



Occupational Therapy Program Handbook

Master of Science
Occupational Therapy
McMaster University

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**MSc(OT)
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INTRODUCTION TO THE PROGRAM AND HANDBOOK

Welcome to the McMaster University Occupational Therapy program. Occupational therapy is a health profession whose members collaborate in enabling occupation with clients who may be individuals, groups or organizations. Occupational therapy has developed theories and models for professional practice, which are supported by clearly articulated values and beliefs. Client-centredness is one of the beliefs most central to practice. All people have the potential to think and act as participants in their lives. Therefore, to be client-centred, occupational therapists recognize that people are active participants in therapy rather than patients who are being treated.

The McMaster Occupational Therapy program follows a similar path in preparing students to become competent occupational therapy practitioners, learning within a self-directed, problem-based educational environment.

The initial development of the McMaster University School of Rehabilitation Science was based on the strengths of the highly respected Mohawk College diploma programs in Occupational Therapy and Physiotherapy (Westmorland, Salvatori, Tremblay, Jung & Martin, 1996), the BHSc. degree completion program offered at McMaster, and on McMaster University's international reputation for innovation in medical education (Saarinen & Salvatori, 1994). The launching of an entry-level Master's program in 2000 was part of a natural evolution based upon the creative historical path taken by the School.

Although the original curriculum design and educational methodology were preserved from implementation in 1990, the content is under continual revision, refinement, and consolidation, with input from our local community and professional associations. In 2012, a new curriculum design was implemented, based upon new knowledge, new insights and feedback from those invested in this program – students, occupational therapy faculty members and colleagues from our practice communities. In 2014, the program adopted a new framework: Steps and Pillars which integrates the educational and professional conceptual frameworks that guide both what is taught and how it is conveyed. We continue to evaluate and refine the program.

This **Program Handbook** is designed for students enrolled in the Occupational Therapy program at McMaster. It provides background on the frameworks that guide the curriculum, reviews the curriculum, outlines specific academic regulations and general information related to the program about which students need to be aware.

It is the student's responsibility to be familiar with the information in this Program Handbook, University policies and procedures outlined in this Handbook, the Graduate Calendar and the University Senate Policy Statements. These may be viewed on the McMaster website. This Program Handbook supplements the policies and procedures outlined in the Graduate Calendar. This document is not intended to replicate or modify the information found in the School of Graduate Studies (SGS) Calendar (available at <http://academiccalendars.romcmaster.ca/index.php?catoid=20>)

Please note: the Program Handbook is not intended to be a complete guide to services provided at McMaster University. Please visit the university website for a comprehensive list of services.

In addition to this Handbook, the MSc. Occupational Therapy program provides students with the following important documents related to their studies:

The **Clinical Education Handbook** outlines information, policies and procedures related to clinical practica and are distributed to students prior to their first clinical placement. The Clinical Education Handbook is a supplement to the OT Program Handbook.

Term Handbooks outline the goals and objectives of each term, schedule of classes and contain information regarding the requirements for the specific courses within each term. Term Handbooks are distributed at or prior to the beginning of each term by the Curriculum Assistant.

If there is any discrepancy between this document and the SGS Calendar, then the School of Graduate Studies Calendar shall prevail, with the exception of policies that are approved by McMaster University Senate.

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

- Graduate study at McMaster;
- General regulations of the School of Graduate Studies;
- University regulations;
- Graduate fees and financial assistance;
- University regulations affecting graduate students;
- University services;
- Fellowships, scholarships, bursaries and other awards;
- University governing bodies;
- Student appeals; and
- Degree programs (including degree requirements).

Upon entry to the program, students are required to complete a Program Agreement Form, acknowledging an understanding and agreement of the terms and conditions outlined in the Graduate Calendar.

1. ORIENTATION TO THE PROGRAM AND CURRICULUM

1.1 MISSION AND VISION (MSc in Occupational Therapy)

The mission of the MSc (Occupational Therapy) Program is to prepare graduates with requisite knowledge, skills, and professional behaviours to practice as entry-level occupational therapists in a range of institutional and community settings throughout Canada and the international community. Students will achieve an understanding of the influence of family, society, culture and physical environment as they explore the concepts of occupation and health across the lifespan within the context of client-centered practice. Graduates will be prepared to function as independent practitioners, as members of interdisciplinary teams, as critical consumers of research, as agents of change, as leaders in their profession, and as lifelong self-directed learners.

The mission is grounded in professional and educational frameworks, which also serve to shape the Program goals and provide the foundation for the curriculum design.

We **believe** in:

- Lifelong learning
- Commitment to our communities
- Accountability/ Responsibility
- Excellence
- Integrity and respect
- Interdisciplinary collaboration
- Evidence-based practice and education

The MSc(OT) Program **values** education which:

