

GDCE GRADUATE DIPLOMA IN CLINICAL EPIDEMIOLOGY

Program Handbook

2018-2019



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1. Introduction

1.1 Greetings

Welcome to the Graduate Diploma in Clinical Epidemiology (GDCE) Program at McMaster University.

This guide outlines the policies and procedures followed by the GDCE Program, which operates within the Faculty of Health Sciences at McMaster University. The program is governed by the policies and procedures, as described in the current **SCHOOL OF GRADUATE STUDIES CALENDAR**, supplemented by the program-specific policies and procedures that are described in this handbook. As the GDCE handbook is a supplement to the SGS Calendar, it **does not provide a comprehensive set of binding regulations** or replicate or modify the information found in the School of Graduate Studies (SGS) Calendar (available at <http://academiccalendars.romcmaster.ca/index.php>).

If there is any discrepancy between this handbook and the SGS Calendar, then the School of Graduate Studies Calendar shall prevail.

Students and faculty are encouraged to look at the SGS Calendar for information about:

- Graduate study at McMaster
- School of Graduate Studies general regulations
- University regulations
- Graduate fees
- University regulations affecting graduate students
- University services
- University governing bodies
- Student appeals
- Degree programs (including degree requirements)

1.2 Contacts

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1.3 Department History

A Note on the Historical Development of the Department of Health Research Methods, Evidence, and Impact (formerly the Department of Clinical Epidemiology & Biostatistics)

Prepared for the Departmental Ad Hoc Committee by Dr. D.L. Sackett September 1987 and revised January 1988

The Department of Clinical Epidemiology and Biostatistics was formed in November 1967 for the purpose of developing a focus of applied research methodological expertise that would carry out independent and collaborative research, education and methodological services in the new Faculty of Medicine (later the FHS) of McMaster University. Its formation drew upon the definition of clinical epidemiology and biostatistics developed by its first chair: the application of epidemiological and biometric methods to the study of the diagnostic and therapeutic process in order to effect improvement in health. Its initial manpower plan (3 members – 2 clinical epidemiologists and 1 biostatistician, for the period of 1967-1975) was based on its anticipated impact and the projected calls on its expertise by the programs under development at that time.

The subsequent growth and development of the Department have demonstrated that these initial plans required major quantitative and qualitative changes if the Department (and the FHS) were to achieve their mission.

In quantitative terms, within 18 months of its formation, it became clear that both the Department's opportunities for independent research and education and the calls on the Department's expertise were far greater than anticipated at the time of its inception, and at the direction of Faculty Council, its growth has proceeded at ten times the original estimate. [The Design, Measurement and Evaluation Program, the forerunner to the Health Research Methodology Program, was designed and initiated in 1969.]

In qualitative terms, it became clear that the achievement of the ultimate mission, "to effect an improvement in health", required expertise in areas beyond clinical epidemiology and biostatistics. Although these initial disciplines continue to be highly successful in research, education and methodological service related to the validation of the clinical examination and other diagnostic tests and the determination of the efficacy of preventive, therapeutic and rehabilitative regimens, programs, and health professionals, it has become apparent that additional areas of expertise are essential to this ultimate mission, and these areas have been added to the Department. These areas are described in terms of functions, rather than people, since most departmental members wear several hats and contribute to more than one area (e.g., the biostatisticians contribute to all).

1. **Health Economics:** recognized as essential for quantifying the cost-effectiveness and cost-utility of validated, efficacious maneuver (and thus justifying their application to

patients on economic grounds), and for analyzing the efficiency of alternative methods of financing and organizing health care systems as well as delivering specific services, this area has both flourished and has pointed out the need for additional developments in the Department (see #3).

