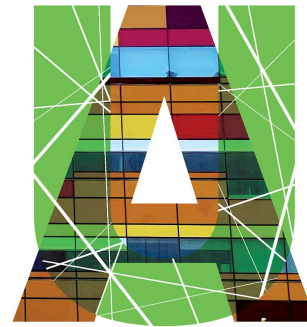


Faculty of Nursing – Graduate Orientation Handbook 2023-2024



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NURSING

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in
Canada

5th
*in the
world*



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Welcome to the Faculty of Nursing!

The Faculty of Nursing Graduate Office team is delighted to welcome all of our new graduate students to the University of Alberta for the 2023-2024 academic year!

Save the date

New Student Graduate Orientation:

Thursday, August 31, 2023

PhD: 10:00am - 2:00pm MST

MN: 12:00 - 4:00pm MST

Please note that attendance (virtual or oncampus) is mandatory

Please ensure to check your UAlberta email account and the Faculty of Nursing website for updates over the summer months.

(<https://www.ualberta.ca/nursing/programs/graduate-student-resources-and-services/graduate-programs-orientation.html>)

Faculty of Nursing Leadership Team

Dean, Dr. Greta Cummings

Vice-Dean, Dr. Diane Kunyk

Associate Dean Graduate Studies, Dr. Kara Schick-Makaroff

Associate Dean Undergraduate, Dr. Beverley Temple

Associate Dean Research, Dr. Colleen Norris

Faculty General Manager, Dawn MacRitchie

Assistant Dean Advancement, Brianne Thomas

Executive Administrator Dean's Office, Sara Henry

Faculty of Nursing Graduate Studies Office Team

Please contact the Graduate Office team for assistance with any of your questions about course registrations, program progress, graduate research/teaching assistantships, graduate supervision and examinations, and University policies and procedures.

Dr. Kara Schick-Makaroff RN PhD
Professor and Associate Dean Graduate Studies
kara.schickmakaroff@ualberta.ca

Anna Hnit
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Faculty of Graduate Studies and Research (FGSR)

Although Nursing is your home faculty, all graduate students at the University of Alberta are admitted to the Faculty of Graduate Studies and Research (FGSR), which provides consistent policies, standards, and resources across campus for admission and supervision of graduate students in all of the Faculties. Many policies and procedures affecting graduate program progression, examination, and program completion are discipline/Faculty-specific. The [University Calendar](#) is the official source for information regarding graduate program information; any discrepancy between faculty procedures and the calendar are resolved according to the University of Alberta Calendar.

The Faculty of Graduate Studies website offers information about the University, including graduate policies and procedures, student awards and funding, professional development for graduate students, and other resources for graduate students.

<https://www.ualberta.ca/graduate-studies/current-students>

Check out information for new graduate students on the FGSR website (Welcome to Grad Life):

<https://www.ualberta.ca/graduate-studies/current-students/newgrad>

FGSR REQUIREMENT: Ethics & Academic Citizenship

FGSR requires that **all** graduate students must complete online coursework (see below; zero credit, no tuition, self-paced) to ensure that graduate students are aware of their rights, responsibilities and obligations.

Topics covered include academic integrity, research and workplace ethics, Indigenizing and decolonizing the academy, equity, diversity, and inclusivity, health and academic productivity, and ethical principles in university teaching.

INT D 710 Ethics and Academic Citizenship (both MN & PhD)

INT D 720 Advanced Ethics & Academic Citizenship (PhD only)

PhD students must take both INT D 710 and INT D 720.

New students will automatically be registered in their respective courses at the start of each term. Students starting in Fall who wish to begin the courses early (August) will need to self register in Bear Tracks.

<https://www.ualberta.ca/graduate-studies/professional-development/ethics/index.html>

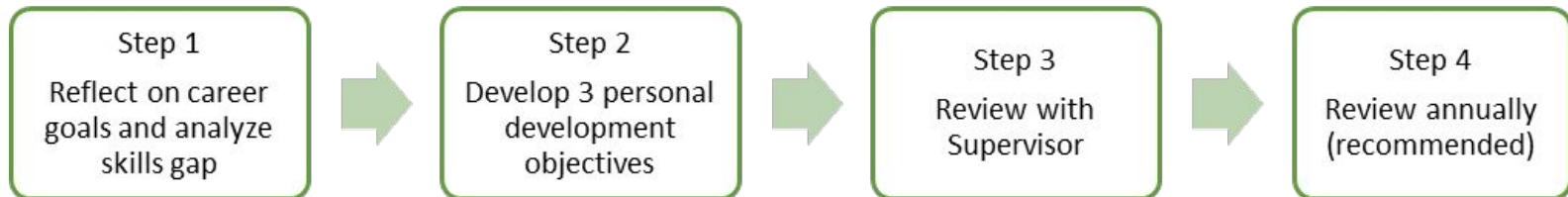
FGSR REQUIREMENT: Professional Development