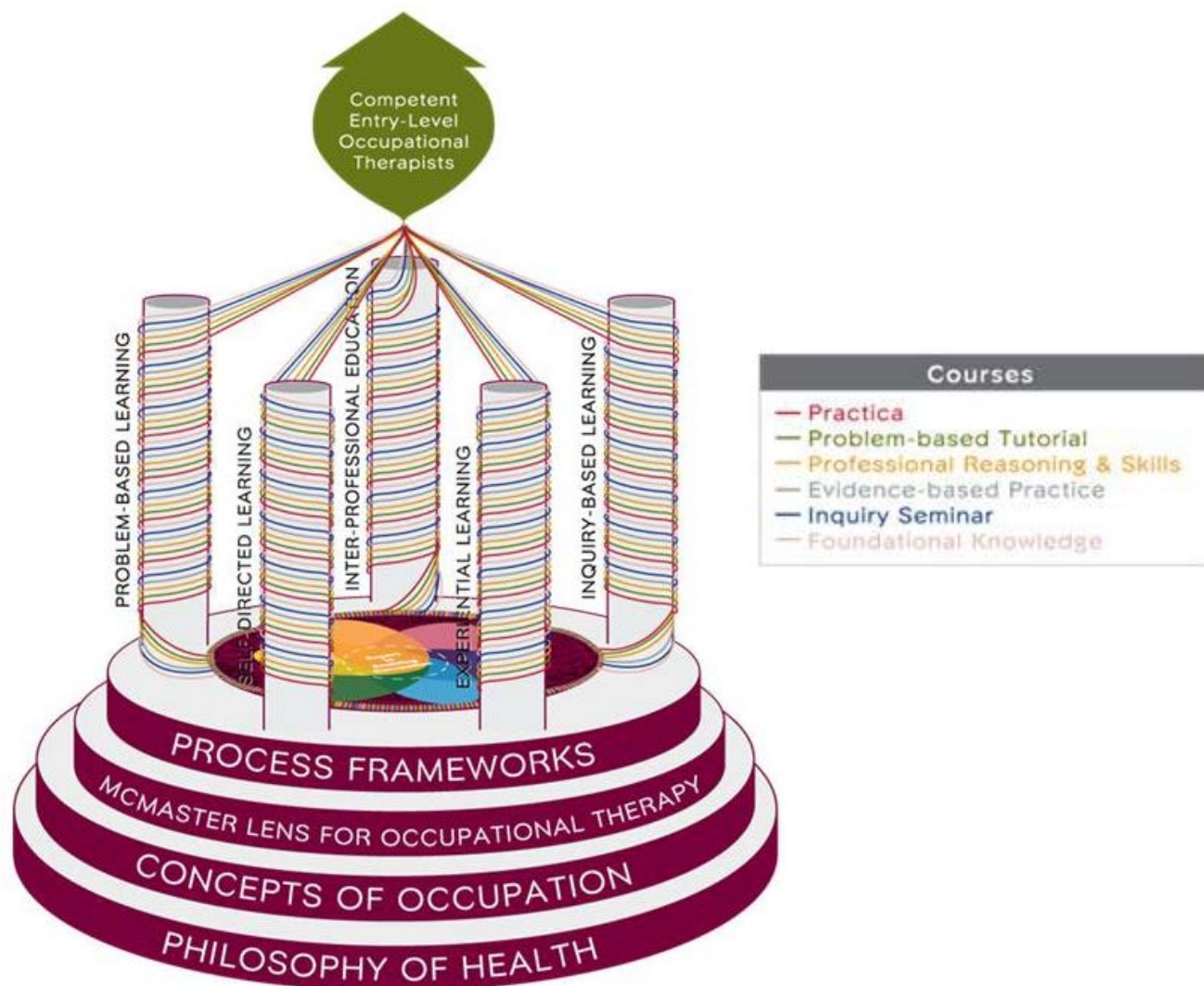
- Places an equal emphasis on both content and process;
- Provides a relevant context in which students can direct their own learning;
- Recognizes students as resources for one another;
- Promotes the development of lifelong learning skills;
- Embodies a positive, energetic, and collaborative learning environment in which both faculty and students are involved actively in the learning process;
- Involves partner institutions and community agencies in the development of curriculum and the education of students;
- Provides a forum on an ongoing basis for the critical evaluation of teaching and learning activities in relation to students, faculty, curriculum content, and performance of graduates.

The **vision** of the McMaster Occupational Therapy Program is:

Champions of innovation, leadership and scholarship, promoting health and participation through occupation.

1.2 PROFESSIONAL AND EDUCATIONAL CONCEPTUAL FRAMEWORKS

The McMaster Occupational Therapy Program is based on conceptual frameworks grounded in the professional practice of occupational therapists (professional conceptual frameworks), and educational preparation of health professionals (educational conceptual frameworks). The conceptual frameworks are integrated into a single model, fondly referred to as the Steps and Pillars.



Steps: Professional Conceptual Framework

The steps of the conceptual framework illustrate the major foci of the program in terms of professional conceptual models. These include theories, models, frameworks and bodies of knowledge that students need to understand and be able to apply upon graduation. The foundational step is a focus on **Philosophy of Health** which includes definitions and determinants of health. It also includes foundational information about factors that contribute to health, including biological sciences (anatomy,

physiology) and social sciences (psychology, sociology). The second step focuses on **Concepts of Occupation**, which refer to the theories and approaches to practice that help us understand the occupational issues experienced by clients. Occupation is a central concept in occupational therapy that refers to “groups of activities and tasks of everyday life, named, organized and given value and meaning by individuals and a culture” (Canadian Association of Occupational Therapists (CAOT), 2008). The third step further assists students to consider how to view or consider occupation and occupational issues through various lenses. The **McMaster Lens for Occupational Therapy** (Salvatori, Jung, Missiuna, Stewart, Law & Wilkins, 2006) is introduced early in the program, and helps students consider the many layers through which we can consider a client or population to understand occupation and how occupational therapists can provide services. For example, clients can be viewed through a developmental lens by asking questions about what are typical occupations for someone at that age and stage of life. The top step is called **Process Frameworks** and refers to the models that help guide occupational therapists in their interactions with clients from referral to discharge. The most common process frameworks are the Occupational Performance Process Model (OPPM) (CAOT, 2002), and the Canadian Practice Process Framework (CPPF) (CAOT, 2013).