2. **Public Health (class big “E”) Epidemiology and Public Health:** recognized as essential for determining the distribution and determinants of disease (including occupational and environmental causes of human illness), this area has flourished and has added a key dimension to the graduate programs as the latter has attracted a broader array of applicants. The Public Health and Preventive Medicine Residency Program has existed in the Department since the early 1980s.
3. **Medical Informatics and Knowledge Transfer:** recognized as essential for making the validated, efficacious intervention accessible to, and adopted by, the frontline clinician, this new area has in part developed as a natural extension of the Department’s long-standing involvement in educational research (including collaboration with the Program for Educational Development), and is rapidly developing both local and international programs. The EHealth and Health Education Masters programs have grown out of this expertise and interest.
4. **Health Services Research and Policy:** recognized as essential for understanding health service delivery and effecting the translation of validated, effective findings into professional and governmental policy, this area of the Department is seen as an essential element in the sequence of events that can most successfully be achieved if this information is to reach those who can benefit from it.

The Department has displayed the awareness, openness, and inventiveness necessary to identify and act upon the need for these quantitative and qualitative changes, and the Faculty of Health Sciences (FHS) has provided the encouragement and support for this growth and maturation. There is no doubt that the future will call for additional change, and the Department therefore must insure the continuation of the awareness, openness, and inventiveness that brought it to its present level of maturity.

Editorial Note

Dave Sackett left McMaster in 1994 to found the international Centre for Evidence-Based Medicine at the University of Oxford in England. He officially retired from academia and clinical practice in 1999 and returned to Canada to establish a research and education centre about clinical trials. Dr. Sackett died at the age of 80 in the spring of 2015.

As a professor emeritus, he remained closely connected to McMaster’s Department of Clinical Epidemiology and Biostatistics, teaching seminars and courses and participating in the research symposia established in his honour.

Recognizing that the CE&B name captured only some of the depth and breadth of disciplines and expertise now in the department, in January 2017 the Department of Clinical Epidemiology

and Biostatistics was renamed the Department of Health Research Methods, Evidence, and Impact.

2. Program Information

2.1 About the Graduate Diploma in Clinical Epidemiology (GDCE) Program

The Graduate Diploma in Clinical Epidemiology is a novel, completely online delivered, course-based program by the department of Health Research Methods, Evidence, and Impact covering core topics of clinical epidemiology.

The GDCE program builds on the strengths of the internationally respected Health Research Methodology (HRM) Graduate Program in the Faculty of Health Sciences at McMaster University. The four online courses comprising the program are recognized as equivalent to the core HRM courses, and are ideal for applicants with an interest in HRM training without the commitment of an entire MSc degree completed on site.

The GDCE program attracts candidates from many different backgrounds and aims to provide students with a core knowledge set in clinical epidemiology, which includes an understanding of healthcare study designs, an ability to critically appraise the healthcare literature, and a comprehension of the basics of statistics for health research. The online course topics mesh well with the move to evidence-based decision making in health care and health policy. Graduates will gain foundational knowledge in the tenets of evidence-based medicine and a skill set applicable in clinical, policy, management, and research settings. The GDCE will interest clinicians who wish to add an awareness of research to their knowledge portfolios, as well as persons interested in public health or health policy (either students wishing to broaden their career prospects or people employed in these fields who believe additional knowledge will enhance their professional development).

2.2 GDCE Program Leadership

The Department of Health Research Methods, Evidence, and Impact is the administrative and intellectual home of the Graduate Diploma in Clinical Epidemiology program, although the GDCE faculty come from across the Faculty of Health Sciences and the McMaster campus.

The GDCE Program Director is a faculty member in the Department of Health Research Methods, Evidence, and Impact who provides faculty-level leadership and oversight of the GDCE program.

The GDCE Program Coordinator oversees the day-to-day management of the GDCE program in supporting the Program Director, the faculty and courses, the Program Committees, and the selection process.

Getting Help.

