Suggested Timelines for Completion.** All Students must register for a minimum of one unit of courses during each calendar year. If a Student is not able to meet this requirement, they must request a leave of absence from the Dean of Graduate Studies. The form to request a leave of absence is available at http://www.msvu.ca/en/home/programsdepartments/graduatестudiesgeneralinformation/geralforms.aspx

Please refer to the Graduate Academic Calendar on the University website for complete course descriptions, grading criteria and procedures related to registration and academic conduct http://www.msvu.ca/en/home/programsdepartments/graduatecalendar/default.aspx

2.3. International Students

International Students may be required to complete 6 to 7 weeks of Cultural Adaptation and English Language Training prior to registration in the AHN Graduate Program. A complete resource to services and programs for international Students can be found on the International Education Centre website.

International Graduate Students accepted with the condition to complete two units of undergraduate course work before formally starting their graduate studies should take:

2.4. Students accepted with a special condition

NUTR 2211 – Intermediate Human Nutrition (one-half unit)

And another one-half unit from:
NUTR 2260 - The Cultural Context of Dietetics in Canada (one-half unit)
NUTR 2324 – Nutrition during the Lifecycle (one-half unit)
and one unit of NUTR 3000 and/or NUTR 4000 level courses.
Students are encouraged to review the above relevant course summaries and to consult with their Academic Advisor when registering for courses.

2.4. Internship Education Program (IEP)

The IEP provides practical dietetic training that can be completed in conjunction with the MScAHN. The three internship courses to be completed as part of the IEP are:

1. NUTR 4501 (Administration)
2. NUTR 4503 (Community)
3. NUTR 4502 (Clinical)

Students in the IEP must follow the policies and procedures outlined in the IEP Policies and Procedures Manual (located on the IEP Moodle Site). Graduate Students are NOT given preference over Undergraduate Students for internship placements.

IEP interns must maintain academic currency in order to be well prepared for their internship placements and the Canadian Dietetic Registration Exam (CDRE). They are required to engage in academic upgrading if it has been more three years since they have completed course work in a particular knowledge area (see below, table 1). Academic upgrading requirements will be determined by the Internship Education Program Sub-Committee.

Table 1. Courses That May Require Academic Upgrading

<table>
<thead>
<tr>
<th>Course work knowledge area</th>
<th>Internship Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Service Administration/Management</td>
<td>NUTR 4501 Administrative Internship</td>
</tr>
<tr>
<td>Clinical Nutrition/Medical Nutrition Therapy</td>
<td>NUTR 4502 Clinical Internship</td>
</tr>
<tr>
<td>Community Nutrition</td>
<td>NUTR 4503 Community Internship</td>
</tr>
</tbody>
</table>

Students who complete the IEP will be given a certificate upon completion. Internship placements (NUTR 4501, 4502, 4503) and all required graduate courses must be completed before the IEP certificate of completion will be issued. See Table 2 (below) for a sample schedule that integrates degree and internship requirements. Incoming Students are also encouraged to consider completing a Prior Learning Assessment (PLA) if they already have work experience in a competency area. Details on how to do this can be obtained from the IEP Policies and Procedures Manual.

Table 2a. Recommended MScAHN-IEP Timeline/ Sequence

<table>
<thead>
<tr>
<th>Year</th>
<th>Sept-Dec</th>
<th>Jan-Apr</th>
<th>May-Aug</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Term</td>
<td>Academic Term</td>
<td>Level 1 Internship</td>
</tr>
<tr>
<td>2</td>
<td>Thesis Proposal</td>
<td>Thesis Data Collection*</td>
<td>Level 2 Internship^</td>
</tr>
<tr>
<td>3</td>
<td>Thesis Completion*</td>
<td>Level 3 Internship^</td>
<td>Graduation</td>
</tr>
</tbody>
</table>

* Thesis related timelines will vary based upon project.

^ Keep in mind that NUTR 4502 (Clinical) is normally taken as a Level 2 or 3.
Please note that the existing policy for thesis continuation includes automatic thesis continuation registration for each consecutive semester starting from the semester when thesis proposal is presented until the thesis is successfully defended and the grade submitted by the Office of Graduate Studies to the Registrar’s Office. This policy also stipulates that students shall not graduate during a semester where the student has an active registration. Therefore the alternative timeline (Table 2b) may help to avoid extra tuition cost associated with thesis continuation fee during the internship.

Table 2b. Alternative MScAHN-IEP Timeline/ Sequence

<table>
<thead>
<tr>
<th>Year</th>
<th>Sept-Dec</th>
<th>Jan-Apr</th>
<th>May-Aug</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Term</td>
<td>Academic Term</td>
<td>Level 1 Internship</td>
</tr>
<tr>
<td>2</td>
<td>Thesis Proposal</td>
<td>Thesis Data Collection*</td>
<td>Thesis Completion*</td>
</tr>
<tr>
<td>3</td>
<td>Level 2 Internship</td>
<td>Level 3 Internship</td>
<td>Graduation</td>
</tr>
</tbody>
</table>

* Thesis work and completion may depend on project requirements.