The final aspect of the Steps to consider is the carpet which lays across the top of the steps. The design on the carpet represents the Profile of Occupational Therapy Practice in Canada (OT Profile) (CAOT, 2012). Within the OT Profile, a model of essential competencies for the occupational therapy profession is depicted (see image below). The seven key areas of competency have been identified within our educational program as primary learning outcomes.



The Pillars: Educational Conceptual Frameworks

The pillars of the Steps and Pillars model are reflections of the educational philosophies, theories and approaches that are drawn upon in the Occupational Therapy Program. There are five distinct pillars, although they are highly inter-connected. Each is described briefly here:

1. Self-Directed learning (SDL), as outlined by Knowles (1975), clearly assigns the major responsibility for learning to the student. Within the framework provided by the goals and objectives of the program, students should be able to determine their own learning goals, how best to achieve their objectives, how to select learning resources, and how to measure their own progress. Faculty facilitate learning by asking questions, stimulating critical thinking, challenging the students' point of view, providing feedback, and evaluating student performance. Students are encouraged to think and discover during the process of gaining new knowledge, and not simply memorize facts. Self-directed learning is a component of life-long learning, which is now a clear expectation for all occupational therapists as practitioners within a regulated health profession. Self-directed learning provides students with the essential skills needed to work within changing practice contexts.

2. Problem-Based Learning (PBL), as a conceptual framework, contends that knowledge is best remembered in the context in which it is learned, and that acquisition and integration of new knowledge requires activation of prior knowledge. In contrast to the common approach of using a problem for application after learning has taken place, problem-based learning requires that the learner encounter a problem first as the initial stimulus for learning. The learner thus becomes actively involved in the learning process, can shape it to meet personal needs based on prior knowledge and experience, can engage in independent study appropriate to his/her unique learning style, and can integrate information from many sources, including student peers, into a conceptual framework for use in dealing with future problems.

Small group learning is a natural extension of problem-based learning. To maximize small group learning, we believe it is important to bring students from various educational and work experience backgrounds together so that the heterogeneity of the group itself becomes a valuable learning resource. The transfer of knowledge is enhanced through the use of problems that encourage students to not only learn content, but also to develop strategies to recognize the 'analogy' or 'principle' that can then be transferred to new problems and contexts.

3. Inter-Professional Education is an emerging approach to professional preparation of health professional students. IPE is defined as "occasions when two or more professions learn with, from and about each other to improve collaboration and quality of care" (The Center for Advancement of Interprofessional Education (CAIPE), 1997). The Occupational Therapy program offers opportunities for students to achieve inter-professional competencies through the formal curriculum. Student Occupational Therapists are also encouraged to further their development of these competencies through offerings within the Faculty of Health Sciences. The Faculty of Health Sciences at McMaster University has developed PIPER (Program of Interprofessional Education and Research) to encourage students to develop strong collaborative and team skills for future practice. Our Occupational Therapy program has firmly placed interprofessional education as a mandated activity for all students. The PIPER model provides students with four IPE competencies and three levels of activities from which they may choose to meet the mandatory requirements.

4. Experiential Learning is another important pillar of the program. Students are engaged in numerous "hands-on" learning experiences throughout their education. This includes classroom and community-based sessions that are part of university-based terms; in addition, clinical education offers rich experiential learning opportunities over 28 weeks of practica experience in four different settings.

An important component of experiential learning is reflection; it is only through reflection on what was done, accomplished, observed or learned that a student can more readily generalize and build on the learning. Throughout university-based and practica courses, students are expected to engage in reflections which support them to consolidate and generalize their development as professionals.

5. The final pillar of the educational conceptual framework is **Inquiry-Based Learning**, which is a student-centred, active learning approach focusing on questioning, critical thinking and problem solving. Although it shares features with problem-based learning, the approach is most often used in large-group classes. Students are engaged in learning that may begin with lecture or presentation by faculty, but readily moves into group discussions, team-based learning, or student presentations to support competency development.

Courses offered in the McMaster Occupational Therapy program frequently draw on many of the principles and approaches of the pillars simultaneously. Therefore, in the Steps and Pillars Model, the threads that spiral around the pillars represent each of the various courses in which students enrol. The courses bring together the competencies from the OT Profile and the other components of the Professional Conceptual Framework, draw on the Educational Conceptual Frameworks of the pillars, to ensure that by the time they graduate, students have become competent entry-level Occupational Therapists. The arrow at the top of the model indicates that graduates are ready to take the competencies and strategies as lifelong learners with them as they graduate and enter practice.

1.3 THE CULTURE OF OCCUPATIONAL THERAPY PROFESSIONAL PREPARATION AT McMASTER

Setting the Context:

There have been many discussions among the faculty in the occupational therapy program since 1999 that have focused upon our underlying beliefs and expectations – our ‘culture’. These foundational beliefs and values are important for students to understand from the date of their entry into the occupational therapy program. Therefore, this document has been developed to provide that background and clarity and to be a seed document from which further understanding can be derived and experiences interpreted.

