

IBEHS 1EP6

Entrepreneurship in Biomedical Innovations: Bench to Market

Fall/Winter 2021-2022

Welcome to your first year in the iBioMed program 😊

This Course Outline provides you with information about 1EP6 – its structure, content, evaluations, and delivery.

1. INSTRUCTIONAL TEAM

Here are the people that will teach and support you through this semester:

PROFESSORS

Dr. Anna Korol, MSc, PhD Office: MDCL 3515
korola3@mcmaster.ca

Dr. Julian Yabut, PhD Office: MDCL 3300
yabutj@mcmaster.ca

HEAD TEACHING ASSISTANTS (HEAD TA's)

Daniel D'Souza
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TEACHING ASSISTANTS (TA's)

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najml1@mcmaster.ca

2. SCHEDULE AND DELIVERY

This course will be delivered as a “**hybrid**” with both virtual and in-person components.

SCHEDULE

Lectures in this course will be delivered virtually in Term 1

- **Term 1: Thursdays 4:30 – 6:20pm EST** meet in Microsoft Teams for Virtual Class
- **Recorded lectures released every Friday** morning after Thursday class for on-demand

TUTORIALS

Tutorials will be delivered either in-person or virtually, dependent on your selection at the beginning of the course.

- **Tutorials** run weekly either in-person or virtually across 9 sections (T01-T09) on either: **Mondays (3:30-6:20 EST), Tuesdays (2:30-5:20 EST), or Fridays (2:30-5:20 EST)**
- You can find your assigned section and classroom in your Mosaic schedule

OFFICE HOURS

One-hour period virtual office hours with professor; synchronous format

- **Term 1:** Wednesdays for 1 hour between 12:30pm - 5:30pm; times will vary to remain flexible and will be announced during each week’s lecture

VIRTUAL TEACHING PLATFORMS

We will be using 2 virtual learning platforms – Microsoft Teams and Avenue to Learn

Microsoft Teams:

- Each of you will see two 1EP6 Teams:
 - A general Team for live virtual lectures on Thursdays
 - A tutorial Team to collaborate with your group under the mentorship of your TAs; and the place to meet for live virtual tutorials if you are in a virtual tutorial.

Avenue to Learn:

- Access course announcements
- Review course materials (course outline, investigation packages, evaluation details, course deadlines, available resources)
- Access weekly course modules with recorded lectures
- Access weekly Meeting Minutes Tasks
- Complete A2L quizzes
- Submit course work for grading into assignment dropboxes
- View grades and feedback

In special circumstances (i.e., technical difficulties, MS Teams is down) other platforms like Zoom may be utilized; students will be given notice if there is a change.

GETTING STARTED

- Review the *Getting Started* module on Avenue to Learn to familiarize yourself with the above online platforms and see what resources are available to you on campus: <http://avenue.mcmaster.ca>
- New to Avenue to Learn? Check out this brief video: https://www.macvideo.ca/media/Introduction+to+Avenue+to+Learn+for+New+McMaster+Students/1_34czfyt

3. COMMUNICATION POLICY

Weekly tutorials are the best place to ask questions and to get the help you need. During tutorials, you will have access to mentorship from your assigned TA and head TA. Your instructors will also pop into tutorials to provide further guidance and support. If questions do remain in between sessions, please ask your TAs for their preferred form of communication (i.e. email or Teams). Questions regarding tutorials should be directed to your TA. Lecture or content questions will be addressed in the *Meeting Minutes* assessment. The most frequently asked questions and/or important questions that appear on Meeting Minutes will be addressed by the instructors. Thus, content-related questions will not be answered via e-mail since misunderstandings can arise.

To contact the instructors, please email directly. Please do not use Avenue or Teams. Every attempt will be made to reply within 24 hours (excluding weekends). When emailing please include a subject prefix of "IBEHS 1EP6", use appropriate and professional conduct (e.g., salutation) and include your full name and student number in your email. Emails must be sent from your @mcmaster.ca account.

4. COURSE DESCRIPTION

This is a project-based integrated learning course where we will use advancements in the biomedical field to explore cellular mechanisms underlying human health and pathology and follow the journey of healthcare solutions from bench to market. There will be a focus on the synthesis of key concepts in cellular biology with clinical developments and business perspectives. This course will develop critical thinking, teamwork, and project management skills.