However, the drawback of this sequence is that two internship components taken in the third year of the program may require academic upgrading as indicated in Table 1 above.

Interns requesting a change in program sequence (as outlined in table 2) must submit their request in writing to the IEP Coordinator by February 1st, prior to the Internship term. Reasons for this request must be provided (and support from Thesis Supervisor must be obtained when relevant), as change in degree sequence is not automatic.

Prior to commencing the first internship placement, interns must complete the The TCPS 2 Tutorial Course on Research Ethics (CORE), an on-line tutorial offered by the Tri-Council Panel for Research Ethics. Interns must also have membership with Dietitians of Canada and attend and/ or complete the following: (1.) IEP Orientation Sessions, (2.) IEP Medical Terminology course, (3.) Dietitians of Canada Learning on Demand Swallow Screen and Assessment Course, (4.) Critical Care Nutrition Course and (5.) Dietitians of Canada Learning on Demand Population Public Health Needs Assessment. Swallow Screen and Assessment and Critical Care Nutrition are completed as part of NUTR 4502 Clinical Internship and Population/ Public Health Needs Assessment is completed as part of NUTR 4503 Community Internship. Finally, interns must complete and submit a Criminal Record Check (including Vulnerable Sector Check) upon admission to the MScAHN-IEP. Online course certificate(s) of completion must be submitted to the IEP Coordinator by the deadlines provided by the IEP Office. These requirements may be subject to change and will include costs in addition to your tuition. For more information, please consult IEP Policies and Procedures Manual (located on the IEP Moodle Site).
The thesis grade must appear on the Intern’s transcript prior to confirmation of the third and final internship placement. Papers confirming fulfilment of internship requirements thereby allowing the student to write the CDRE will NOT be signed until the thesis requirement and internship placements have been completed. There will be no exception to this policy. The internship is accredited under the Partnership for Dietetic Education and Practice (PDEP) based on completion of both the thesis and internship placements.

3.0. The Department of Applied Human Nutrition

3.1. Core Faculty

Judy Fraser Arsenault, PDt., MAHE (Mount Saint Vincent University) Internship Education Program Coordinator. Lab Instructor

Contact: EV308, 902-457-6145, Judy.Fraser.Arsenault@msvu.ca

Jennifer Brady, MHSc, RD, PhD (Queen’s University), Assistant Professor:
Social, cultural, and political economic perspectives of food, nutrition, health, and expertise; the history of the dietetic profession and home economics in North America; professionals’ roles in social justice advocacy and socially just practice; qualitative and mixed-methods; emphasis on feminist and intersectional perspectives. Contact: EV315, 902-457-6260 jennifer.brady@msvu.ca

Shannan Grant, MSc, RD, PhD (University of Toronto), Assistant Professor:
Evaluation of interventions on markers of chronic disease risk and progression in children and adults - including medical nutrition therapy/ nutrition, physical activity, counselling techniques (e.g. health coaching) and communication mediums (e.g. web-based, telephone-based). Development (and evaluation) of STEM (Science, technology, engineering, math) curriculum for children and youth. Development (and evaluation) of integrative knowledge translation strategies/ studies in nutritional science. Contact: EV 311, 902-457-5400 shannan.grant2@msvu.ca

Daphne Lordly, PDt, MAHE, Ed.D., (University of South Australia), Chair. Professor (on Sabbatical Leave until June 30, 2019): Dietetic Education including: competence, methods, challenges, professional socialization; Professional Standards including: career choice and gender, Dietetic knowledge, what counts. Contact: EV313, 902-457-6259, Daphne.Lordly@msvu.ca

Bohdan Luhovyy, PhD (Ivan Franko National University of L’viv Ukraine), Associate Professor: Functional foods and ingredients, food processing and nutritional quality, food-
derived bioactivities, dietary approaches in prevention of metabolic syndrome, diets and biomarkers of chronic disease, food product development.

**Contact:** EV317, 902-457-6256, Bohdan.Luhovyy@msvu.ca

**Linda Mann, PDt., MBA (University of Alberta),** Associate Professor: Foodservice systems (menu analysis, child care centre menu planning, emergency feeding); Influences on food and nutrition status (university Students, immigrants, children); Predictors of entrepreneurship (dietetic program graduates); and Education (dietetic internship preceptors, chef de cuisine). **Contact:** EV329, 902-457-6146, Linda.Mann@msvu.ca

**Kyly Whitfield, PhD (University of British Columbia),** Assistant Professor: Research interests include international nutrition; perinatal maternal, infant, and young child nutrition; micronutrients, with a focus on B vitamins; human milk and lactation; public health interventions to combat micronutrient deficiencies in low-income settings; and fortification. **Contact:** EV319, 902-457-5978, kyly.whitfield@msvu.ca

