Welcome to the first edition of a Bachelor of Health Sciences (Honours) Program newsletter. I have had the pleasure of working with staff, students and faculty over the past 12 years to develop a program that would allow you to be unique, but rather to develop a program grounded solidly in evidence-based practice, with room for experimentation and exploration. The longer-term hope was that other programs at McMaster or at other institutions could find elements of successful learning or successful community to translate and transpose to their own environments. We’re still a bit brash; we think that everyone should be doing some of the things that are successful in the Bachelor of Health Sciences program.

There are indications that education is starting to shift towards asking more important questions about the added value of the university experience. In this context, we have very much enjoyed the open invitations provided by McMaster’s new President, Dr. Patrick Deane, in his letter, Forward With Integrity. Program community members are proud of the things they do and can see many elements of their activities reflected in the President’s letter. They have been encouraged to continue to explore developments that could enrich the student experience and contribute to the University’s obligation to local and global communities. The global context has been reflected in the President’s letter. They have been encouraged to pursue developments that could enrich their own communities. We’re still a bit brash; we think that everyone should be doing some of the things that are successful in the Bachelor of Health Sciences program.

The BHSc (Honours) program currently accepts 160 students from an applicant pool of 3000. We send out very few offers of admission because acceptance rates are very high (75%) relative to other university programs. Although we are certainly proud of the opportunity to work with a very bright and challenging student population, our larger regret is that we turn away more than 2800 students. A few student and alumni success stories are highlighted here. All students in the Faculty of Health Sciences have an opportunity to explore learning with a common set of curriculum development values. We understood the need for students to have an opportunity to explore a complex environment in ways that inform their future goals.

Del Harnish
3M Fellow
Assistant Dean, BHSc (Honours) Program

The intent was never to develop a program that would always be unique, but rather to develop a program grounded solidly in evidence-based practice, with room for experimentation and exploration. The longer-term hope was that other programs at McMaster or at other institutions could find elements of successful learning or successful community to translate and transpose to their own environments. We’re still a bit brash; we think that everyone should be doing some of the things that are successful in the Bachelor of Health Sciences program.

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Within the pages of this newsletter we have tried to capture just a little of what we see as invitations to learning. Of course, there is a great deal of activity that we have not described in this issue, but no matter how long the newsletter, we would never be able to capture all of the complexity that students can experience. We invite you to browse these few pages and celebrate some of the accomplishments. We will attempt to capture more in future editions. But in the meantime, when you encounter a member of the community, ask them about what is exciting for them.

Lauren Salci is a first-year student in the Bachelor of Health Sciences (Honours) program. Through her involvement with the McMaster University community, Lauren has been able to develop leadership skills and contribute to the University’s obligations to local and global communities.

Lauren created and initiated a Sign Language Club within the McMaster community. She developed a passion for this language when it was introduced to her by her hearing impaired friends in elementary school. Positive feedback from her peers regarding the Sign Language Club at McMaster encouraged her to introduce Sign Language Classes at the Summer Camp of the Kiwanis Boys and Girls Club of Hamilton. Inner-city children learned a new skill that allowed them to interact with and include hearing-impaired individuals in the community. Lauren also devoted time to volunteer at the MSU Daycare working with children, and the Smiling Over Sickness organization interacting with hospitalized children. Positively impacting children’s lives provides her with a great sense of joy and fulfillment.

Lauren’s passion to benefit the lives of others is her source of motivation for continued involvement. Her philosophy includes giving back to the McMaster and Hamilton communities, which have provided her with fulfilling opportunities.