Upon successful completion of the course, you should be able to:

LO.01	Identify the molecular interactions and functions of proteins, enzymes and other biologically relevant molecules in cellular mechanisms
LO.02	Compare signal transduction mechanisms in the healthy and pathological state
LO.03	Connect cellular biology to clinical, market and social outcomes
LO.04	Formulate a real-world stance by synthesizing information from various sources
LO.05	Work in high-functioning groups that have specialized roles to complete deliverables
LO.06	Present effective PowerPoint Presentations that describes a new innovation
LO.07	Give & Receive feedback to and from students to find ways to improve professional development

5. COURSE DELIVERY

COURSE PHILOSOPHY & PROGRESSION

Students will complete four (4) “Investigations” throughout the year. Each investigation explores a different field of the health sciences. The aim is for you to bridge the gap between cellular biology topics and their real-world applications. Each investigation includes a weekly group task where students will work individually and in groups. These will be further explained in the Investigation packages provided on Avenue to Learn.

LECTURES:

Live lectures will be during class time. **Recordings of these lectures** will be released every Friday morning before the beginning of tutorials on Avenue to Learn. Lectures introduce fundamental topics that will be explored further in weekly tutorial group tasks.

TUTORIALS:

Tutorial time is a dedicated time to consolidate lecture concepts with weekly investigation tasks. Refer to your assigned tutorial section on Mosaic. At the end of the investigation, students will present their findings in a summary and PowerPoint presentation. Students will be able to reflect on their own progression through the course and provide additional feedback to their group members.

On **Microsoft Teams**, each student will be assigned to:

- (1) A **‘General’ tutorial channel** where they will be able to meet virtually with their assigned TA and other classmates in their tutorial section.
- (2) A **‘Private’ group channel** accessible only to your teammates. Here you can collaborate on weekly tasks, share files and investigation deliverables. Groups will have access to their private channel at any time over the duration of the investigations.

TUTORIAL STRUCTURE

Time	Activity
First 30 minutes In-person or TA General Channel on MS Teams	<ul style="list-style-type: none"> • Group Discussion on Lecture takeaways • Students ask questions to peers and TAs • TA introduces Task Focus of the week
Remainder of class In-person or Group Private Channel on MS Teams*	<ul style="list-style-type: none"> • Group brainstorms on Task Focuses • Group focuses their Meeting Minutes Document • Mentorship and guidance from TAs

*Head TAs will rotate between groups

COURSE MATERIALS

There are no set course materials for this course. Teams will be given online packages that explain the investigations covered and the assessments. Students will use the literature as the only resources in this course such as peer-reviewed articles (i.e., Google Scholar, PubMed, JSTOR) or reputable sources (i.e., World Health Organization, Forbes, clinicaltrials.gov).

6. COURSE WORK AND ASSESSMENTS

EVALUATION STRUCTURE

Throughout the course, there will be 4 different investigations:

Investigation	Weight
1: COVID-19	25%
2: Metabolism	25%
3: Mechanotransduction	25%
4: Neurobiology	25%
Total	100%

Each of the investigation assessment weights are broken down below:

Assessment	Evaluation	Weight
Meeting Minutes	Group*	35%
Presentation	Group*	20%
Summaries	Group*	10%
Reflections	Individual	15%
A2L Assessments	Individual	20%
Total		100%

*Individual ratings from Group Feedback Assessments are factored into group mark.

GRADED ASSESSMENTS

Weekly Meeting Minutes

Each week, your team will be responsible for submitting a brief document on the Task Focus (one submission per group). This will allow students to consolidate lecture material in groups, complete preliminary research, and set research objectives for the group. Meeting Minutes are due 24 hours before next tutorial (i.e. 6 days post-tutorial). Please see the *Meeting Minutes Instructions* Document in Avenue to Learn for more information.

Presentation and Summary

At the end of each investigation, teams will be responsible for presenting their findings from the investigation to their TA and tutorial group. These presentations will be done in a PowerPoint format and accompanied with a concise summary. Presentations and Summaries e-copies are due 24 hours before beginning of presentation tutorial. Please see the *Presentation Instructions* and *Written and Graphical Summaries* documents in Avenue to Learn for additional information.

Personal Reflection

At the end of each investigation, students will submit a reflection about their experiences working in their groups, lessons learned, and assess strengths/weaknesses. This is completed individually to track your own growth and serve as a “living cover letter” that will be helpful to you when applying for awards, volunteer positions, employment or future academic studies. Please see the *Personal Reflection* document in Avenue to Learn.

Avenue to Learn Assessments

For each investigation, students will engage with the Avenue to Learn platform to complete quizzes or activities on a collection of research articles or on lecture content. Additional information will be provided during lecture time.