The PD requirement assists graduate students to begin thinking about future career options, and to develop professional skills and network

There are two components included in the Professional Development Requirement:

1. Individual Development Plan (IDP)

Summary of the Individual Development Plan



2. Eight hours of Professional Development (PD) activities:

- Formal training & active learning with an assessment component
- Falls outside of research methods training, capstone project, thesis, or practicum
- Supports the career goals and/or skills/competencies identified in the IDP

<https://www.ualberta.ca/graduate-studies/professional-development/professional-development-requirement/index.html>

Faculty of Nursing - PD Modules

Your supervisor will discuss your PD plan with you - please check in with them once you have identified some learning goals and planned activities.

The Faculty of Nursing has developed modules/guidelines to assist you in developing PD goals and finding learning activities related to Scholarly Writing, Planetary Health, and Knowledge Synthesis for Advanced Clinical NP Projects. You are welcome to use any or all of these modules. Alternatively, you may wish to choose learning goals outside of these modules.

- Faculty of Nursing PD modules are posted on [eClass](#).

Upon completion of the required 8 credit hours of PD, students submit the [PD Completion form](#) to their supervisor for approval and then to the Nursing Graduate Office.

Faculty of Nursing Graduate Policies & Resources

The Faculty of Nursing Graduate Studies Office works collaboratively with FGSR (Faculty of Graduate Studies and Research), and all graduate supervisors and students to provide support and information as students progress through their graduate programs. In liaison with FGSR, this office is responsible for administration of graduate programs in Nursing, including recommending admission to FGSR; preparation and monitoring of graduate documents (award nominations; appointment of supervisors and supervisory committees; approval of exam procedures; revisions to graduate curricula; course planning, timetabling, and registration).

Nursing Graduate Programs forms and guidelines documents can be found at:

<https://www.ualberta.ca/nursing/programs/graduate-student-resources-and-services/forms-and-guidelines.html>

All new students should review the Graduate Supervision Manual found under Guidelines, Policies & Information>General Information.

<https://www.ualberta.ca/nursing/media-library/forms/grad/graduate-supervision-manual-2023.pdf>

In addition, PhD students will find an overview of the doctoral program in the PhD Program Manual found under Guidelines, Policies & Information>PhD Program.

<https://www.ualberta.ca/nursing/media-library/forms/grad/phd-program-manual-2023.pdf>

What is TAGS? (Thursday Afternoon Graduate Sessions)

There are no scheduled graduate courses on Thursday afternoons so that our Faculty of Nursing graduate students can have opportunities to connect and meet for information sessions, social gatherings, town halls, presentations and discussion forums.

Throughout the year, sessions will be offered on a variety of topics to help students to access information and get to know each other and the Faculty. Examples of topics include technology tools for academic success, applying for awards, and essential tips for graduate student success.

Plan to attend these sessions to stay connected with each other; to access and discuss Faculty and University resources; to join presentations by faculty members sharing their research and scholarly work; and to feel the vibe in your Faculty of Nursing community!

We hope that you will join us on a regular basis. When possible, these sessions may be livestreamed or recorded for students who are studying remotely.

Watch for updates for upcoming topics every month!

City Wide Nursing Research Rounds

All nursing students are invited to attend City Wide Nursing Rounds, which are hosted each month on a Wednesday from 2pm - 3pm, throughout the fall and winter terms.

Presentations by our Faculty researchers, students, and invited speakers highlight the important work nurses are doing to promote health in Alberta. Join us to build connections between Nursing research and practice!

Upcoming session information will be posted on the Nursing Graduate Resource Site and on the Nursing Research webpage

(<https://www.ualberta.ca/nursing/research/city-wide-nursing-rounds/index.html>)

ROLES AND RESPONSIBILITIES:

Graduate Students

Academic Advisor (MN Course-based)

Supervisors (MN and PhD Thesis-based)

Supervisory Committees

All graduate students are supported by a faculty member who is assigned as either supervisor or academic advisor. During the application process, new doctoral students will have confirmed a faculty supervisor who has agreed to advise and support student development throughout their program of studies and thesis project. All master's students are assigned an academic advisor upon admission based on faculty availability and on the background information and career goals provided by the student during the application process. All master's students will confirm a supervisor for their project (thesis or capstone) by the end of their first term of studies.