- Questions about policies and procedures are best directed to the GDCE Program Coordinator. GDCE program staff will sometimes direct inquiries to the Program Director. GDCE policies and procedures are summarized in this handbook and in the SGS Graduate Calendar.
- Students may consult the Program Director regarding a variety of matters beyond routine procedural inquiries. These may include interpreting the applicability of regulations and policies, concerns about personal problems affecting work, or if the student wishes to deviate from regulations in consideration of a particular circumstance. In such cases of petitions for special consideration, the Program Director is normally required to approve the student's request, which is then adjudicated by the Associate Dean of Graduate Studies, Health Sciences. As such, the support of the Program Director does not guarantee that a request for special consideration will be approved.

2.3 Program Requirements

Admissions Requirements are provided in the [School of Graduate Studies Calendar](#).

The program consists of 4 courses, to be studied consecutively over four terms; 1 course in the Fall term (Sep-Dec), 1 course in the Winter term (Jan-Apr), 1 course in the Spring/Summer term (May-Aug) and the final course the following Fall term. Under exceptional circumstances, the courses may be taken over a longer term in consultation with the Program Director. The total amount of time a student will invest will be 4 terms, approximately 16 months. Upon completion, a formal graduate diploma will be awarded to students.

All graduate students at McMaster University are also required to successfully complete SGS 101 Academic Research Integrity and Ethics and SGS 201 Accessibility for Ontarians with Disabilities Act (AODA).

2.4 Learning Goals

Students' learning experience will be guided by several overarching goals. GDCE aims to teach students to:

1. Understand clinical epidemiologic research methods

2. Develop research study proposals for at least one:
 - Observational study
 - Randomized controlled trial
 - Systematic review
3. Use biostatistical methods to analyze a dataset and write up the Methods, Results and Discussion at a level suitable for a peer-reviewed journal
4. Critically appraise quantitative research methods of scientific publications and protocols for a systematic review, including risk of bias assessment
5. Develop and augment critical thinking skills through on-line discussions and the preparation of assignments and term papers
6. Use updated literature references to understand how the rapidly evolving nature of clinical epidemiology seeks to overcome methodological limits of the discipline

In order to achieve these goals, it will be beneficial for students to bring research topics that are of interest to them.

2.5 Courses

HRM 771 — Fundamentals of Health Research and Evaluation Methods (Fall Term – Year One)

This course is designed to introduce methodological issues to help students critically read scientific reports of health research. It will introduce students to the major components of research activities, including: study designs, selection of study populations, choice of measuring instruments, formulation of research questions, and study interpretation issues such as determination of causality and the effectiveness of clinical and community interventions.

HRM 774 — Introduction to Biostatistics (Winter Term – Year One)

This course utilizes problems, published presentations, discussion boards, quizzes and tutorials to explore basic statistical concepts and techniques as they apply to analysis and presentation of data encountered in biostatistical and epidemiology practice. The course covers: graphical presentation of data, elementary probability, descriptive statistics, probability distributions, and introduces hypothesis testing using parametric and non-parametric methods.

HRM 772 — Introduction to Research Methods for Randomized Controlled Trials (Spring/Summer Term – Year One)

The course aims to help students better understand RTC methodology and is especially essential for aspiring clinical trial researchers. The goal is to introduce participants to the main elements of study design, execution and analysis with emphasis on the formulation of appropriate research questions and clinical trial design. The course is conducted online and utilizes interactive learning modules, required readings, discussion boards, tutorials and hand-in assignments (weekly and end of course final project).

HRM 773 — Systematic Review Methods (Fall Term – Year Two)

This course is about research synthesis and focuses on comparisons between alternative interventions. Interactive learning modules, required readings, discussion boards, tutorials, and assignments will be used to highlight steps in the systematic review process including: searching for potentially relevant articles; selecting primary studies using explicit, reproducible criteria; appraisal of study architecture; quantitative data synthesis; and interpretation. Students in this course must first identify a suitable research question and find a partner for their review. The course is structured around the steps of executing a systematic review and students are expected to apply the knowledge they gain on an ongoing basis to complete their own systematic review by the end of the course.