Group Feedback

After each investigation, team members will give each other feedback on 6 key attributes: Professionalism, Teamwork, Commitment, Congeniality and Communication. Group members will then assign a rating to each member based on their feedback and comments. An adjustment factor on each individual grade will be calculated from these ratings explained in Appendix 3 of this [paper](#). More information is provided in *Group Feedback Instructions* in Avenue to Learn.

Course Schedule

Detailed course schedule with due dates and investigation topics can be found in the *Assessment Calendar* in Avenue to Learn.

7. ACCREDITATION

GRADUATE ATTRIBUTES

The Graduate Attributes defined in this section are measured for Accreditation purposes only and will not be directly taken into consideration in determining a student's actual grade in the course. For more information on Accreditation, please visit: <https://www.engineerscanada.ca>. The Canadian Engineering Accreditation Board (CEAB) Graduate Attributes are outlined below:

3.1.1 Knowledge base — Demonstrated competence in university-level *natural sciences* appropriate to the program

3.1.2 Problem Analysis — An ability to use appropriate knowledge and skills to identify, formulate, analyze and solve complex engineering problems in order to reach substantiated conclusions.

3.1.3 Problem Investigation — An ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data, and synthesis of information, in order to reach valid conclusions.

3.1.6 Individual and Teamwork — An ability to work effectively as a member and leader in teams preferably in a multi-disciplinary setting.

3.1.7 Communication Skills — An ability to communicate topics in engineering within the profession and society at large, including reading, writing, speaking and listening to technical knowledge.

3.1.12 Life-Long Learning — An ability to identify and to address their own educational needs in changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge

8. POLICIES

ALTERNATIVE EVALUATIONS TO TUTORIALS DUE TO ABSENCE

If students are unable to attend their tutorial section due to technical difficulties or extreme circumstances, students can submit an alternative assessment in lieu of this absence. Students are to write a 500-word **individual** Meeting Minutes on the lecture content and what the student would have contributed to the group. This is due the following Thursday at the start of tutorial time. Students can only use this one time without using an MSAF. If students miss a Presentation, students must submit an MSAF and will be required to do the presentation **individually** with an instructor at a later time.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC INTEGRITY

You are to exhibit honesty and use ethical behavior in all aspects of the learning process, especially in a complete virtual environment. Academic credentials you earn are rooted in principles of honesty and academic integrity. **Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage.** Acting with academic dishonesty can result in serious academic consequences such as a grade of zero on an assignment, loss of credit with a notation on transcript (i.e. Grade of F assigned for academic dishonesty), and in severe cases, suspension or expulsion from the university. **It is your responsibility to understand what constitutes academic dishonesty.** Please see the [Academic Integrity Policy](#) on the McMaster University website. Three forms of academic dishonesty in this course include:

- Plagiarism (i.e. the submission of work that is not your/group’s own for which others have been given credit for)
- Improper collaboration on group work and
- Copying or using unauthorized aids in examinations.

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AUTHENTICITY/PLAGIARISM DETECTION

In this course, we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student/group assessments, which includes detecting submitted work from previous iterations of the course. This plagiarism detection module is a built-in feature into Avenue to Learn. Students will be expected to submit their work electronically via Avenue to Learn plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the professor(s). No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's Academic Accommodation of Students with Disabilities policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students that require academic accommodation for religious, indigenous or spiritual observances should read and follow the RISO policy. Students that require RISO accommodation should submit their request to the Faculty or Program Office within 10 working days at the beginning of the term they require this accommodation. Alternatively, it can be submitted to the Registrar's office before examinations. Students should also inform the professor or course coordinator as soon as possible to create alternative arrangements for classes or assessments missed.

REQUESTS FOR MISSED ACADEMIC TERM WORK (MSAF)

In the event of an absence, medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar as follows: Requests for Relief for Missed Academic Term Work.

1. All MSAFs are to be directed to both of the professors through email.
2. It is the prerogative of the instructors of the course to determine the appropriate relief for missed term work in this course. Please refer to above for alternative assessments in the case of missed synchronous work.

ONLINE ELEMENT

This course uses **Avenue to Learn** and **Microsoft Teams**. Students should be aware that, when they make use of these platforms, information such as first and last names, usernames for the McMaster email accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material

provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. Students must not disseminate these materials to others not registered in the course, or post to third-party websites.