Lauren was awarded the 2011/12 Bachelor of Health Sciences Society Scholarship. The Bachelor of Health Sciences Society (BHSS) is the official student society of the BHSc Program. Serving over 750 students, the BHSS aims to promote collaboration and participation in the program and encourages BHSc students to make their experience at McMaster both challenging and satisfying. The BHSS achieves this mandate through providing a wide range of opportunities and initiatives for students. The Academic, External and Social Committees of the BHSS provide educational support, charitable & volunteer engagement and social opportunities. The four-year specific councils of the BHSS work to promote growth and unity in each cohort of the program. Other branches of the BHSS, including Communications, Off-Campus, Financial and Welcome Week, aim to provide specific student supports. Throughout the year, the BHSS works to bring positive change within the society. Over the past year, the BHSS has made changes to the LearnLink guidelines, the BHSS website, academic support for students (buddy system and academic “pass-it-on” sessions) and has made improvements to the Faculty of Health Sciences Lounge. Over the next year, the Executive plans to continue this trend and establish an analytics inventory system, which will allow the BHSS to lend athletic items out to BHSc students. We will continue to make changes with the primary goal of better representing and addressing the needs of our members.

By Graeme Hoit, Faysal Naji and Lauren Salci, BHSc Program, Class of 2013

MORALIZING WITH MOLECULES

It is funny how small gestures can provide you with great opportunities. At the completion of the 1st year Cellular and Molecular Biology course (HTH SCI 1106), we volunteered to meet with the instructor, Dr. P.K. Rangachari (Chari), to offer some improvements to the course. We were presented with an opportunity: to evaluate the UNSIN Project as a tool for learning. The Unscredit Project is a term-long project where students explore the molecular physiology underlying the sins Gluttony, Wrath, Lust and Sloth and propose a cure within the context of cellular and molecular biology. In true BHSc fashion, the project required students to utilize group-based, self-directed learning and culminated in a debate where students defended their intervention in front of colleagues and faculty members. We wanted to find out whether the Unscredit Project had any long-term impact on our learning, so Chari got us to create and distribute a survey and analyze the results. We presented our findings at a poster presentation at the 2013 Experimental Biology Conference in Washington D.C., which is a major conference that attracts eminent scientists including Nobel Laureates. This was an invaluable opportunity that enriched our perspective toward scientific research. Subsequently, we developed our project into a research paper, one that will be published in the upcoming issue of Advances in Physiology Education. One of the reviewers of the paper made the following comment:

“What an interesting project you have described! I couldn’t put down the manuscript. It is so encouraging to find that this kind of creativity is happening in our education. I especially liked that both the project and the writing of the manuscript were collaborative efforts by a teacher and students. Two of the unique features of the project stood out: the way group dynamics were monitored by the teacher, and the not-previously-announced random reporting from the groups.”

We have learned an incredible amount as Chari gave us free rein. Who could have thought it was all because of a simple raise of the hand in response to: Are there any volunteers?
NEW BHSc COURSE OFFERINGS

HTH SCI 1PA3 Current Topics in Biochemistry and Biomedical Sciences
By Dr Eric Brown, Chair of the Department of Biochemistry and Biomedical Sciences, McMaster University

The new first year course on ‘Current Topics in Biochemistry and Biomedical Sciences’ has been well received. This course was an experiment in exposing first year students to cutting edge discovery research. Students from all walks in the University – Science, Engineering, Business, Arts and Health Sciences – spent class time with 13 internationally-renowned researchers from the department of Biochemistry and Biomedical Sciences to explore a variety of research areas including neurodegenerative disease, antimicrobial drug discovery and cancer chemotherapy. The thinking was to give students an appreciation of the excitement of discovery in a broad variety of subject areas important to human health. The students showed impressive enthusiasm throughout these 11 topics and their input led to some fabulous discussion and insights. Encouraged by the success of this first offering and energized by the students, we will be doing it all again this winter term!

HTH SCI 2AE3 ARTISTIC EXPLORATIONS OF COMMUNITY ISSUES
By Hartley Jaffe, Facilitator, BHSc (Honours) Program, McMaster University

Developed from an Applied Theatre initiative in the winter of 2011, 2AE3 is open to both BHSc and Arts & Sciences students and will explore issues and topics important to both communities through various artistic methodologies. Students will engage with arts based research practices including narrative inquiry, ethnotheatre and verbatim theatre and create an artistic performance to share with the BHSc and ArtsSci communities to encourage further discussion and reflection. I am extremely excited to explore this new course with the students!