Our cultural beliefs and expectations:

- ❖ *Faculty members relate to students as future colleagues* – thus collaborative relationships are formed and first names are used. However, we, as faculty, have to evaluate the students; therefore the professional expectations of honesty, mutual respect and trust are essential elements for which we all must strive.
- ❖ *We use the term “student occupational therapists” deliberately* – this indicates the respect we, as faculty have for our students, and recognizes that they are already entering the profession of occupational therapy in a learner capacity. This term also reinforces the expectations of mutual regard and respect that we nurture and inculcate within the program.
- ❖ *Foundational knowledge is not “taught”* - students as learners are responsible to identify learning gaps and then seek the necessary understanding to fill them. We will assist students in determining the resources they need. Foundational knowledge courses ensure that students all have exposure to the areas of biological, social and research sciences to be able to identify their learning gaps.
- ❖ *Structure within a PBL environment is not obvious.* A PBL curriculum model is based on three key components: clear objectives, clear assessment tools and expectations, and accessible learning resources. These environmental components provide the shell; the integration of learning and

understanding is accomplished through student/faculty discussions, large and small group sessions, clinical skills labs and fieldwork experiences.

- ❖ *We have advisors for academic issues.* An advisor can help students in sorting out the priorities and designing overall learning plans. Advisors also provide ongoing input to the students' portfolios, and they can help students locate resources within the university.
- ❖ *We believe in inclusive education* acknowledging, respecting and accommodating individual differences and diversity of learning needs.
- ❖ *We work closely with our clinical community,* as many OT clinicians are tutors, preceptors and guest instructors. We believe strongly in community partnerships. We also need to respect the demands placed on community clinicians and give them time to respond to our requests.
- ❖ *We believe that learning can be fun.* We aim for elements of both play and work in our program.

Self-Directed Learning (SDL) is a key educational framework:

- ❖ *It is a critical part of lifelong learning.*
- ❖ *It can be sabotaged in many ways.* It is important for students to develop a way to identify their own learning style and preferences as early on as possible to ensure that work gets done on time. SDL can be side tracked easily by social demands, time management concerns and other personal expectations. We aim for the 'just right challenge' in the program, as this can become the motivator for learning.
- ❖ *It constantly requires us to evaluate and monitor* how well we are managing to learn, keep up with required timelines and identify the scope and breadth of what we are learning. The critical question is often "Is this enough?".
- ❖ *It demands that we seek opportunities/resources* to further our learning.

There are Graduate School expectations:

- ❖ *Students in our program are graduate students* and there are master's level expectations that need to be recognized.
- ❖ *Writing skills are central and cannot be ignored.* Good writing means two different things in this program; academic writing will become polished through written assignments; professional writing, such as documentation and reports, will become honed through the integration of practical skills with writing skills.
- ❖ *Evidence-based practice will become a cornerstone* of everything students do. Using evidence to guide actions and decisions is essential; students will learn what constitutes evidence and that it is often much broader than they realize.
- ❖ *The integration of theory and practice* is a critical and central expectation of master's level education and our professional practice.

There are cultural expectations of a Professional Program:

- ❖ *The Occupational Therapy program* educates "therapists", which therefore incorporates socialization of a professional within all learning opportunities.
- ❖ *There are components of core knowledge, skills and attitudes* that are needed and are not negotiable. The outcome of our program is based on key competencies, set out by our national association and regulatory bodies.
- ❖ Our curriculum is based on several core constructs involving professional behaviours and attitudes.
- ❖ *Practicum opportunities build* upon what is learned within the university-based portion of the program; fieldwork/practicum experiences are closely aligned and related to university-based learning.
- ❖ *Feedback is a critical form of learning and evaluation* and should be:
 - Balanced (sandwiched if appropriate: positive-constructive-positive)
 - Used to identify gaps in learning
 - Not "personal"
 - Part of collaborative learning, thus potentially benefiting everyone
 - For all: student as learner, faculty (includes tutors, preceptors) as facilitator and ongoing learner

- Similar to clinical skills of conveying information and feedback to clients and teams.

Our culture influences Evaluation and Grading:

- ❖ *A grade of 'B' denotes that a student is at a "competent" level of performance.* A 'B' is considered a good, average, acceptable grade at a master's level.
- ❖ *Faculty members consider what competent means* for each assignment, using the CAOT Profile of competencies (<http://www.caot.ca/default.asp?pageid=36>).
- ❖ *The process of learning is as important as content* – therefore faculty are always evaluating how a student is thinking. This element of "clinical reasoning" is essential for professional practice.
- ❖ *Multiple choice question tests are rarely used.* The focus is on clinical reasoning and evaluation methods that fit with PBL and self-directed learning principles
- ❖ *We are always looking for elements of linking evidence to outcomes.*
- ❖ *Elements of writing and referencing (APA Style) are always part of the evaluation of written work.*

Faculty have expectations of students:

- ❖ *Take responsibility* for your own learning.
- ❖ *Build on previous experience.*
- ❖ *Determine the best way to learn* for yourself, based on personal learning style.
- ❖ *Come to faculty with specific learning issues or concerns.* Use other university services to support your learning throughout the two years. Openness and honesty is critical and also helpful to everyone.
- ❖ *Advocate for enhanced learning with faculty.* that is, gain basic information from a textbook or article then come to faculty for clarity and further understanding.

We also have expectations of ourselves as Faculty:

- ❖ *We as faculty should give students feedback* about their learning behaviours – we need to provide our perspective, what we liked, didn't like, etc. in order for students to learn and grow.
- ❖ *We can provide students with some knowledge,* using and encouraging SDL strategies. We will give students resources to get started.
- ❖ *Most faculty members are both OTs and teachers,* and we therefore must adhere to regulatory requirements of our profession and standards of the university.
- ❖ *Faculty must keep up-to-date* on professional and educational research and trends, and incorporate these trends into the curriculum.
- ❖ *The faculty members bring OT principles to "practice"* with students as 'clients', (e.g., promote autonomy, ensure informed decision making, use a 'student-centre' approach to teaching).
- ❖ *Differences and diversity need to be respected.*
- ❖ *Balance is important* for both students and faculty, therefore faculty are not expected to be available 24 hours a day or 7 days a week, and usually are not expected to respond to requests the same day.
- ❖ *Faculty are not "living in the moment" as students are,* and therefore are not expected to be cognizant of the 'immediate' nature of an issue from a student's perspective without some clarification.