The recording of lectures, tutorials, or other methods of instruction may occur during a course, either by the instructor for instructional purposes; students may make recordings for the purpose of personal study but must not be disseminated in any form. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

REFERENCE TO RESEARCH ETHICS

The two principles underlying integrity in research in a university setting are these: a researcher must be honest in proposing, seeking support for, conducting, and reporting research; a researcher must respect the rights of others in these activities. Any departure from these principles will diminish the integrity of the research enterprise. This policy applies to all those conducting research at or under the aegis of McMaster University. It is incumbent upon all members of the university community to practice and to promote ethical behaviour. To see the Policy on Research Ethics at McMaster University, please go to <https://reo.mcmaster.ca/>.

EXTREME CIRCUMSTANCES

The University reserves the right to change dates and deadlines on all courses in extreme circumstances such as severe weather, labour disruptions, etc. Changes can be communicated through communication channels like the McMaster Daily News, Avenue, Teams or email.

NOTICE REGARDING POSSIBLE COURSE MODIFICATION

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

HEALTH AND WELLNESS RESOURCES FOR STUDENTS

As a signatory on the Okanagan Charter, McMaster University is committed to enhancing mental health and wellness and provides various resources for students to manage their well-being. Students are encouraged to seek support as necessary; the following are several campus- and community-based resources that you may find helpful. For more resources and additional information, please visit the Student Wellness Centre.

ON-CAMPUS RESOURCES:

- **Student Wellness Centre:** Provides counselling, medical services, wellness education, guided self-help, and other relevant resources. PGCLL 210; 905-525-9140, x27700; <https://wellness.mcmaster.ca>
- **Sexual Violence Support:** An on-campus resource where students, staff, and faculty of all backgrounds and social identities can find support and information about sexual, intimate partnership or family violence. UH 104; 905-525-9140 x20909; <https://svpro.mcmaster.ca>

- **Faculty/Program Office:** Feel free to contact an Academic Advisor in your Faculty/Program Office who can connect with academic advising and connect you with other resources.

OFF-CAMPUS RESOURCES:

- **Good2Talk:** Free, confidential helpline providing professional counselling and information and referrals for mental health, addictions and well-being to post-secondary students in Ontario, 24/7/365; 1-866-925-5454; <https://good2talk.ca>
- **Togetherall:** Online peer-to-peer chat-based service that provides mental health and wellbeing support, 24/7/365. <https://www.togetherall.com/>
- **SACHA (Sexual Assault Centre - Hamilton Area):** Confidential, anonymous 24-hour nonjudgmental telephone support for adults who have experienced sexual violence. 905-525-4162; <http://sacha.ca>
- If you have immediate safety concerns for yourself or others, call **Campus Security** who will respond with the **MSU Emergency First Response Team (EFRT)** at 905-522-4135 or call 911 if you are off campus.

LAND ACKNOWLEDGEMENT

McMaster University recognizes and acknowledges that it is located on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the Dish with One Spoon wampum agreement.

PEDAGOGICAL STUDY

For the study of engineering education, you may be asked to provide information or feedback about course components. When possible, the instructor will share these results with participants.

Integrated Biomedical Engineering & Health Sciences (IBEHS) Labs/Design Studio Safety

Information for Laboratory Safety and Important Contacts

This document is for users of IBEHS instructional laboratories at the following locations:

- ABB C104 (Design Studio)
- ETB 533 (Medical Imaging/Biomaterials Lab)
- ETB 534 (Medical Instrumentation/Robotics Lab)
- HSC 4N72 (Genetic Engineering Lab)

This document provides essential information for the healthy and safe operation of IBEHS instructional laboratories. This document is required reading for all laboratory supervisors, instructors, researchers, staff, and students working in or managing instructional laboratories in IBEHS. It is expected that revisions and updates to this document will be done continually. A McMaster University [lab manual](#) is also available to read in every laboratory.

For Standard Operating Procedures (SOPs), Health and Safety videos and other resources, follow [this link](#).

General Health and Safety Principles

Good laboratory practice requires that every laboratory worker and supervisor observe the following:

- Food and beverages are not permitted in the instructional laboratories.
- A Laboratory Information Sheet on each lab door identifying potential hazards and emergency contact names should be known.
- Laboratory equipment should only be used for its designed purpose.
- Proper and safe use of lab equipment should be known before using it.
- The lab tech or course TA leading the lab should be informed of any unsafe conditions.
- The location and correct use of all available safety equipment should be known.
- Potential hazards and appropriate safety precautions should be determined, and the sufficiency of existing safety equipment should be confirmed before beginning new operations.
- Proper waste disposal procedures should be followed.
- [Personal ergonomics](#) should be practiced when conducting lab work.
- [Current University health and safety](#) issues and protocols should be known.