<https://www.ualberta.ca/nursing/media-library/forms/grad/graduate-supervision-manual-2023.pdf>

<https://calendar.ualberta.ca/content.php?catoid=39&navoid=12233#responsibilities-related-to-graduate-programs>

GRADUATE STUDENT RESPONSIBILITIES

Familiarize yourself with Faculty and University rules and regulations pertaining to program timelines and degree requirements.

Adhere to University of Alberta Calendar deadlines and all rules for program completion.

Consistently access and use your University of Alberta CCID email account for University communications, and for all correspondence with the Graduate Studies Office and your supervisor.

Advise the Graduate Services Office of changes in name or contact information.

Participate in learning opportunities provided/recommended by the Nursing Graduate Studies Office (TAGS Thursday Afternoon Graduate Studies sessions; Faculty and University workshops and seminars).

Become a contributing member of the Faculty of Nursing graduate community by connecting with your classmates through the Nursing Graduate Student Association and the Nursing MentorUS program.

Ensure that registration is maintained throughout your program and that all required fees are paid by the deadline dates set out in the calendar.

Inform your supervisor/advisor regularly about your progress, and collaborate to submit an annual progress report (normally in June each year).

Consult with the Graduate Services Office as needed for advice, information, and support.

ROLE OF THE ACADEMIC ADVISOR

(MN Students only)

Note: MN students may be assigned to a Group Academic Advisor (ie leadership and education cohorts) or an Individual Academic Advisor.

Provides appropriate guidance to the student in course selection, course changes, and progress within the program.

Accepts role of capping/thesis supervisor OR assists student to confirm capping/thesis supervisor by end of Fall term for full time students (or by end of second year Fall term for part-time students).

Meets with a full-time student no less than two times in an academic year and will meet with a part-time student no less than once in an academic year.

Explains the rationale and reviews with the student any administrative and/or curricular changes that have occurred since their last scheduled meeting and any impact that such changes will have (or potentially might have) on the student's progress.

Maintains open communication with the student concerning any problem; discusses the issues with the student and Associate Dean in a timely fashion.

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ACADEMIC ADVISOR TO SUPERVISOR (MN only)

With support from the student's Academic Advisor, students recruit an appropriate Capstone or Thesis Supervisor in the first Fall semester of the program.

The Supervisor agrees to accept responsibilities as Academic Advisor for the remainder of the program.

Topics for capstone and thesis projects are developed in co-developed. Although students may have a particular focus in mind for the project, it is important to note that there is not always a direct match between the student's idea for a topic and the supervisor's area of expertise. Students and supervisors work together to co-design the student project taking into account the student's preferred focus and the supervisor's expertise and program of research.

The Capstone Supervisor and the student must identify and engage a Capstone Consultant who has expertise in the content area, or who can facilitate engagement in an organizational initiative or community/agency partnership to support proposal development and implementation. The Capstone Consultant may be a teaching professor, adjunct professor, adjunct clinical associate, doctoral student, postdoctoral fellow, or an agency/community partner.

ROLE OF THESIS SUPERVISOR

(MN & PHD)

Assists the student in planning a program of studies.

Assists in ensuring that the student is aware of all program requirements, degree regulations, and general regulations of the department and FGSR.

Provides counsel on all aspects of the student's program.

Stays informed of the student's research activities and progress.

Ensures that students conduct their research in a manner that is as effective, safe, and productive as possible.

Arranges for and attends all supervisory committee meetings and the student's examinations, ensuring that these are scheduled and held in accordance with FGSR regulations.

When going on leave or an extended period of absence, ensures that the student is adequately supervised by an acting supervisor.

Review the thesis both in draft and in final form.

ROLE OF THESIS SUPERVISORY COMMITTEE (MN & PHD)

Thesis students in the Faculty of Nursing are required to have a supervisory committee normally comprised of approximately 3 members.

The committee is led by the student's thesis supervisor, or by two faculty members who agree to co-supervise.

Committee members are usually appointed within the first year of the program (within 8 months for MN students and 12 months for doctoral students).