HTH SCI 3X03 Pain: Perceptions, Mechanisms and Management
By Jennifer Nash, Facilitator, BHSc (Honours) Program, McMaster University

Pain associated with injury or disease is a common reason for consultation with a physician. It is subjective and can be difficult to quantify and characterize. There are a vast array of pain management options, each associated with risks and benefits. This course will provide an introduction to perceptions, mechanisms and management of pain with a holistic and interdisciplinary approach. Students will collaborate with the facilitator to develop a learning contract based on the course objectives and take into consideration resources and opportunities available in their local community.

CHILD HEALTH SPECIALIZATION
If approved, a new Child Health Specialization will begin in September 2013. Developed by Lorna Colli, Stelios Georgiades and Margaret Second.

The Child Health Specialization will offer students a unique opportunity to apply the Inquiry problem-based learning model within the dynamic context of child health, development and community involvement. The curriculum based on three thematic pillars: education, research, and experiential/community learning cuts across academic disciplines related to child health such as paediatrics, psychiatry, psychology, social work, developmental rehabilitation and education. The specialization utilizes existing expertise within the McMaster University and Hamilton communities; by doing so it allows for the integration of theory and knowledge with experiential learning and research skill development within the challenging context of child health.

World-renowned teachers/facilitators, researchers and clinicians from across disciplines serve as supervisors/mentors for students with an interest in child health.

The goals of the specialization are to support students in integrating knowledge, research and experience in order to be aware and understand the complexities of child health and development within the context of communities. In addition this specialization will provide students with a skill set that is transferable to a variety of applied settings and educational programs.

SHEIRY DHILLON, 2012 RHODES SCHOLARSHIP RECIPIENT

As a BHSc (Honours) alumni, Global Health Specialization, Sheiry Dhillon (Class of 2012) is one of 11 students selected nationally to attend The University of Oxford on a prestigious Rhodes Scholarship. The Rhodes Scholarship was established by Cecile Rhodes in 1902 and has since been considered the ‘world’s oldest and largest international graduate scholarship’. Sheiry first applied internally through McMaster University and received an endorsement from Dr. Patrick Deane, President of McMaster University in early September. She was then accepted as a provincial finalist for the award. As a provincial finalist, Sheiry attended a weekend interview process in December, consisting of a cocktail party with the 12 other finalists, and an interview with a seven person panel of leading minds in the country and the world. She was then selected as one of two individuals to receive the award and will be starting her time at Oxford in October of 2012.

Sheiry’s research interests centre on improving access to, and quality of, health care in low and middle income countries. Her current projects include piloting and evaluating a trauma team training course in Georgetown, Guyana and assessing access to obstetric care in governmental hospitals in South Africa. Sheiry has also spent a semester in northern rural India completing a primary health research project for Jagori Grameen, a local NGO. She aims to carry her research interests forward while at Oxford through a Doctorate of Philosophy and hopes to eventually expand her work into the realm of policy decision-making and planning.

Sheiry Dhillon comments on her experiences in the BHSc (Honours) Program, Global Health Specialization:
The BHSc community and specifically the global health specialization have enabled me to explore and develop my interests in the field of global public health. Core health science and global health courses provided me with a strong theoretical knowledge base. I had the opportunity to put theory into practice while pursuing independent project courses (senior project, thesis, 3H03/4D03) with experts in my field of interest. The global health program also provided an incredible opportunity to continue my learning in an entirely different setting. As a second year summer student, I spent a semester in northern India for my “Embedded Learning Experience” which was all together an eye-opening experience. Working with local health care providers, seekers, and public health officials for a primary health research project, created a unique learning opportunity that simply is not available in a classroom. I was able to navigate the rural health care system, while learning from those around me in order to collect useful data – it was exciting, stressful, and nerve-racking all at the same time! Returning from my time in India, I have further pursued my interests in access to equal and equitable health care in low and middle-income countries through a senior project, thesis, and independent study. These experiences were all made possible by the BHSc (Honours) Program and have been crucial for my learning experiences.