**Patricia Williams, PDt, PhD (University of British Columbia).** Associate Professor and Canada Research Chair in Food Security and Policy Change: The use of participatory research processes to engage multiple inter-sectoral partners in the issue of food Security, and capacity building processes for policy change. **Contact:** EV320, 902-457-6394, Patty.Williams@msvu.ca

3.2. Adjunct Professors

**Lucy Aphramor, RD, PhD (Coventry University),** Adjunct Professor
Contact: lucy.aphramor@gmail.com

**Matt McSweeney, PhD (University of Guelph),** Assistant Professor and Director of the Centre for the Sensory Research of Food
Contact: matthew.mcsweeney@acadiau.ca

**Catherine Morley, PDt, FDC, PhD (University of Calgary),** Assistant Professor, School of Nutrition and Dietetics, Acadia University
Contact: Catherine.Morley@acadiau.ca

**Melissa Rossiter, PDt., Ph.D. (University of Guelph),** Assistant Professor, University of Prince Edward Island,
Contact: Mdrossiter@upei.ca

3.3. Core Staff
**Shannon Fisher**, Administrative Assistant  
**Contact:** EV331, 902-457-6321, shannon.fisher@msvu.ca

**Yvone Hesketh**, Internship Education Program Administrative Assistant  
Applied Human Nutrition  
Contact: EV323, 902-457-5063, internship.ed@msvu.ca

4.0. Suggested/ Tentative Timelines for Completion

While Students generally proceed through the program at their own pace, the following time(s)-to-completion are encouraged for Full Time Students:

1. **MAHN (~1 year):** Assuming course availability, with careful course selection and no requirement for undergraduate upgrading, the MAHN may be completed in one academic year.

2. **MScAHN (~2 to 2.5 years):** Assuming course availability, course work may be completed in one academic year. Typically, Students can expect the thesis proposal writing and defense to take one term. Data collection and analysis, writing of results and discussion, thesis defense will take approximately two terms.

3. **MScAHN-IEP (~2.5 to 3 years):** The MScAHN-IEP timeline is the MScAHN timeline + IEP timeline (see table 2). Internship placements (NUTR 4501, 4502, 4503) and all required graduate courses must be completed before the IEP certificate of completion will be issued. Incoming Students are also encouraged to consider completing a Prior Learning Assessment (PLA) if they already have work experience in a competency area. Details on how to have this assessment completed is outlined in the IEP Policies and Procedures Manual. This request should be composed in partnership with the IEP Office.

   The thesis grade must appear on the Intern’s transcript prior to confirmation of the third and final internship placement. Papers confirming fulfillment of internship requirements thereby allowing the student to write the CDRE will NOT be signed until the thesis requirement and internship placements have been completed. There will be no exception to this policy. The internship is accredited under the Partnership for Dietetic Education and Practice (PDEP) based on completion of both the thesis and internship placements.

*For additional details on part-time study and maximum time-to-completion, please consult the Graduate Calendar.*
*Please note that MScAHN, MScAHN-IEP and MAHN students **must attend eight graduate seminars** and each year submit an annual report to the Graduate Program Coordinator through *AHN Graduate Program* Moodle site. Please see **Appendix A** for annual report template.

5.0. AHN Graduate Studies Facilitators at The Mount

5.1. Graduate/ Academic Advisor

Each Student is assigned an Academic Advisor on acceptance into the program; often referred to as a Graduate/ Faculty Advisor. With their Advisor, Students will plan a program designed to meet their goals and learning needs. The Advisor assigned to MScAHN Students upon admission and normally this is the Thesis Supervisor. Students are encouraged to have regular contact with their Advisor, especially before registering for courses. Students who may have concerns or suggestions that cannot be addressed by their Supervisor should contact the Department of Applied Human Nutrition Graduate Program Coordinator (below).

Dr. Bohdan Luhovyy  
Graduate Program Coordinator  
Email: Bohdan.Luhovyy@msvu.ca  
Office Telephone: 902-457-6256

In the case that the Graduate Program Coordinator is unavailable, the Department Chair or Dean of Graduate Studies may be contacted for direction.

Dr. Daphne Lordly, Department of Applied Human Nutrition, Chair  
Office Telephone: 902-457-6259  
Email: Daphne.Lordly@msvu.ca

Dr. Kim Kienapple, Dean of Professional and Graduate Studies  
Office Telephone: 902-457-6124  
Email: kim.kienapple@msvu.ca
5.2. Thesis Advisory Committee  (For MScAHN Students)

The thesis will be written under the direction of a Thesis Supervisor, who will normally* be a full-time faculty member of the Department of Applied Human Nutrition, and an Advisory Committee. The Supervisor will recommend two or more persons to serve on the Advisory Committee and work with the Student to review, complete and submit the Appointment of Thesis Supervisor Form and Policy to the Graduate Program Coordinator. Normally, one committee member will be from within the Department of Applied Human Nutrition and one member will be from outside the department. The function of the thesis committee will be to approve the thesis proposal, to be available to advise the Student in all stages of the research project, and to approve the final thesis.