1.4 CURRICULUM DESIGN

The curriculum is offered as a full-time, two-year, entry level master's program, with opportunities to gain practice exposure within a northern context. The curriculum is divided into five university-based terms of study with four practica courses integrated throughout the 24-month period. See below for a chart of the university-based and practica courses over two years of study.

Curriculum Design MSc(OT)
Updated April 2013

JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
								Term 1 Wellness, Health and Occupation * 616 Foundational Knowledge I 617 Inquiry & Integration 618 Professional Reasoning and Skills		Practicum * 619 Occupational Therapy Practicum I	
Term 2 Person, Environment & Occupation * 626 Foundational Knowledge II 627 Inquiry & Integration 628 Professional Reasoning and Skills		Practicum * 629 Occupational Therapy Practicum II		Term 3 Disability & Occupation 637 Inquiry & Integration 638 Professional Reasoning and Skills				Term 4 Complexities of Practice I: Children, Youth & Adults 717 Inquiry & Integration 718 Professional Reasoning and Skills 747 Evidence Based Practice			
Practicum * 729 Occupational Therapy Practicum III		Term 5 Complexities of Practice II: Older Adults & Transition to Practice 737 Inquiry & Integration 738 Professional Reasoning and Skills 749 Evidence Based Practice				Practicum * 739 Occupational Therapy Practicum IV		CONVOCATION: November			

* denotes half course

Each term has a particular focus and is organized to integrate elements of inquiry, skills acquisition, professional preparation, small group and independent learning. Course descriptions can be found in the Graduate Calendar. Detailed course information is provided in term handbooks distributed to students at the beginning of each term, and in the Clinical Education Handbook.

The first year of this two-year program consists of ten 600-level courses: 6 full courses and 4 half courses (Terms 1-3):

Three (3) Inquiry and Problem-Based Tutorial (Inquiry and Integration) full courses, within which knowledge acquisition and integration will take place in the context of large plenary groups and small tutorial groups.

Three (3) skills laboratories (Professional Reasoning and Skills) full courses, which provide students with opportunities to gain the skills necessary to assess and address occupational performance issues of clients and to observe, explore and engage in the direct application of learned skills and reasoning.

Two (2) Foundational Knowledge half courses, which provide students with an opportunity to gain knowledge in biological, social and research sciences needed for occupational therapy practice.

Two (2) Practicum half courses, which provide students with opportunities to apply, integrate and further develop knowledge, skills and behaviours in settings in which occupational therapy services are provided. Development of competencies in these courses is focused on knowledge application, and transition/reflection on action stages.

The second year consists of eight 700-level courses: 6 full courses and 2 half courses:

One (1) Evidence-Based Seminar full course in Term 4, which utilizes large and small group formats combined to focus on skills in being a consumer of evidence.

One (1) Evidence-Based full course in Term 5, during which each student will complete his/her independent evidence-based project and participate in other independent learning to support initial skill development in generating evidence.

Two (2) Advanced Inquiry and Integration full courses, during which the students will focus upon understanding of advanced practice concepts and enhanced clinical reasoning abilities in large group and tutorial sessions.

Two (2) Advanced Skills Laboratories (Professional Reasoning and Skills) full courses, in which the students will develop advanced practice skills and experience the direct application of those skills in real world environments.

Two (2) Practicum half courses, which provide students with opportunities to further develop and master occupational therapy competencies in clinical settings. These settings engage students in various settings including direct, consultative, community development, and role emerging practice. Development of competencies in these courses is focused on consolidation / reflection in action stages, and is aimed at culmination of students' demonstration of readiness to enter clinical practice.

1.5 NORTHERN STUDIES STREAM (NSS)

The NSS was established in 1991 to specifically address the shortage of OTs and PTs in Northwestern Ontario through recruitment and retention initiatives. The NSS has been a highly successful program as there are no longer acute shortages of rehabilitation professionals in northern Ontario.

The success of the NSS prompted a review of the mandate and model of education used in the NSS. As a result, starting 2017, the NSS will be focused on offering students clinical education opportunities across northern Ontario. Approximately 50% of the students in the program will have the opportunity to participate in clinical education placements in northern Ontario.

The goals of the Northern Ontario clinical education / placement stream are threefold:

1. Increase your awareness and knowledge of the health determinants that are unique to northern and rural communities;
2. Increase your awareness of Aboriginal health issues, culture and health practices relevant to the First Nations people living in northern and rural Ontario; and
3. Increase your skills to address professional issues while practicing and living in northern and rural communities.

The Director of Clinical Education (DCE) is responsible for arranging all practica/clinical education placements. As part of the MSc (OT) program, you may have the opportunity to or be required to complete some practica/clinical education courses in the Northern Studies Stream, or locations outside of the McMaster catchment area.