In a nutshell, I feel incredibly fortunate to be a part of the BHSc program. The endless opportunities to mold my education have allowed me to pursue my interests in the field of global health. I hope to continue the same at Oxford this fall!
ALUMNI PROFILE: MARC COLANGELO

BHSc (Honours) Class of 2004, BHSc (Honours) Program

During my time in the BHSc Program, I received D’s, A’s and everything in between. I achieved perfect scores and I failed tests. From each experience, I have always learned something. My first university mark was the lowest grade I had ever received, a D+; it felt as though the entire term was a waste of time. In my fourth year, I was on the Provost’s Honour Roll, achieving a 12.0 average. So what happened in between? Essentially, I needed to learn how to learn. I didn’t take the time to look at my concept of education. I was so interested in the short-term gains that I never saw that I was actually learning. What I see today, but never did back then, is that I was learning and receiving a low grade at the same time. Yes, it is possible.

As a member of the inaugural graduating class of the Bachelor of Health Sciences (Honours) Program (BHSc), I was introduced to a style of learning that has not only shaped the way in which I approach education as a student, but also as an educator. The BHSc Program and specifically the Inquiry process gave me the resources, tools and most importantly, the support to allow me to determine what learning style worked for me.

I always knew I wanted to have a health-related career, but never knew exactly what I wanted to do. Through the BHSc Program, I was able to use the skills I learned to explore my interests, which ultimately led me to my current path. I decided on pursuing an M.Sc. in Medical Sciences at McMaster after graduating. I had never planned on doing research, but I had a great experience with my undergraduate thesis, so I wanted to continue in that direction. Last year, I completed my Ph.D. in Medical Sciences, focusing on mathematical and computational models of asthma and cancer. Throughout this time, I was fortunate to facilitate various courses and do educational research in the BHSc Program. I recently accepted a postdoctoral fellowship at the University of California Berkeley, in the Department of Nutritional Science and Toxicology. Although my time at McMaster has come to an end (for now), I still maintain the core philosophies and skills that I learned during my time in the BHSc Program.

In my role as an Inquiry facilitator, I had the opportunity to share my experiences with incoming students. I couldn’t tell them exactly what to do, nor would I, but I was able to provide them with a safe environment to learn and grow, without the emphasis on grades. No one knows I got D’s, no one knows I met the Provost, and no one cares. What I do know is that thanks to the BHSc Program, I have the tools and skills to succeed and continue learning.

As a student in the Biomedical Sciences Specialization, I have had the unique opportunity to blend courses from the BHSc curriculum with those offered almost exclusively to McMaster’s Biochemistry program, allowing me to take introductory biochemistry courses that solidified my basic understanding of a broad number of topics in biochemistry. I carried on to apply this knowledge in specific courses about model systems used in research, experimental design approaches, human metabolism and nutrition and a stem cell course taught by leading researchers in the field. My biochemistry courses gave me further insight into some topics covered in the BHSc courses I elected to take, such as immunology, cell biology and pathophysiology. I have had the opportunity to apply the skills and techniques I learned about in class in hands-on lab experiences continuously since I started the specialization. My training in the lab environment started with a biochemistry lab course taught to my cohort with a BHSc-style twist, where we applied self-directed learning and group collaboration.

In my third year, I was able to work one-on-one with a postdoctoral fellow at a cancer research lab at the Juravinski Cancer centre, being able to observe and participate during each step. The specialization allowed me more space in my schedule to spend time in the lab and gain the experience I needed to continue in fourth year with a thesis project. I am currently completing a 12-unit thesis project in an anti-viral immunology lab at McMaster and have been able to explore a completely different research institution in the field of immunology. I know my choice to specialize has allowed me the freedom to focus on both of my interests and I am looking forward to being able to use my research skills and health sciences background to further my experience and make discoveries that can expand our knowledge of the medical sciences.