*Please note: A Thesis Supervisor may be from outside the university in specific circumstances. See Appointment of External Thesis Supervisor Approval Form.

6.0. The MScAHN Agreement(s)

6.1. Responsibilities of Thesis Supervisor

When a faculty member agrees to serve as a “Thesis Supervisor”, s/he 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 inform Students approximately how long it will be before written work, such as drafts of chapters, can be returned with comments;

d. 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;

e. To indicate clearly when a draft is in a satisfactory final form, or, if it is clear to the Supervisor that the thesis cannot be successfully completed, to so advise the Student;
f. 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;

g. To continue supervision while on leave, possibly with arrangements also being made for members of the Advisory Committee to assist the Student for the leave period;

h. 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.

6.2. Responsibilities of MScAHN Students

When a Graduate Student undertakes the writing of a thesis, s/he also assumes several responsibilities:

a. To choose a topic (with the Supervisor’s help) and to produce a thesis;

b. To submit a copy of all proposal and thesis drafts in the format requested by committee members (e.g. hard copy, electronic copy);

c. To produce a thesis which 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;

d. To acknowledge direct assistance or borrowed material from other scholars or researchers;

e. To realize that the Supervisor has undergraduate or other duties, which may at times, delay the Student’s access to the Supervisor at short notice;

f. To give serious and considered attention to advice and direction from the Supervisor;

g. 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;

h. To be familiar with information in the graduate handbook (and calendar) and various timelines related to thesis completion and convocation;

i. To know the departmental and university regulations and standards, to which the writer of a thesis is required to conform.
6.3. Rights of Supervisors

The Supervisor has the following rights:

a. To expect Students to give serious and considered attention to their advice concerning what they regard as essential changes in the thesis;

b. To terminate supervision and advise the Student to find another Supervisor 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 Supervisors.

6.4. Rights of Students

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 Supervisor 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 constructive criticism;

d. To be allowed to have a new Supervisor when they can offer convincing reasons (with evidence) to the department for the change;

e. To be protected from exploitation by their Supervisor or other faculty members if the latter should intrude upon Students’ right of authorship or constrain Students’ research efforts for purposes not directly related to the advancement of the thesis project;

f. To submit a thesis even if the Supervisor is not satisfied, although such action should be taken only in extreme cases and after full consultation with the department.

6.5. Responsibilities of the Department

a. To uphold a good standard for theses;
b. To provide adequate advising at all times, so that, when a Supervisor leaves the university for another permanent position, substitute arrangements are made as soon as possible;

c. To allow Students to change Supervisors 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 Supervisor.

Please consult Graduate Calendar for more information.

* Students who may have concerns or suggestions that cannot be addressed by their Supervisor should contact their Advisor or the Department of Applied Human Nutrition Graduate Program Coordinator.

7.0. The Thesis

7.1. Thesis Registration (GAHN 6691)

Students who are enrolled for thesis credit are expected to present two seminars: (1.) the proposal, and the (2.) defense of thesis. If work (agreed upon by Student and Advisory Committee) is not completed within one calendar year, the Student will have to pay a continuation fee (50% of the tuition rate prorated to the length of extension).

7.2. Thesis Proposal

Students typically complete one semester or one and one-half units of course work before formulating a research proposal. **It is advised that substantial review of relevant research literature be carried out before the thesis committee is finalized.** Students should be registered for thesis course in the semester when they plan their thesis proposal. Once they are registered for thesis, there will be an automatic thesis continuation registration for each consecutive semester until the thesis is successfully defended.
Please note: A proposal developed as part of a course (e.g. GAHN 6608: Methods of Nutrition Research) 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 has been thorough. AHN Main office (and The Mount Library) has copies of previous theses for Students to review.

The purpose of the proposal is to communicate the nature of the inquiry that is to be carried out. The proposal may include:

- An in-depth literature review (including critical appraisal of original research)
- Vocabulary
- A statement of the problem or research focus
- An explanation of theoretical/practical importance of the study (Significance)
- The research question or hypotheses or purpose
- Description of theoretical framework(s)
- Materials and Methods (including plan for data management and analysis)
- Ethical considerations and safeguards
- Discussion of limitations of the inquiry
- Thesis and Research Timeline
- References (in-text and bibliography)

While the degree of explicitness required in a proposal may vary from study to study and Supervisor to Supervisor, 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. Consequently, at the time of writing the proposal, the Student should be able to demonstrate the familiarity with the literature and a sound understanding of the theoretical framework(s) which 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 be viewed as working (and evolving) document, rather than an end in itself.