1.6 LEARNING RESOURCES

Learning resources that support students in the program fall into three broad categories:

1. Health Care Problems or "learning scenarios" are a central resource
2. People Resources
3. Reference Resources

Health Care Problems (learning scenarios)

Health care problems, used in small group tutorials as well as many large group sessions, are the principal stimuli for learning. They are designed to reflect the important health issues faced by individuals, groups and communities served by occupational therapists. While primary attention is given to the local communities in the Hamilton-Wentworth region and Northwestern Ontario, attention is also paid to provincial, national, and international populations.

Health care problems are reviewed and revised annually by curriculum planners, course coordinators, students, curriculum committees and other content experts.

Problem scenarios are the primary learning resources in the Problem-Based Tutorials (PBT). The problem scenarios may focus on an individual, a particular community or population, or a professional issue. Problem scenarios are also used in other courses as the impetus for learning, but not to the same extent as PBT.

“People” Resources

Standardized patients are individuals who are trained to simulate a health care problem. In the Problem-Based Tutorials and in classroom based experiential learning opportunities, they offer students the chance to learn and practice skills such as interviewing, assessment, treatment, or to explore attitudes, values, and professional behaviour. Standardized patients are also trained to provide immediate and constructive feedback to students.

Community members, consumers and clients: serve as the primary resource for learning in the professional practica courses. Under the supervision of a preceptor, students have the opportunity to integrate the knowledge, skills, and professional behaviour learned in the university-based courses.

The OT program has utilized ‘consumers’ and community members with disabilities in our curriculum for many years. We have formalized this learning resource by creating a “Community Faculty” program. Community members participate in our courses in a variety of ways (i.e. as guest speakers or as ‘clients’ for exams) and these persons are formally recognized as “Community Faculty” within our learning environment.

Other resource people: include faculty in the School of Rehabilitation Science, the Faculty of Health Sciences and other Faculties in the university, tutors, practicum (fieldwork) preceptors, expert clinicians, community health professionals, and student peers. Students are also encouraged to contact and visit community agencies as part of their information searches.

Reference Resources

Using health care problems as the basis for learning, students are expected, on an individual or group basis, to identify specific learning issues/needs that arise from the "problem" under study. Exploring issues in the Inquiry Seminar courses or investigating topics for written papers also require the use of resources.

Reference resources fall into several categories:

i) *Books, journals, and government documents:* available through the library network with the primary resources located in Health Sciences Libraries, and many available online.

ii) *Audio-visual materials* (photographs, videotapes, slides, audiotapes, and films): available in the Health Sciences Libraries, within the School of Rehabilitation Science, and some available via Avenue2Learn.

iii) *Computer Resources*: include access to computer terminals, the Internet, various databases for searching the literature, several e-learning modules/packages, and other electronic resources.

iv) *Anatomy and pathology resources*: include a large number of protected wet specimens, plastic models, videotapes, slide-shows, and self-study modules.

1.7 STUDENT EVALUATION

Student performance is evaluated on a regular basis throughout the program using a variety of evaluation tools that are consistent with the basic principles underlying Problem-Based Learning (PBL), Self-Directed Learning (SDL), Experiential Learning, Interprofessional Education, and Inquiry-Based Learning.

The evaluation process includes both formative and summative assessments, and, as such, provides valuable feedback to students to enhance their learning. While formative assessments provide students the opportunity to receive feedback on different steps of the process that will underlie their future practice, summative assessments permit students to ascertain the extent to which they have mastered the background knowledge essential for clinical reasoning. Evaluations also serve to assure faculty, students, clients, occupational therapy bodies and society that graduates possess the required knowledge, skills, and professional behaviours to function as competent professionals upon graduation.

As no single evaluation method can assess all domains of learning or competence, various methods must be used in combination. The choice of any one evaluation tool is based on its educational value (e.g., formative or summative), its measurement properties (e.g., reliability, validity, generalizability), and its feasibility (e.g., time needed, resources required, costs). Detailed information about evaluations is provided in course syllabi.

Examples of Student Evaluation Tools:

A selection of the student evaluation tools used in the OT Program are described below:

Tutorial performance of the group as a whole and of each of its members (including the tutor) is evaluated on a regular basis throughout each term. The final student mark is based on that student's knowledge, use of learning resources, group participation and facilitation, clinical reasoning, critical appraisal skills, and evaluation skills (i.e., self-assessment, peer-assessment, and tutor evaluation). Typically, each component of an individual student's tutorial performance is deemed either "satisfactory" or "unsatisfactory", and an overall satisfactory or unsatisfactory rating is also assigned. A rating of satisfactory in tutorial performance is usually required for a student to pass the Inquiry and Integration course of each term.

Written exams use various formats including multiple-choice, short- and long-answer questions to assess students' foundational knowledge and/or clinical reasoning. Exams may also involve a practical component, incorporating student documentation of clinical observations, intervention plans etc. The practical format permits a greater degree of realism between student evaluation and day-to-day demands of occupational therapy clinical practice.

Essays or Scholarly Papers are used to evaluate knowledge, critical appraisal skills, critical thinking, analysis, and synthesis skills. Besides testing students' understanding of principles or relationships, essays also foster independent thinking and learning. Furthermore, they both develop and can be

used to evaluate students' writing skills. Essays are assessed on content, organization, style, and mechanics. A problem write-up focusing on a particular case scenario/client problem is a variation of the traditional essay.

Direct Observation is used primarily to evaluate technical/behavioural skills such as interviewing, assessment techniques, and/or use of therapeutic interventions. This type of practice examination forms the basis of the Objective Structured Clinical Examination (OSCE), among other practical examinations. Direct observation is frequently used in clinical practica to assess student performance as well.