BHSc BIOMEDICAL SCIENCES: A STUDENT PROFILE

Saleha Munawar, BHSc (Honours) Program, Class of 2012

This year, I will celebrate 33 years as a part-time member in the Faculty of Health Sciences at McMaster. In fact, I have been a member of the McMaster community for the past 43 years as an undergraduate student in Social Work, an employee in the Department of Psychiatry and as a faculty member. I came to McMaster one year after Mac’s last visit to the Vanier Cup, excluding our championship this past Fall!

In 2001, I was contacted by a long time friend and colleague, Teresa Basilo and eventually invited by Del Harnish to join the BHSc (Honours) Program as an Inquiry facilitator. It was during this formative years that I assisted my fellow facilitators to introduce standardized patients to our Inquiry classes. In 2004, I offered a first year pilot course on communication skills. That year, 17 students registered for the course, which has expanded to an annual registration of over 200 students. Together with my colleague, Sheila Barrett and my wife, Linda, we now provide 14 communication course sections.

To the best of my knowledge, the BHSc (Honours) Program is the only non-professional undergraduate program in Canada that offers this level of a course in communication skills. We believe that we provide a unique opportunity for our students to better understand the relationship between the use of effective communication skills and the achievement of certain desired health care outcomes. This enhanced knowledge is acquired in the context of experiential learning that includes interview practice with multiple standardized patients, small group interaction, audio-visual technology and exposure to extensive evidence-based research.

The BHSc (Honours) Program has provided me with the resources and the students have provided me with the rewards. I am privileged to witness their enthusiasm, struggles, insights and growth in every single class. I watch them interview standardized patients who present them with life issues that most have never before experienced. I read their reflections that tell about their frustrations and successes and how “this communication stuff” is starting to make sense even beyond the classroom setting. I get to see their excitement when they discover that there is actually research that supports their execution of specific interview behaviours. I get the satisfaction of knowing that my students are going to make a positive difference in many lives as they pursue their respective professional careers. I take enormous pride in knowing that I may have had some small measure of influence in the way they will interact with those they will serve.

“The single biggest problem with communication is the illusion that it has taken place.”

George Bernard Shaw

“Act the way you would like to be, and soon you will be the way you act.”

-Bob Dylan

FACULTY PROFILE: CARL deLOTTINVILLE

Instructor, BHSc (Honours) Program

This year, I decided on pursuing an M.Sc. in Medical Sciences at McMaster after graduating. I had never planned on doing research, but I had a great experience with my undergraduate thesis, so I wanted to continue in that direction. Last year, I completed my Ph.D. in Medical Sciences, focusing on mathematical and computational models of asthma and cancer. Throughout this time, I was fortunate to facilitate various courses and do educational research in the BHSc Program. I recently accepted a postdoctoral fellowship at the University of California Berkeley, in the Department of Nutritional Science and Toxicology. Although my time at McMaster has come to an end (for now), I still maintain the core philosophies and skills that I learned during my time in the BHSc Program.

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BHSc Program Teams Up With the McMaster Health Forum to Prepare the Next Generation of Global Health Leaders

By Steven Hoffman, Assistant Professor in the Department of Clinical Epidemiology & Biostatistics

President Patrick Deane recently sent a letter to the McMaster community calling for innovation in how we teach students and how we engage with the global community. The BHSc Program has teamed up with the McMaster Health Forum (www.mcmasterhealthforum.org) to offer three courses and a series of student reports that respond to this call.

The first course, Global Health Advocacy (HTH SCI 42Z2), aims to foster an understanding of the complexity of today’s most pressing global health challenges and the ways that various actors work to overcome them. Global health is not studied as an altruistic goal, but rather as a complex domain of political praxis with an ever-expanding cast of players, divergent interests and hidden agendas. The focus is on factors that drive global health decision-making and the various advocacy tools used by individual champions, civil society organizations, national governments and United Nations agencies to effectively influence it. Students in the course are empowered to reflect upon how they can most positively and confidently advocate within the global health sphere if they choose to do so in the future.