Supervisory committee members

- bring relevant expertise to support student development related to the thesis topic or methods,
- contribute to the development and approval of the thesis proposal,
- participate in theses examinations at the proposal and program completion stages.

The supervisor will normally arrange for the supervisory committee to meet with the student at least once annually.

Additional meetings may also be held at the request of either the student or the supervisor.

The student may be asked to prepare an agenda, other written materials / reports in advance of scheduled meetings with the supervisory committee, and circulate meeting notes afterwards.

<https://calendar.ualberta.ca/content.php?catoid=39&navoid=12236#supervision-and-supervisory-committees>

CHANGE OF SUPERVISOR OR ADVISOR

Students or faculty members may request a change of advisor or supervisor.

For MN students, this may occur when the student confirms their thesis/capstone project topic and their project supervisor is confirmed. For part-time MN students, this may occur when they change to a faculty advisor at the end of the first term of the program. When a project supervisor or new faculty advisor is confirmed, your academic advisor is to email the Graduate Services Office (nursing.graduate@ualberta.ca) with this information (and cc you and your new supervisor/advisor).

A change may be requested when:

- The student may more appropriately be supported by the expertise of a different faculty member.
- When the student and/or faculty member express a personal preference for this change.
- When the faculty member will be away on sabbatical or prolonged leave of absence, or in instances of supervisory conflict.

It is recommended that the student/advisor/supervisor should discuss this possibility, and should consult with the Faculty of Nursing Associate Dean Graduate Studies and/or the Nursing Graduate Services Office as needed.

THE STUDENT – SUPERVISOR RELATIONSHIP

The relationship between graduate students and supervisors/advisors is one of the most important relationships you will develop during your program of studies. It must be recognized that supervisory relationships are influenced by differential power positions, and diverse cultural and professional experiences that influence faculty and student perspectives and expectations. It is anticipated that scholarly inquiry typically thrives under circumstances of mutual respect, open questioning and dialogue, and academic integrity in the conduct of scholarly work. Faculty, staff, and students share responsibility for creating a safe and respectful environment for teaching and learning.

Your faculty supervisor/advisor will offer guidance on course selection and program planning, scholarships, research training, career development, and professional networking. Faculty members and graduate students share responsibility for developing a productive and rewarding relationship by negotiating clear expectations for how you will work together. The following document includes many helpful suggestions for both thesis and course-based students to consider your respective roles and responsibilities, and effective ways to communicate with your supervisor and supervisory committee.

How to Ensure a Rewarding Student-Supervisor Relationship

<https://www.ualberta.ca/graduate-studies/media-library/current-students/doctoral/guidelines-rewarding-student-supervisor-experience.pdf>

PREPARING TO MEET WITH YOUR SUPERVISOR / ADVISOR IN SEPTEMBER

Most students will meet with their graduate supervisor/academic advisor during the first month of their program of studies. You will discuss your respective roles, responsibilities, and expectations during this meeting, and you can prepare for this conversation through the following activities:

- Thoroughly review this orientation handbook, and explore the links that are referenced throughout.
- Be prepared to discuss your career goals, and your hopes for how your graduate studies will assist your professional development.
- Consider personal goals for communication, collaboration, and scholarly activities that you hope to develop through your academic endeavours.
- Discuss your intended program timeline and other work and personal commitments that will influence the ways that you intend to organize your studies to meet program timelines.
- Consider how you like to give and receive feedback.
- Make a list of questions that you want to discuss with your supervisor.

Some of the topics that your supervisor will want to discuss with you initially and over time

- Frequency and purpose of regular meetings between the supervisor and the student.
- Exchange of contact information, general availability, and preferences for keeping in touch (ie. Email, in person, phone, online).
- Normal time frame to be expected by each party for feedback / constructive review / revisions to written work (such as proposals, literature reviews, reports, manuscripts, scholarship applications), including advance time required for student submission of materials, and return time for review/feedback from the supervisor to the student.
- Roles and responsibilities of graduate students and supervisors.
- Order of authorship and the criteria to determine order of authorship on any shared publications
<https://www.ualberta.ca/graduate-studies/about/graduate-program-manual/section-10-intellectual-property/10-2-guidelines-for-authorship>

Discussion Topics (continued)