Presentations are used throughout the program. A healthcare professional must be articulate, able to defend an opinion or position, and be able to present information and ideas in an organized and clear manner. To help the students develop these skills, individual and group presentations are used as evaluation components in most terms. Poster or podium presentations are used to present results of students' evidence-based practice projects.

Clinical Education (Practicum) Evaluation – The *Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT)* (Bossers, et al., 2007) is used to evaluate student performance during all clinical education (practicum) experiences incorporating both a numeric rating scale for seven essential competencies and a visual analogue scale (VAS) to evaluate individual students' learning objectives. The CBFE-OT reinforces the student's role as an active leader in her/his process of learning. In clinical education (practicum) settings, the CBFE-OT guides the student in meeting the program objectives and in pursuing individual areas of interest. The CBFE-OT is a document established by the student, then negotiated, refined and approved by the preceptor. It specifies and describes seven essential competencies that form the basis of a student's assessment. Beyond the seven essential competencies, students create individual learning goals that state what the student will learn, how this will be accomplished, within what time frame, and what specific evaluation criteria will be used for each objective. The CBFE-OT reconciles the essential requirements of the program (the seven essential competencies) with the student's individual goals and objectives. It enables the student to individualize his/her own way of achieving personal learning objectives, and how his/her progress towards achieving them will be measured. Objective measurement of the attainment of essential competencies through the integration of skills, knowledge and professional behaviours is primarily guided by the competencies from the Canadian Association of Occupational Therapists - Profile of Occupational Therapy Practice in Canada (2012): <https://www.caot.ca/pdfs/2012otprofile.pdf>.

Bossers, A., Miller, L. T., Polatajko, H. J., & Hartley, M. (2007). Competency Based Fieldwork Evaluation for Occupational Therapists CBFE-OT 2007 Edition. Nelson Education, Canada

1.8 ACADEMIC INTEGRITY POLICY

The following quotes the McMaster Academic Integrity Policy.

“Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage.”

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy (link below).

The following illustrates four examples of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.
4. Re-submission of an assignment that has been graded as part of a previous course.

Issues of academic integrity are taken very seriously within the School of Rehabilitation Science. Problems with integrity in an academic professional preparation program are frequently a sign of problems to come in professional practice, related to unprofessional conduct. Consider this at all times when researching, reviewing text, writing and completing assessments in your program.

The most current Academic Integrity Policy is dated April 10, 2013 (effective July 1, 2013) and can be found at: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

1.9 RESEARCH INTEGRITY POLICY

“The University states unequivocally that it demands research integrity from all of its members. Research misconduct, in whatever form, is ultimately destructive to the values of the University; furthermore, it is unfair and discouraging to those who conduct their research with integrity.” (Research Integrity Policy, page 4).

The most current Research Integrity Policy is dated July 1, 2013 and can be found at: <http://www.mcmaster.ca/policy/faculty/Research/Research%20Integrity%20Policy.pdf>

1.10 COPYRIGHT POLICY AT MCMASTER UNIVERSITY

When you conduct research, write an assignment, create a project or prepare a class presentation, you need to think about copyright. The copyright status of the material, the amount you want to use, and how you want to use it, can affect what you are allowed to do with it (i.e. what is permissible and what is considered copyright infringement). To help distinguish what is permissible and what is considered copyright infringement, students are required to consult the McMaster University Fair Dealing Policy and the student section of the copyright@McMaster website both found at <http://www.copyright.mcmaster.ca/>.

1.11 GRADUATE EXAMINATIONS POLICY

The Graduate Examinations Policy is intended to communicate clearly the university's expectations with regard to examinations and mid-terms in graduate courses and the responsibilities of both students and instructors. As per the Graduate Calendar, full-time students are expected to be on campus except during times of approved vacation. As such, students must be available for any examinations required for their classes. Any requests for an examination to be re-scheduled should be sent directly to the instructor of the course. The full policy can be viewed at:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/GradExamsPolicy.pdf>

1.12 STUDENT APPEALS PROCEDURES

Formal Student Appeals Procedures are outlined in this document: <http://www.mcmaster.ca/policy/Students-AcademicStudies/StudentAppeal.pdf>.

As noted within the policy, students are encouraged to communicate with the Assistant Dean before seeking review under the formal procedures.

In the event a student wishes to submit an appeal, students are requested to speak with the University Secretary or designate in advance of submitting an application.

2.0 ACADEMIC REGULATIONS

The University has defined its expectation of students in both the academic and non-academic life of the University community and developed policies and procedures to ensure that all members of the community receive equitable treatment.

The University Regulations affecting graduate students are available at:

<http://academiccalendars.romcmaster.ca/content.php?catoid=20&navoid=3572>

Students in the OT program, in addition to meeting the academic regulations of the School of Graduate Studies, must follow their specific program regulations.

Registration in the MSc(OT) Program implies acceptance on the part of the student of the objectives of that program and the method by which progress towards those objectives is measured.

GRADUATE COURSE LOAD

All courses are required (with the exception of OCCUP TH 798 and 799). All course work toward the MSc(OT) degree must be completed as McMaster University courses. Typically, courses within each term must be taken concurrently.

Please note: Students must also complete SGS 101 & 201 within their first term at McMaster University. Failure to complete SGS 101 & 201 within the first term will result in the inability to register for the following term.

GRADING SYSTEM

The official results of graduate courses are reported as letter grades. Instructors may record grades for individual components of the course either as letter or numeric grades as shown below.

McMaster Graduate Studies Grade Scale

MARK POINTS	GRADE
90-100	A+
85-89	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
0-69	F
Pass	P
Fail	F

Final grades will be posted on Mosaic once they have been approved after the end of the term.