The second course, Global Health Governance, Law and Politics (HTH SCI 4LD3), surveys contemporary issues and debates in global health governance from an interdisciplinary perspective. Theory converges with practice as students examine the historical development of global health, its regulatory framework (e.g., global health law, human rights and ethics), principal courses (e.g., multilateral organizations, partnerships and diplomacy) and emerging challenges to its effective governance (e.g., multinational corporations, corruption, globalization, trade and intellectual property). Canada’s global health stakeholder is also explored. Throughout the course, students draw on evidence to develop informed insights on the actions that global health leaders can take to address the increasing disorder of the sphere in which they operate.

Readings are drawn from across fields, including economics, history, law, medicine, political science and philosophy.

The third course, known as the Forum’s Simulations course (HTH SCI 4Y3), offers students the chance to participate in simulated hospital board meetings, cabinet meetings, and World Health Organization (WHO) Expert Working Group and former Director-General of the Norwegian Knowledge Centre for the Health Services.

The research is designed by the student in conjunction with the McMaster Health Forum’s website. A select number of printed copies are also available in the BHSc office.

Steven Hoffman is an Assistant Professor in the Department of Clinical Epidemiology & Biostatistics and an Adjunct Faculty with the McMaster Health Forum. He graduated from the Bachelor of Health Sciences Program in 2007 and returned to teach these two global health courses after training as a lawyer.

Engaging the City

By Margaret Secord, First Year Inquiry Coordinator and Facilitator, Bachelor of Health Sciences (Honours) Program

Sarah Glen, Facilitator, HTH SCI 3DD3, Bachelor of Health Sciences (Honours) Program

What if Hamilton was your classroom, the city residents your mentors and local organizations your research partners?

This is a question the Bachelor of Health Sciences (Honours) Program explores in its community-based research course, Engaging the City. The course engages 3rd and 4th year students from multiple faculties to connect with community organizations in both theory and practice. The intent of the course is to build relationships between the Hamilton and McMaster communities.

“It’s about building long-term relationships with the students and the community they call home. Our community partners are looking for ways to develop research within their organizations and the students are interested in better understanding Hamilton and what role research can play in our local community,” said Margaret Secord, course co-facilitator.

“It’s really a great fit for both our students and the community.”

The idea for the course came from Paul Uy, a BHSc student, in 2006 and was developed in 2007 through consultation with local community organizations, community residents and leaders. Community meetings helped facilitators understand that local organizations were struggling to conduct research on their own due to time and funding shortages. Local residents were asking for more ways to understand and share their perspectives about their community. Students were interested in learning more about Hamilton in ways that went beyond volunteering and service learning trips.

Engaging the City was born.

“The need for this course, the way it was designed and how it continues to grow really is a partnership with Hamilton.”

Community-based research provides a solid framework for us to continue to learn from and listen to our community partners and develop projects that work for them,” said Sarah Glen, course co-facilitator.

Students start the course in their 3rd year learning the basics of community-based research and about Hamilton. Through guest speakers, field excursions and creative practice, students gain a deeper understanding of themselves and their values while exploring the city and relevant issues, including poverty, mental health, housing, education, at-risk youth and literacy.

“This prepares and leads students to complete a 4th year thesis or senior research project collaboratively with a community partner and supervised by the facilitators.

The 4th year research projects are experimental, the outcomes tangible and many of the students’ work has led to lasting change in the way community organizations offer their programs. For example, community partners secured more funding due in part to the students’ research project findings. This funding went to support programs like a healthy eating and exercise workshop for young people and additional opportunities for creative activities for developmentally delayed adults.

The research is designed by the student in conjunction with the community partner and supervised by Secord and Glen.