Some Relevant Policies and Procedures:
- Notification of Thesis Proposal Presentation and Policy
- Thesis Proposal Presentation Report and Policy
7.2.1. Referencing Format

The Department of Applied Human Nutrition Faculty often use the referencing style of the Canadian Journal of Dietetic Practice and Research. Some Supervisors may require other referencing styles such as the American Psychological Association (APA), the American Medical Association (AMA), the Modern Language Association (MLA) or Vancouver. Details on these style requirements can be found on their respective journals websites (under guide for authors) or via http://www.msvu.ca/en/home/library/research/citationrefworks/default.aspx.

7.2.2. Ethical Standards and University Research Ethics Board Approval

Much of the research conducted by AHN Faculty includes humans. When human participants are included in research activities, the question of ethical standards must be addressed. Students are expected to adhere to the Tri-Council Ethics Policy: Ethical Conduct for Research Involving Humans and work with their Supervisor to obtain University Research Ethics Board (UREB) before data collection begins. All Students who conduct research with human participants must complete online tutorial TCPS 2: CORE (online course on Research Ethics). The certificate you received upon completion of this online course must be submitted to your Thesis Supervisor for submission to UREB along with the REB application.

Work with your Thesis Supervisor to complete the relevant UREB forms for your REB application. Each lab will complete this process slightly differently. Students must consult with their Supervisor to determine whether the risk level of their studies is “minimal risk” or exceeds minimal risk. That said, the UREB make the final decision in regards to the risk level. UREB application forms are available on the UREB website. More information on ethics is provided in Appendix B. Please allow a minimum of three weeks for (expedited) review.

Please note: The thesis committee must approve the research proposal before an application is submitted to the UREB. Approval consists of a defense of the proposal held in accordance with department regulations and a signed approval form. This signed approval form must be included with the UREB application. Ethics Certificates are given for one year. Research that extends beyond the one calendar year will require a formal extension from UREB. Also note that a final ethics report is required following completion of the thesis. The form for the final report is included on the website with the application forms.

7.3. Organization of the Thesis – Guidelines

- Title page (See Appendix C for sample)
• Copyright Notice
• Signed approval page (See Appendix D)
• Dedication (if any)
• Abstract (300 to 500 words, See Appendix E and F)
• Preface (if any)
• Acknowledgement (if any)
• Table of contents (listing chapter heads and subheads, references and appendix)
• List of tables (if any)
• List of figures or illustrations (if any)
• List of plates (if any)
• Body of text *
• Footnotes (if any)
• Reference
• Appendices (if any)

* Body of texts will vary but typically included chapters that correspond to: Introduction, Literature Review/ Theoretical Framework(s), research problem, research hypothesis/objectives/questions, methods, results, discussion, conclusions and recommendations. Please review appendix G and consult with your Supervisor for guidance.

7.4. Thesis Defense

The thesis committee must be provided with a minimum of two weeks (10 business days) to review the final draft of a thesis before a defense. The Notification of Thesis Defense and Policy must be reviewed, completed and submitted as part of this process. For committee members requesting a hardcopy of the thesis document, it is the Student’s responsibility to deliver the hardcopy. This extends into circumstances where the hardcopy thesis has to be mailed or faxed.

After completion of the defense, the thesis committee will meet in camera (privately) and shall by majority vote reach one of the following decisions:
   a. Approve thesis.
   b. Approve thesis with minor revisions.
   c. Require that the thesis be revised and resubmitted for examination.
   d. Fail the thesis with no opportunity for resubmission.

The decision of the thesis committee is considered to be final and is communicated to the Dean of Graduate Studies using the Thesis Defense Form. When the Thesis Supervisor/committee are satisfied with revisions, the Thesis Release Form is completed and forwarded to the Dean of Graduate Studies.
7.5. Submission of Thesis

The final approved thesis will be submitted using the *Electronic Thesis Deposit Program*. Students must submit three complete electronic versions of their thesis to the Library. The thesis will be “published” in PDF format and submitted electronically. Detailed instructions are available on the [Library website](#).

The Department of Applied Human Nutrition is to be provided with one hard copy (may be soft bound) and one electronic copy of the thesis. The Student should provide the Thesis Supervisor with a hard copy (may be soft bound, committee members may desire a copy), in addition to an electronic copy. Students can arrange to have the thesis bound with a hard cover through the Library if they wish. If so, 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 name and year on the spine. Hardcopies should be distributed within one year of thesis defense.

**Payment for bound copies of the thesis must be made to Financial Services before the unbound copies are deposited at the library circulation desk. A receipt of payment must be presented. Theses presented without evidence of payment will not be sent to the bindery. Soft bound copies are arranged for by the Student.**

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

8.0. Sequence of Events - Thesis

Often, the sequence of events for Students admitted to MScAHN will be as follows (this may vary, it is important to maintain open communication with your Thesis Supervisor concerning sequence.):

- Admitted Student discusses topics of interest with Academic/ Graduate Advisor.
- Academic Advisor suggests potential Thesis Supervisor(s) and facilitates meeting between Student and relevant Faculty.
- Student conducts initial review of literature and formulates a specific research problem.
- Student prepares proposed 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?*
• *What does current research say about this question?*
• *How do you propose to answer this question?*

Student presents her/his proposed project to the Thesis Supervisor. After agreement is made between Student and Thesis Supervisor,

Student communicates agreement to the AHN Graduate Studies Program Coordinator.