SGS 101 — Academic Research Integrity and Ethics ([See School of Graduate Studies Calendar](#))

This course will introduce incoming graduate students to the standards of academic integrity expected at McMaster. It will provide examples of acceptable and unacceptable practices and will clarify the responsibility and expectations of graduate students with respect to academic integrity. Students will be exposed to the Academic Integrity Policy of McMaster and best practices will be described that will minimize the likelihood of incorrectly attributed work from appearing in their assignments and research records. Students may not graduate or register for subsequent years in a graduate program at McMaster unless they have received a passing grade in SGS 101.

SGS 201 — Accessibility for Ontarians with Disabilities Act (AODA) ([See School of Graduate Studies Calendar](#))

All graduate students are required to complete training on the Accessibility for Ontarians with Disabilities Act (AODA). Having an understanding of how we can identify and reduce attitudinal, structural, information, technological, and systemic barriers to persons with disabilities is core to McMaster University's commitment to supporting an inclusive community in which all persons are treated with dignity and equality, and completion of AODA training is critical as McMaster's graduates move forward in their varied, chosen professions. Students may not graduate or register for subsequent years in their program until they have completed their required training.

2.6 Format

The Graduate Diploma in Clinical Epidemiology is a completely online program. All course content, assignments, and discussion boards will be available for students in McMaster's online course management system, *Avenue to Learn*. For each course students will be assigned to a tutorial group that is led by an experienced tutor, who will guide a small group of students in weekly interactive learning modules. These modules are designed to connect students to faculty and other GDCE students, and have the following content:

Asynchronous content

'Asynchronous' content refers to tasks and assignments students will need to complete by a specific date and time, but do not require attendance at specific times. These include:

- Reading required literature for each unit
- Watching a pre-recorded lecture for each unit
- Leading ('facilitating') at least one tutorial per course, including preparation of slides
- Preparing your active participation in other tutorials
- Active participation in online discussion boards
- Assignments (as appropriate for each course)
- Course paper / final assignment (as appropriate for each course)

Synchronous content

Classes are divided into tutorial groups of up to nine students. Each tutorial group meets in real-time for a one-hour session at a set time weekly or bi-weekly. Tutorials are led by an experienced tutor who will be available to answer students' questions about the weekly assignment, readings, or final paper. Online tutorial sessions are conducted using Zoom. The connection information for tutorial groups will be provided in Avenue to Learn.

2.7 Registration and Enrollment

Prior to the beginning of the Fall term in September, students must enroll for the upcoming academic year. Please review the enrolment guide available on the School of Graduate Studies website: <https://gs.mcmaster.ca/academic-services/how-enroll>.

In addition to enrolling for the academic year, students should also **register for GDCE courses** at this time: *(Course names still contain 'HRM' in their name, as they were previously part of the HRM program.)*

- HRM-771 Fall term, Year 1 (September – December)
- HRM-774 Winter term, Year 1 (January – April)
- HRM-772 Spring/Summer term, Year 1 (May – August)
- SGS-101 and SGS-201

Note: HRM-773 will be the last course of the GDCE program, but this will be given in the Fall term of the next academic year (Year Two), it is not necessary to register for this course yet.

2.8 Student Evaluation

Mastery of GDCE material is evaluated using several aspects, which can differ slightly from course to course. Students should check each course's outline to be aware of the specific requirements, and the weight given to each aspect for determining their final grade.

Components that can be included in course evaluations, depending on the course:

- Tutorial participation
- Tutorial facilitation
- Discussion board participation
- Weekly assignments
- Hand-in assignments that evaluate your knowledge and ability to consolidate learning across units
- Course evaluation, including tests
- A final paper on issues covered during the course

The grading system is outlined below:

A+	=	90 to 100
A	=	85 to 89
A-	=	80 to 84
B+	=	77 to 79
B	=	73 to 76
B-	=	70 to 72
F	=	failure

If a student receives a course grade below B-, remediation may be required and a recommendation may be made for the student to withdraw from the program. Please see the [School of Graduate Studies Calendar](#) for the policy on failing and incomplete grades.