“Engaging the City has allowed me to learn more about the broader Hamilton community, the challenges the city faces and how unique it really is. The course gave me the opportunity to make a meaningful impact on my community by building collaborative relationships with community partners. I would not have the chance to do this in any other undergraduate course. It has inspired me to pursue a future career where I can use community-based research to help evaluate and enhance health-related programming in my community,” said Shermeen Farooqui, an Honours BHSc Psychology, Neuroscience & Behaviour continuing student who returned to complete a community-based research project as a result of her experiences in the course.
UPCOMING EVENTS

BHSc CHARITY FASHION SHOW 2013

Beginning in 2005 as a 4X03 initiative, the BHSc Charity Fashion Show has grown not only in popularity but has become a platform for showmanship and artistry, with student designs showcased for the first time in 2010. Featuring both a "typical" fashion show component and a dance component, the fashion show contains something for everyone. For students interested in participating there are numerous opportunities available from models to photographers to set designers. Proceeds from the fashion show each year are donated to Camp Trillium, an organization dedicated to children and their families living with cancer.

HEALTH SCIENCES MUSICAL 2013

The Health Sciences Musical (HSM), currently in its 4th installment, began as a 4X03 initiative that has grown to become a program-wide, multi-day event. With a completely student-written script, full band, cast and chorus, HSM embodies the collaborative spirit of the Bachelor of Health Sciences (Honours) Program. There are many opportunities for students to get involved either on or off stage. Each year the proceeds from the musical are split between the BHSc Scholarship and a charitable organization. Last year's proceeds were shared with Hamilton's Extend-A-Family, an organization providing a buddy system and activities to teens and youth with mental and physical disabilities.

BHSc FUNDRAISING INITIATIVES

ANNUAL PENNY WARS INITIATIVE

Penny Wars is one of the most unique fundraising initiatives in BHSc. Its success is due to a combination of a student, staff and faculty competition and determination to raise money for a good cause. Due to the success of last year's Penny Wars competition, which raised over $1500, and in addition to numerous years of fundraising, the Bachelor of Health Sciences Student Scholarship was awarded for the first time in 2011. This year, proceeds will be donated to the BHSc Scholarship as well as the Hamilton Food Share. This student lead initiative brings the entire BHSc community together for some friendly competition, while also raising funds and awareness for a local charity.

FOOD DRIVE INITIATIVE

In the Bachelor of Health Sciences (Honours) Program curriculum is aimed to instill peer collaboration, peer tutoring, life-long learning and a sense of community. Students in Collaboration and Peer Tutoring (HTH SCI 4X03) have demonstrated this philosophy by developing numerous fundraising initiatives over the years. Over the past year, one tutorial group hosted a food drive where students, faculty and staff were encouraged to donate non-perishable goods. Donations were placed in a box representing each cohort and points were assigned accordingly to generate friendly competition. A total of 177 non-perishable goods were donated to Mission Services, a charitable organization with a long history of serving those in need in the Hamilton community.

WHAT DOES BHSc COMMUNITY MEAN TO YOU?

Being in the BHSc community has allowed me to meet so many diverse, talented and motivated individuals who I continue to learn from everyday.

- Beverly Chow, Class of 2012

The BHSc community is a home away from home, consisting of motivated peers and dedicated faculty members who will work endlessly to help you become aware of, work for, and ultimately achieve your goals, whatever those goals may be.

- Jessie Zhexin Peng, Class of 2015

In just one semester, I’ve met some of the most supportive, kind, and fun people whom I have become close friends with. It’s so great knowing almost everyone’s names and faces in the class so that I feel like I’m apart of a big family rather than just a program.

- Jenny Zheyi Peng, Class of 2015

The BHSc community is friendship, support, and success as a group - it sets BHSc apart from every other program out there, and I’ll never regret my decision to become a part of it!

- Patrina Cheung, Class of 2015

The BHSc program is my second place. A place where social meets academic, and the collaboration with peers yields surprisingly fruitful results.

- James Bao, Class of 2013

A faculty that favors learning over memorization, with Professors who support karaoke over studying for TRIPSES, and friends that stick through thick and thin - this is what the BHSc community is all about, a perfect blend of guidance, encouragement, academics, and friendships!

- Talha Maqbool, Class of 2015

BHSc COMMUNITY NEWSLETTER TEAM

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Special thank you to the faculty and students who shared their experiences and stories!

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