Student prepares a complete proposal under the supervision of Thesis Supervisor. As the Student proceeds with the review of relevant literature and development of methodology, the Student may, in consultation with Thesis Supervisor, 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.

The Student and Thesis Supervisor discuss make-up of thesis committee and invitations are issued.

Students using human participants in their research are required to submit their proposal to the UREB for approval. This approval is sought, in consultation with Thesis Supervisor, after the thesis proposal has been approved.

Thesis Supervisor approves the proposal for presentation to committee, calls proposal seminar and announces date of proposal seminar to the Office of the Dean of Graduate Studies. In addition to the policies outlined in *Notification of Thesis Proposal Presentation*, the electronic copy of the proposal should be e-mailed to the AHN Administrative Assistant, Shannon Fisher (Shannon.Fisher@msvu.ca) (for addition to the Student’s file). The electronic copy of the abstract along with the information about proposal defense will be circulated to all faculty and Students at least one week prior to the proposal.

Proposal seminar is held with the Thesis Supervisor chairing the presentation. AHN Department is invited to attend. Suggested meeting format:

• Introduction by Thesis Supervisor
• 20-30 minute presentation by Student
• Questioning by committee members followed by questions from others present
• Committee members meet in camera
• Committee meets with Student

A copy of the revised proposal and acceptance of proposal must be sent to the Dean of Graduate Studies.

The Student works with the Thesis Supervisor, and consults Advisory Committee Members while the study is active (data collection).

In consultation with Thesis Supervisor, the Student submits approved (Supervisor reviewed) copies of thesis draft to committee members. Expected turnaround time is often **two weeks**, but this should be agreed upon by committee members and the
Student. Once the Committee agrees that the thesis is ready for defense, the student must send the Thesis Supervisor and the committee the latest draft at least two weeks (often preferably a month) prior to the intended oral defense.

- **Thesis defense.** In addition to the policies outlined in Notification of Thesis Defense, the Student must submit an electronic (PDF) copy of their abstract one week prior to seminar to the Department Administrative Assistant, Shannon Fisher (Shannon.Fisher@msvu.ca). A public Thesis Seminar is called.

Suggested defense format:

- A representative from the Office of Graduate Studies will chair the thesis defense.
- 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. Upon completion of one cycle of questioning by all committee members, the chair of the thesis defense invites committee members, one at a time, to participate in a subsequent round of questions, should they so choose. The chair of the thesis defense then invites all others present to ask questions.
- Committee meets (in camera) to decide the outcome of the defense and this is communicated to the Dean of Graduate Studies. **Final editing following the oral defense must be completed at least one month prior to the intended date of graduation.**

**Important Deadlines:** For Students intending to graduate the October convocation, the thesis must be defended before the fall semester starts and submitted to the Library by the third Friday in September. For Students intending to graduate in the Spring Convocation, the thesis must be submitted to the Library by the last Friday in April.
APPENDICES
APPENDIX A
Suggested Outline for Annual Report

1. General Information
   • Student name
   • Program and semester in program
   • Year admitted into the program
   • Full time or part time status

2. Course Work
   • Progress on course requirements
   • Courses taken this year (if applicable) with grades
   • Titles of term papers

3. Progress on Thesis (MScAHN Students only)
   • Thesis title
   • Expected completion date
   • Supervisor
   • Committee members
   • Brief description
   • Progress to date

4. Research Experience
   - Research seminar participation (please list titles, presenters’ names, and dates of all department and non-department seminars attended)
     • Research assistantships
     • Other research activities (outside of thesis project)
     • Awards
     • Publications (provide full citation)
     • Conference papers, abstracts, talks and/or posters

5. Teaching Experience
   • Classes taught
   • Other relevant experience

6. Academic Financial Support
   • Scholarships, fellowships, graduate teaching/research assistantships (amounts, dates)

7. Additional Information

8. Overall assessment of previous year’s work and progress to date in the program

9. Plans for upcoming year
APPENDIX B

Policies & Guidelines for Conducting Research with Human Participants

Research Ethics Forms and Applications

Most applications include: REB.FORM.001 Standard Application for Research Ethics Clearance:
http://www.msvu.ca/site/media/msvu/REB.FORM.001%20Standard%20Application.docx

If the project is conducted as a part of faculty research project, use REB.FORM.006 Student Research as Part of Faculty Research:
http://www.msvu.ca/site/media/msvu/REB.FORM.006%20Student%20Research%20with%20Faculty.docx

For changes in research protocol including adding new research team members, use REB.FORM.002 Request for Change to Approved Protocol:
http://www.msvu.ca/site/media/msvu/REB.FORM.002%20Protocol%20Change.docx