In the GDCE program, students submit written assignments on Avenue to Learn, which uses a web-based service (Turnitin.com) to check for plagiarism. Students who do not wish to submit their work to Turnitin.com must still submit an electronic copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To review McMaster University's policy regarding Turnitin.com, please visit: <http://www.mcmaster.ca/academicintegrity/turnitin/students/>

2.9 GDCE Program Instructions for Online Communication

The following section includes instructions and guidance directed at students to optimize their online learning experience.

Overview

As GDCE is a completely online program, proper use of online programs is essential to optimize your learning experience. For each GDCE course, you will be using Avenue to Learn and Zoom for online teaching and communication. Avenue to Learn is McMaster's learning

management system, and Zoom is a paid video conferencing service. The first unit of HRM-771 will be an orientation session to help you get familiar with these programs, and to discuss any questions and concerns you might have. We advise to read this entire document and start exploring these programs before the start of the program, and to use this document as a reference throughout the entire GDCE program. Please note that you are responsible for ensuring that your computer and any other devices you use for the course meet the minimal requirements to use these online programs. Contact the GDCE Coordinator any time for assistance.

Avenue to Learn

Avenue to Learn is the learning management system for McMaster University. Useful support documents can be found at: <http://avenue.mcmaster.ca/support.html>. If you cannot find the appropriate information in this document or the online documents, please use a support ticket to contact the Centre for Leadership in Learning (CLL) directly <http://avenue.mcmaster.ca/help/forms/form-ticketsubmit.html>

Access

Go to <http://avenue.mcmaster.ca/> and log in using your ID and password, select the relevant course name from the drop down list at the top of the screen (next to 'My Home'), and get familiar with the course resources before starting.

Most frequently used components in Avenue to Learn

The following components will be used most often in GDCE courses. Check the specific course outline to be sure you are aware of all components that will be used.

1. Content

- a. *Essentials*: here you will find important information as relevant to the complete course, such as for example the course outline.
- b. *Units*: each week in a course you will work through a 'unit', also sometimes called a 'module'. This section will contain required readings, one or more online lectures, and any other documents that pertain to the relevant unit/module.
- c. *Final paper*: for courses with a required final paper (or other final assignment), here you will find documents for guidance and previous papers as examples

2. Resources

- a. *Calendar*: you will find here important course dates, such as deadlines for assignments

- b. *Surveys*: here you can find surveys to indicate your preferred unit(s) for tutorial facilitation. In addition, you can find surveys for providing feedback on certain aspects of the course
 - c. *Attendance*: here you can track your attendance for the online tutorials
3. Communication:
- a. *Classlist*: this contains all students and instructors, and their contact information
 - b. *Discussions*: here you will find the discussion boards for each group and each weekly unit. Active participation in these discussion boards is required and counts towards your final score
 - c. *Online Rooms*: these will be set up in Zoom. As we are using Zoom for synchronous communication in tutorials, you should also use this for all other live group discussions you might want to set up with your fellow students. You can set up a free Zoom account online which will allow you to host calls for up to 40 minutes.
4. Assessments
- a. *Assignments (previously called "dropbox")*: here you can upload documents for your assignments
 - b. *Grades*: here you can find your grades for the different required components and the overall course grade

Zoom

- Zoom is the video conferencing tool that will be used for the online tutorials.
- To access Zoom, you can just click on the link provided for the session, but for full functionality you can set up a free user account (upload a photo to make it more personable). Please go to <https://zoom.us/> to do this.
- Setting up a free zoom account will allow you to host calls for up to 40 minutes, which can be helpful if you wish to discuss topics outside of tutorial times with your peers.
- You can request the GDCE coordinator to schedule a time to try a Zoom call and help you work through any issues.

Note that:

- Everyone needs to join the tutorial sessions by video, ensure you have a webcam
- It is recommended to log in to Zoom early (10-15 min in advance), to ensure that all students are present at the time the tutorial is scheduled to start
- Every tutorial session will be recorded.