- Management/security of research data (Health Research Data Repository if appropriate) and research ethics.
- Academic Integrity and Ethics Training Requirement – all University of Alberta graduate students are required to complete 8 hours of structured training in this area.
<https://www.ualberta.ca/graduate-studies/professional-development/ethics/index.html>
- Research and Scholarship and Integrity Policy -
<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Research-and-Scholarship-Integrity-Policy.pdf>
- Academic Integrity (including plagiarism and collaboration) -
<https://www.ualberta.ca/current-students/academic-resources/academic-integrity/index.html>

Discussion Topics (continued)

- Code of Student Behavior (including definitions of forms of misconduct and potential penalties).
<https://www.ualberta.ca/governance/resources/policies-standards-and-codes-of-conduct/code-of-student-behaviour.html>
- Professional Development requirement and Individual Development Plan – All University of Alberta Graduate Students are required to complete 8 hours of professional development activities.
<https://www.ualberta.ca/graduate-studies/professional-development/professional-development-requirement>
- Timelines for program completion, including coursework, examinations, and if applicable, approval of research proposal, thesis writing, and final oral examination.
- Funding opportunities - Students must actively apply for internal and external funding awards / scholarships / travel grants.
- Contractual obligations if employment as Graduate Research Assistant (GRA) / Graduate Teaching Assistant (GTA) responsibilities are anticipated.
- Any other mutually agreed upon responsibilities that support student learning and/or research training.

DEALING WITH CONFLICT

As with any relationship, there is potential for conflict in the supervisory relationship, or in relationships with other faculty and students in your graduate program. If you have a dispute with someone, it is often best to attempt to resolve the dispute as quickly as you can, informally, and as directly (ie. face-to-face) as may be possible.

In the event that a conflict cannot be resolved, the supervisor and/or student may consult with the Associate Dean Graduate Studies in the Faculty of Nursing. If the issue cannot be resolved at the Faculty level, other resources may include the **Student Ombuds** (ombuds@ualberta.ca), or the [Graduate Students Association](mailto:gsa.frontdesk@ualberta.ca) (gsa.frontdesk@ualberta.ca). Alternatively, an appointment can be made with an Associate Dean at FGSR.

Graduate supervisors are expected to openly declare any issue which may lead to a conflict of interest with the student, or with another member of the supervisory committee. The disclosure of conflict must be made in writing and brought to the attention of the student, the Faculty of Nursing Graduate Studies Office, and FGSR.

(see policy on [Conflict of Interest for Graduate Student Supervisory and Examination Committees](#))

If a conflict between the supervisor and student cannot be resolved, the Faculty will attempt in good faith to work with the student to find an alternate supervisor whose scholarship is aligned with the student's program of studies, and who is willing to assume supervisory responsibilities. This may lead to a more satisfactory supervisory arrangement in some, but unfortunately not all circumstances. In rare situations, students may choose to withdraw from the program or may be required to withdraw.

Conflicts are unfortunate and often very challenging but may provide opportunity to develop personal skills that build resilience in other professional roles. The following resources provide suggestions for perspectives and communication skills to navigate difficult interpersonal circumstances.

Resources:

[*Fairness in communication – A relational fairness guide*](#)

[*Resources for Navigating university Policy*](#)

[*We have to talk: A step-by-step checklist for difficult conversations*](#)

OFFICE OF THE STUDENT OMBUDS

The [Office of the Student Ombuds](#) is an impartial service that offers information, advice, and support to students, faculty, and staff as they deal with academic, supervisory, discipline, interpersonal, and financial issues related to student experiences in their programs.

The ombuds team works collaboratively with all university units in providing educational awareness and consciousness-building to address issues of systemic racism and discrimination, and supports students to ensure fair processes and to ensure that student voices are heard in addressing issues.

Students can make appointments for independent and confidential consultation at any time.

ombuds@ualberta.ca

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EXPECTATIONS: ONLINE / HYBRID LEARNING

The etiquette of online learning is that you are physically and cognitively present.

Turn your cameras on.

Engage in discussion either verbally or via chat (or both).

If you cannot attend an online / hybrid class, email the instructor in advance to let them know.

If you cannot have your camera on for a period of time, let the instructor and your colleagues know why.

These expectations further support students in developing relationships with their peers and cohort.

Out of respect for your colleagues, guest speakers, and instructors, it is your professional responsibility to be present and fully engage in online / hybrid learning.