In case of unanticipated research event or adverse event, Students must notify their Supervisor and the appropriate form should be submitted to UREB:
REB.FORM.007 Adverse Event Report:
http://www.msvu.ca/site/media/msvu/REB.FORM.007%20Adverse%20Event.docx
REB.FORM.008 Unanticipated Research Event Report
http://www.msvu.ca/site/media/msvu/REB.FORM.008%20Unanticipated%20Event.docx

Students must complete REB.FORM.003 Renewal request / Annual report
http://www.msvu.ca/site/media/msvu/REB.FORM.003%20Renewal%20and%20Annual%20Report.docx
on annual basis or if the study is completed the REB.FORM.004 Final Report:
http://www.msvu.ca/site/media/msvu/REB.FORM.004%20Final%20Report.docx
should be submitted to UREB.

All ethics forms must be reviewed and signed by Thesis Supervisor before they are submitted to UREB.

Research Ethics Review Process
APPENDIX C

Sample Title Page

Mount Saint Vincent University
Department of Applied Human Nutrition

Food intake of women and children in Canada:
The impact of Canada’s Food Guide to Healthy Eating

by
Lesley Dale Doe

A Thesis
Submitted in partial fulfilment of
the requirements for the degree of
Master of Science in Applied Human Nutrition

October, 2011
Halifax, Nova Scotia

©Lesley Dale Doe
APPENDIX D

Sample Signature Page

Mount Saint Vincent University
Department of Applied Human Nutrition

Food intake of women and children in Canada:
The impact of Eating Well With Canada’s food Guide

by
Lesley Dale Doe

Approved:

__________________________
Tracey White, Ph.D.
Thesis Supervisor
Associate Professor of Applied Human Nutrition

__________________________
Pat Black, Ed.D.
Assistant Professor of Applied Human Nutrition

__________________________
Shawn Green, Ph.D.
Associate Professor of Mathematics
Appendix E – Abstract Format (sample)

Proposal
Title:
Authors (and Affiliations):
Body:
Introduction/ Background
Hypothesis/ Research Question
Objectives
Methods
Significance

Final Thesis

Title:
Authors (and Affiliations):
Body:
Introduction/ Background
Objectives
Methods
Results
Conclusions/ Implications
Appendix F – Abstract Content/ Sample from Dietitians of Canada Conference 2016

Title: Evaluation of glycemic index education in people living with type 2 diabetes mellitus: Participant satisfaction, knowledge uptake and application

[R] S Grant1,2,3, T Wolever2,4,5, R Josse2,4,5, D O’Connor2,4, A Thompson7, M Seider2,3, R Noseworthy1,2, A Glenn2,3, M Sobie9, G Bhatt9, J Cavanagh10, E Elliott11, P Darling12

1. Department of Applied Human Nutrition, Mount Saint Vincent University, Halifax, Nova Scotia. 2. Department of Nutritional Sciences, University of Toronto, Toronto, Ontario. 3. Risk Factor Modification Centre, St. Michael’s Hospital, Toronto, Ontario. 4. Division of Endocrinology and Metabolism, Department of Medicine, St. Michael’s Hospital, Toronto, Ontario. 5. Li Ka Shing Knowledge Institute, St. Michael’s Hospital, Toronto, Ontario. 6. Physiology & Experimental Medicine Program, Hospital for Sick Children, Toronto, Ontario. 7. International Breastfeeding Centre, Toronto, Ontario. 8. St. John’s Rehab, Sunnybrook Health Sciences Centre, Toronto, Ontario. 9. Heart Healthy Program, Ridge Meadows Hospital, Maple Ridge, British Columbia. 10. West Toronto Diabetes Education Program, LAMP, Community Health Centre, Toronto, Ontario. 11. Adult Diabetes Education Center, Orillia Soldiers Memorial Hospital, Orillia, Ontario. 12. School of Nutrition Sciences, Faculty of Health Sciences, University of Ottawa, Ottawa, Ontario

Introduction: Use of low glycemic Index (GI) foods is recommended by the Canadian Diabetes Association for managing type 2 diabetes mellitus (T2DM). Notwithstanding, 61% of Canadian Registered Dietitians (RDs), working with clients with DM, do not use GI in practice. These educators highlight the following barriers to utility: Lack of suitable GI-education tools, GI is too difficult for clients to understand and apply, and a need for more GI-utility data from diverse client populations. Although the literature supports that available GI-education materials are unsuitable, there is not enough evidence available to support or refute that GI is too difficult for clients to understand and apply.

Objective(s): To address the lack of data available on GI-education evaluation, a mixed-form questionnaire (GQI) was developed, pre-tested and used to evaluate an evidence-based GI education platform.

Methods: Participants (n = 29) with T2DM attended a 40 minute GI education session, led by an RD. The GQI was administered pre-education, immediately post-education, and one and four weeks post-education. Three-day-diet-records were administered pre-education and at one and four weeks post-education.