Joining tutorial sessions

1. Before the start of the first online tutorial session, links to the Zoom call for your tutorial group will be posted on Avenue to Learn.
2. By clicking on this link, you will be able to join your tutorial.
3. When you first use Zoom on your device, you will need to install the plug-in and possibly set up your webcam and microphone, so we recommend that you log in ahead of time to do this.
4. To minimize any background noise interference, mute your microphone when not speaking and ensure you are using headphones

Connection issues in Tutorials

1. Students should always use the Zoom link provided to them. The link for each tutorial group will be posted in Avenue.
2. If you are unable to connect to the Zoom call using the link provided for the session, please email your tutor and the Program Coordinator (gdce@mcmaster.ca) to let them know.
3. The tutor is responsible for monitoring which group members are connected, please ensure that you communicate directly with the tutor if you are experiencing issues, not with other group members.
4. If the Zoom link is not working or a number of people are unable to connect, the tutor will connect with the Program Coordinator by email to ask for assistance. Group members should not do this unless the tutor specifically asks someone to.

Communication Expectations & Netiquette

Netiquette: social conventions to facilitate communication in a polite and respectful manner in electronic networks (derived from 'net etiquette'). See:

<http://en.wikipedia.org/wiki/Netiquette>.

What you can expect from us:

- 1) We will respect you and take your questions and concerns seriously.
- 2) We will respond to your requests for assistance in a timely fashion. For important personal matters please email individuals directly (using the contact information above) and we will respond within 24 hours during the week or 48 hours over the weekend.
- 3) Your tutor will be available, outside the weekly synchronous tutorial session, for a fixed time every week to answer your questions. Ask your tutor for the specific time for your group. This fixed 'open doors' time will help you to combine your most important

questions for helpful feedback, and helps your tutor to focus on the most important issues without having to continuously monitor and respond to e-mails.

- 4) Interaction among students is important for building a learning community and to make the course a success. Consequently, we will not respond to every post in a discussion board. We will be monitoring the discussion forums at least every 48 hours and will intervene when potential problems arise. If an issue arises that needs immediate attention of the tutor please follow-up with a personal email. Otherwise it is advised to contact your tutor during the 'open doors' hours.
- 5) You will receive feedback on your assignments within 2 weeks of submission. If this is not possible, we will let you know within this time when you can expect your mark and feedback.

What we expect from you:

- 1) We expect everyone to communicate in a pleasant and efficient manner that respects all persons involved.

Online Discussion Guidelines

Participation in discussions with fellow students and instructors is critical to developing a successful and effective learning environment. Therefore, your participation in online discussion boards will be assessed in each course and this will contribute to your final grade. Below are some guidelines for successful participation in online discussion boards, to help you enhance your learning experience:

- 1) Contribute at least one original post each week.
- 2) Ensure any message you post is relevant to the course.
- 3) Post information that is relevant to the discussion thread.
- 4) Post information that teaches others something new.
- 5) Properly cite message content when necessary.
- 6) The most valuable messages are written in your own words. If you copy/paste or closely rephrase any information from any other source (e.g. papers, websites etc.), you must provide the citations.
- 7) Post the occasional non-informative message to thank someone for their assistance or simply let them know that you agree with what they have said.
- 8) Include a subject line in your message that conveys the main teaching point in the message. It is not enough to use a keyword or phrase as your subject. You should create

a short sentence that states the main point of your message, and provides the reader with enough information to determine the essence of your message.

3. Program and University Policies

3.1 Academic Integrity Policy

The Office of Academic Integrity at McMaster University supports students and faculty members in dealing with issues of academic integrity. They have an excellent website (<http://mcmaster.ca/academicintegrity/index.html>) that includes: McMaster's policy on 'Academic Integrity'; services to assist students in avoiding dishonesty (including definitions, quizzes, online services to check their work for plagiarism); and, the consequences of violating the University policies on academic integrity.