RESOURCES FOR ONLINE LEARNING & ACADEMIC SUCCESS

Although most graduate programs are not offered wholly in an online format (with the exception of the MN-Advanced Clinical NP focus), many graduate courses are timetabled in a hybrid teaching format. This means that there are 2 registration sections within the course: one for an on-campus sub-group and another for an online sub-group. In hybrid courses, these two groups meet and interact concurrently during the scheduled class time.

Please note that if you are registered in on-campus and you experience exceptional circumstances where you may be required to join online, you must contact the instructor for permission to do so.

Computing Requirements for Remote Learning

Review the recommendations from University of Alberta IST (Information Services & Technology) regarding the specifications for your computer and Internet needs.

<https://www.ualberta.ca/information-services-and-technology/services/software-hardware-vendors/technology-requirements.html>

Explore online resources to learn about the University of Alberta platform for online learning
<https://www.ualberta.ca/information-services-and-technology/remote-work/learning-remotely.html>

eClass - For each of your registered courses, you will receive access to an eClass link where you will find your course outlines, course information and announcements, and contact information for the course instructor. You will find Zoom links for synchronous discussions, online discussion forums, powerpoint files/handouts, and other resources. In some courses, you will also use eClass to write online exams and submit assignments.

Google G Suite tools are used for email, calendaring, document sharing, and videoconferencing. The University website provides many introductory links to help you to get started if you are a new G Suite user, and to increase your knowledge of these utilities.

Zoom will be used by many instructors for synchronous video interaction with students.

The **Academic Success Centre** offers professional academic support to help you to achieve your academic goals. Most services are available online, including individual advising, group workshops, online courses and specialized programming for graduate students. The main website for these services is:

<https://www.ualberta.ca/current-students/academic-success-centre/index.html>

Are you interested in topics such as writing a literature review, reading a research paper, or writing a funding proposal? The Academic Success Centre offers workshops and courses that are tailored to graduate student needs. These workshops are updated monthly, so plan to visit this website regularly.

<https://www.ualberta.ca/current-students/academic-success-centre/workshops/index.html>

Are you interested in improving your use of key software programs, including Word, Powerpoint, Excel, SPSS, and all Google applications?

See:

Technology Training Centre

<https://www.ualberta.ca/technology-training/courses/index.html>

(Note: there is a charge for most of these courses)

ADOBE

Creative Cloud Introduction	+
Photoshop	+
Illustrator	+
InDesign	+
InCopy	+
Acrobat	+
Premiere	+
Captivate	+

GOOGLE

Gmail	+
Calendar	+
Drive and Team Drive	+
Docs	+
Sheets	+
Slides	+
Forms	+
Contacts, Chat and Keep	+
Sites	+

MICROSOFT

Excel	+
Word	+
PowerPoint	+
Outlook	+
Access	+
Publisher	+
OneNote	+
SharePoint	+
Visio	+
Office Tips and Tricks	+
Teams Essentials	+

OTHER COURSES

Project Management	+
Cascade	+
Web Design	+
Graphic Design	+
Data Management and Analysis	+

Many graduate students find that they need to brush up their written communication skills as they prepare for courses that have written assignments and term papers as part of the course evaluation. Access tutorials, workshops, and quick study guides, including the following examples from the many topics available from the Library, the Academic Success Centre, and the Centre for Writers.

<https://www.ualberta.ca/current-students/centre-for-writers/index.html>

Writing tutorials for searching literature and organizing your paper

<https://www.library.ualberta.ca/tutorials/>

Citing, Quoting, Summarizing, Paraphrasing

<https://www.ualberta.ca/media-library/ualberta/students/centre-for-writers/documents/resources/p/paraphrasing-summarizing.pdf>

Plagiarism

<https://www.library.ualberta.ca/tutorials/foundational>

Handout summary for Citation Guide for APA (7th Ed)

https://guides.library.ualberta.ca/ld.php?content_id=35043857

Graduate school is a time where self-care is needed. Here are additional resources available to you:

Mental Health Supports for Students

<https://www.ualberta.ca/current-students/wellness/mental-health/index.html>

Self-care guide, for students (Indigenous and non-Indigenous) for those who might be triggered by topics explored in their courses or university experience

<https://www.ualberta.ca/native-studies/self-care-guide.pdf>

How to Help - Starting the Conversation, steps for communicating care and support when assisting someone

<https://www.ualberta.ca/current-students/wellness/how-to-help.html>

Collection of Mental Health Resources

<https://www.ualberta.ca/current-students/counselling/resources/index.html>

Welcome!!!



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