Results: The primary outcome, dietary GI, was significantly lower at one and four weeks (mean±SEM; both 54±1) compared to baseline (58±1;p≤0.001; 4-5 unit decrease). Most study participants (28/29) were satisfied with the education session. Knowledge score significantly increased from pre-education (53±5.1%) to immediately post-education (83.5±3.4%;p≤0.001), one week post-education (87.5±2.6%;p=0.035) and four weeks post-education (87.6±3.8%;p=0.01).

Conclusions and Implications: Our findings suggest that a statistically significant reduction in dietary GI can be obtained using the GI education platform; supporting that clients can understand and apply GI-knowledge and skills. The education and evaluation materials created for this study have addressed the aforementioned perceived barriers to GI utility and may be tested and/or used in other DM populations for which more GI utility data is required (e.g. gestational diabetes mellitus).
Appendix G – Suggested Thesis Formatting

1. Organization of Thesis

   Additional Statement: A list of abbreviations may be included after the “List of Figures”.

2. Chapters in Thesis

Chapters in the thesis are included, as discussed in Graduate Handbook. The chapter heads and subheads are organized numerically, using the following as an example:

1.0 Literature Review (Chapter head: Bold, size 12, centered on a separate page from text, Paragraph spacing: after = 6pt; before = 0pt)

   1.1. Maternal Diabetes in Pregnancy (Subhead 1: Bold, size 12, aligned left, included with text, Paragraph spacing: after = 6pt; before = 0pt)

      1.1.2. Gestational Diabetes Mellitus (Subhead 2: Italics, size 12, aligned left, included with text, Paragraph spacing: after = 6pt; before = 0pt)

      1.1.2.1. Diagnostic Criteria (Subhead 3: Italics, size 12, aligned left, included with text, Paragraph spacing: after = 6pt; before = 0pt)

3. Page Numbers

Page numbering begins on the “Acknowledgement” section and is continuous throughout the document to the end of the Appendices.

Page numbers are placed in the bottom right corner of the page and are formatted as “1, 2, 3, ...”.

4. Spacing

The preferred spacing for the thesis document is 1.5. The abstract and footnotes for tables and figures are to be single-spaced. The acknowledgement section may be single-spaced depending on the length of text.

5. Font

The font styles for the thesis are either Times New Roman or Cambria.

Font sizes are as follows:

   Body of text: Size 12
6. Tables

Tables are labelled numerically and presented in a chronological order as they appear in text (e.g. Table 1., Table 2., Table 3., etc.). All tables are included in a separate Table of Contents, “List of Tables”, as described above.

The table title is placed above the table and is formatted as follows:

**Table 1. Bold the title and format as lowercase**

The preferred font size for a table is size 12, and the minimum is size 11. Spacing within tables is 1.15.

Each table should stand on its own and abbreviations are to be included underneath the table in footnotes. Superscripts are used to refer the reader to significance values and other footnotes. The superscript * is used to refer to significance values (p-values), while other footnotes are labelled using alphabetical superscripts (e.g. a). See pg. 3 for example table.

7. Figures

Figures are labelled numerically and presented in a chronological order as they appear in text (e.g. Figure 1., Figure 2., Figure 3., etc.). All figures are included in a separate Table of Contents, “List of Figures”, as described above.

The figure title is placed below the figure and is titled as follows:

**Figure 1. Bold the title and format as lowercase**

The preferred font size for a figure is size 12, and the minimum is size 11.

Each figure should stand on its own and abbreviations are to be included underneath the title of the figure. Superscripts are used to refer the reader to significance values and other footnotes. The superscript * is used to refer to significance values (p-values), while other footnotes are labelled using alphabetical superscripts (e.g. a). See pg. 3 for example figure.
Example Table

**Table 1. Title of table**

<table>
<thead>
<tr>
<th>Heading</th>
<th>Column 1(^a)</th>
<th>Column 2(^b)</th>
<th>(p^*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subcategory</td>
<td>x/y (%)</td>
<td>x/y (%)</td>
<td>.00</td>
</tr>
<tr>
<td>Subcategory</td>
<td>x/y (%)</td>
<td>x/y (%)</td>
<td></td>
</tr>
<tr>
<td>Category 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subcategory</td>
<td>x/y (%)</td>
<td>x/y (%)</td>
<td>.00</td>
</tr>
<tr>
<td>Subcategory</td>
<td>x/y (%)</td>
<td>x/y (%)</td>
<td></td>
</tr>
<tr>
<td>Category 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>x/y (%)</td>
<td>x/y (%)</td>
<td>.00</td>
</tr>
<tr>
<td>Category 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>x/y (%)</td>
<td>x/y (%)</td>
<td>.00</td>
</tr>
</tbody>
</table>

\(^* p < .05\)

\(^a\) n = 60

\(^b\) n = 80

Example Figure:

**Figure 5. Type of category by series**