Students must make themselves aware of these policies. Although instances of plagiarism may occur without intent, they are still considered plagiarism. Plagiarism in this context is defined by the University's policy as: "submit academic work that has been, entirely or in part, copied from or written by another person without proper acknowledgement, or, for which previous credit has been obtained" (McMaster University, Academic Integrity Policy, Section 18.a). The Academic Integrity website has tips for avoiding unintentional plagiarism. Violations of academic integrity will not be tolerated and will be penalized.

3.2 Absenteeism from Tutorials

Students are allowed up to 2 absences during each course, based on unforeseen or unavoidable and exceptional circumstances (e.g., sickness, accident, death of a family member or close friend, or professional exams).

A student's attendance is taken into account in the portion of their grade allocated for tutorial participation. Please note that participating in clinic is not an acceptable reason for being absent. For this or any other unacceptable absenteeism, a student's grade will reflect their attendance record.

If a student is absent on more than 2 occasions, they will be asked to discuss their situation with the GDCE Director before continuing in the course. If a student needs to miss a class for some reason, they should inform the GDCE Program Coordinator beforehand if possible.

3.3 Policy on Late Assignments

Apart from exceptional circumstances, late assignments will not be accepted.

3.4 GDCE Remediation Policy

In order to be successful in the GDCE Program, students must achieve at least a grade B- on the total of the individual evaluative components of each of the four GDCE courses. Students who do not achieve a minimum of a B- on the total individual components for a course will be referred to the Program Director and may be withdrawn from the program.

At the discretion of the Course Coordinator and Program Director, the student may be allowed to informally remediate a course by resubmitting an assignment. This must be completed within two weeks of the course coordinator releasing assignment grades.

If the course coordinator and student agree to informal remediation as above, the maximum grade possible for the course is a B-.

A student is allowed to undertake informal remediation only once during the GDCE program.

4. Resources for Students

Student Accessibility Services

SAS assists with academic and disability-related needs. This support is available to students who have been diagnosed with a disability or disorder. Contact information:

<http://sas.mcmaster.ca/>; sas@mcmaster.ca

Student Wellness

The Student Wellness Centre offers various services. Contact information:

<http://wellness.mcmaster.ca>

Student Success Centre

Provides support in the areas of student orientation, academic skills, leadership, service-learning, volunteerism, educational planning, employment and career transition. Contact information: <http://studentsuccess.mcmaster.ca/index.php>; studentsuccess@mcmaster.ca

Equity and Inclusion Office

The EIO works with campus and community partners to ensure that McMaster University is a place where all students, staff and faculty are treated equitably and respectfully in all areas of campus life. Contact Information: <http://equity.mcmaster.ca/>; equity@mcmaster.ca

Academic Grievances

Students who have academic grievances and wish to make an appeal should see the Senate Policy Statement: Student Appeal Procedures, available here:

<http://academiccalendars.romcmaster.ca/content.php?catoid=18&navoid=3199>

<p style="text-align: center;">The Graduate Diploma in Clinical Epidemiology</p> <p>Information for students, faculty, and staff, including:</p> <ul style="list-style-type: none"> • GDCE FAQs • Course Listing <p>http://hrm.mcmaster.ca/gdce.html</p>	<p style="text-align: center;">Health Sciences Graduate Programs</p> <p>Information for students, faculty and staff, including:</p> <ul style="list-style-type: none"> • student resources <p>http://fhs.mcmaster.ca/grad/index.html</p>
<p style="text-align: center;">Department of Health Research Methods, Evidence, and Impact</p> <p>Information for students, faculty and staff, including:</p> <ul style="list-style-type: none"> • faculty listing, research groups • key contact people in HEI <p>https://hei.mcmaster.ca/</p>	<p style="text-align: center;">The School of Graduate Studies</p> <p>Information for current students including:</p> <ul style="list-style-type: none"> • forms, guidelines, graduate calendars • university regulations <p>https://gs.mcmaster.ca/</p>