Location of Safety Equipment

Fire Extinguisher

On walls in halls outside of labs or within
labs

Telephone

On the wall of every lab near the door

First Aid Kit

ABB C104, ETB 533, ETB 534, HSC
4N72 or dial "88" after 4:30 p.m.

Fire Alarm Pulls

Near all building exit doors on all floors

Who to Contact

Emergency Medical / Security:

On McMaster University campus, call Security at extension **88** or **905-522-4135** from a cell phone.

Hospital Emergency Medical / Security:

For McMaster HSC, call Security at extension **5555** or **905-521-2100** from a cell phone.

Non-Emergency Accident or Incident: Immediately inform the Lab Tech, TA on duty or Course Instructor.

University Security (Enquiries / Non-Emergency):

Dial 24281 on a McMaster phone or dial 905-525-9140 ext. 24281 from a cell phone.

See Lab Tech, TA or Instructor: For problems with heat, ventilation, fire extinguishers, or immediate repairs.

Environmental & Occupational Health Support Services (EOHSS): For health and safety questions dial 24352 on a McMaster phone or dial 905-525-9140 ext. 24352 from a cell phone.

IBEHS Specific Instructional Laboratory Concerns: For non-emergency questions specific to the IBEHS laboratories, please contact appropriate personnel below from a McMaster phone:

- Leela Pilli, Laboratory Technician – 26888
- Parmveer Bola, Instructional Assistant – 23521
- Andrej Rusin, Wet Laboratory Technician – 28347
- Alexa Behar-Bannelier, Program Manager – 24548

In Case of a Fire (Dial 88)

When calling to report a fire, give name, exact location, and building.

1. Immediately vacate the building via the nearest Exit Route. Do not use elevators!
2. Everyone is responsible for knowing the location of the nearest fire extinguisher, the fire alarm, and the nearest fire escape.
3. The safety of all people in the vicinity of a fire is of foremost importance. But do not endanger yourself!
4. In the event of a fire in your work area shout "*Fire!*" and pull the nearest fire alarm.
5. Do not attempt to extinguish a fire unless you are confident it can be done in a prompt and safe manner utilizing a hand-held fire extinguisher. Use the appropriate fire extinguisher for the specific type of fire. Most labs are equipped with Class A, B, and C extinguishers. Do not attempt to extinguish Class D fires which involve combustible metals such as magnesium, titanium, sodium, potassium, zirconium, lithium, and any other finely divided metals which are oxidizable. Use a fire sand bucket for Class D fires.
6. Do not attempt to fight a major fire on your own.
7. If possible, make sure the room is evacuated; close but do not lock the door and safely exit the building.

Clothing on Fire

Do not use a fire extinguisher on people.

1. Douse with water from safety shower immediately or
2. Roll on the floor and scream for help or
3. Wrap with fire blanket to smother flame (a coat or other nonflammable fiber may be used if a blanket is unavailable). Do not wrap a standing person; rather, lay the victim down to extinguish the fire. The blanket should be removed once the fire is out to disperse the heat.

Equipment Failure or Hazard

Failure of equipment may be indicative of a safety hazard - You must report all incidents.

Should you observe excessive heat, excessive noise, damage, and/or abnormal behaviour of the lab equipment:

1. Immediately discontinue use of the equipment.
2. In Power Lab, press the wall-mounted emergency shut-off button.
3. Inform your TA of the problem.
4. Wait for further instructions from your TA.
5. TA must file an incident report.

Protocol for Safe Laboratory Practice

Leave equipment in a safe state for the next person - if you are not sure, ask!

Defined Roles

TA	The first point of contact for lab supervision	
IBEHS Lab Technician	Leela Pilli	pillil@mcmaster.ca
IBEHS Instructional Assistant	Parmveer Bola	bolap1@mcmaster.ca
IBEHS Wet Lab Tech	Andrej Rusin	rusina@mcmaster.ca
IBEHS Co-Directors	Dr. Greg Wohl Dr. Michelle MacDonald	wohlg@mcmaster.ca macdonml@mcmaster.ca
IBEHS Program Manager	Alexa Behar-Bannelier	alexa.behar@mcmaster.ca
IBEHS Course Instructor	Please contact your specific course instructor directly	