2.1 PROGRAM REQUIREMENTS AND NON-ACADEMIC REQUIREMENTS

Students are required to meet a number of program and non-academic requirements to progress in the program, many of which are related to the health and safety for all individuals.

Many of the Program and Non-Academic Requirements are required by:

- Legislation (e.g., Anatomy Lab Training),
- Faculty policies (e.g. Police Records Check Policy, Workplace Injury and Exposure to Infectious/Environmental Hazards in the Clinical Setting for Learners in the Faculty of Health Sciences – see the Policies Section),
- Program (e.g. Clinical Placement Fees, Program Agreement Form)
- Clinical Sites (e.g. Health Screen)

These requirements are reviewed regularly.

Please be aware that a \$50 late charge may be applicable when program requirements and non-academic requirements are submitted past expected deadline. Additionally, failure to submit requirements may result in a referral to the Professionalism Advisory Panel per the *Professional Behaviour Code of Conduct for Learners*.

Please also refer to the Education Policies for Faculty of Health Sciences Programs: http://fhs.mcmaster.ca/main/education/education_policies.html

ANATOMY LAB TRAINING

The Anatomy Facility within the Education Program in Anatomy is under the auspices of the Chief Coroner of Ontario. This is therefore a restricted area with access limited to those who have a legitimate need to work with cadaveric material. This access is limited because of the regulations defined by the Chief Coroner as per the Coroner's Act. Furthermore, the University has a responsibility to those donors (and to their families) who bequeathed their bodies to us to ensure appropriate use.

Students are required to undergo training before they are allowed access to the Anatomy facility. This training session is mandated; this means it is NOT optional. Once students have received proper orientation to the use and handling of human material their access card will then, and only then, be activated. The anatomy program staff enforce this requirement strictly. Those students without an activated card will not be allowed access to attend resource sessions. At any one time Anatomy Staff know how many people are in the lab by virtue of the scan cards. Therefore students should also not attempt to gain access using another person's access card. This behaviour will not be tolerated and will be referred to the appropriate authorities.

2.2 SAFETY AND SECURITY ON CAMPUS

FIRE PROCEDURES

IAHS FIRE PROCEDURES

In the event that you are directed to leave the IAHS due to fire, please leave immediately by the nearest exit, and make your way across the street in front of the Bourns Science Building or to the back of IAHS close to rear parking lot. Please do not stand directly in front of IAHS because it blocks the fire route. Volunteer fire wardens will direct you to exit the building as necessary.

HEALTH SCIENCE CENTRE FIRE PROCEDURES (MUMC Building)

Fire Alarm

When the Alarm System is activated:

- Building occupants are alerted by bells that a possible fire emergency exists
- The location of the fire is identified automatically and the Fire Department is notified.
- Smoke and fire separation doors close automatically
- Magnetic locking devices on doors release
- Air handling systems shut down to help control smoke movement
- Elevators stop functioning

The fire alarm system is a **TWO** stage alarm.

STAGE 1 = approximately 20 bells/minute.

This is the Fire Emergency Alert signal.

Along with the alarm will be an overhead page, announcing the location of the fire CODE RED ZONE/AREA. Some areas may not have overhead paging. Overhead page is heard in elevator lobbies in the Purple and Blue Quadrants.

STAGE 2 = a short rapid bell sequence, pause, short rapid bell sequence, pause etc. This is the **Code Green – Emergency Evacuation** signal. Along with the alarm bells, an overhead page is heard (elevator lobbies – Purple and Blue) announcing,

“CODE GREEN – STANDBY” OR

“CODE GREEN IN-EFFECT”

To gain emergency code information it will require that a member of the area staff is immediately dispatched to the closest elevator lobby, either purple or blue, to listen for the overhead paged information.

FHS Evacuation Plan

If you are a Faculty of Health Sciences staff or student and there is clear and present danger – fire and smoke threaten or you hear the second stage alarm **CODE GREEN IN-EFFECT, EVACUATE VERTICALLY** from the building, using the closest safe stairwell down and out of the building. Meet at your group’s previously designated location outside the building.

Areas to avoid are: the Hospital Main Entrance Ramp, Ewart Angus Center and the Shipping and Receiving Areas

Security for IAHS:

If you are by yourself in the building and wish to be escorted to your car, contact security. Please note that this service is available after the Student Walk Home Attendant Team finishes for the evening.

E.T. Clarke Centre Room 201 http://security.mcmaster.ca/	905-525-9140 Ext. 24281
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Student Walk Home Attendant Team (SWHAT) ext. 27500

SWHAT is a student run volunteer organization dedicated to improving personal safety on campus. Volunteer teams (one male & one female) will walk anywhere within a 30 minute radius from campus or take the bus with students traveling to downtown Hamilton. SWHAT is open 7 days a week from September to April, 7pm – 1am.

For further information, visit: <https://www.msumcmaster.ca/services-directory/3-student-walk-home-attendant-team-swhat>

McMaster Security Services ext. 88

McMaster Security Services are sworn Peace Officers - appointed under the authority of the Ontario Police Services Act. Their appointments give them the powers of a Peace Officer and enable them to enforce the Criminal Code of Canada, Federal and Provincial statutes and Municipal by-laws on the University Campus when on foot, bike or car.

Red Assistance Poles (Emergency Stations)

Poles are located throughout campus. Push the button on Red Assistance phones for security assistance.

Emergency Siren Alert System (Lockdown Procedures)

To review the emergency training guide and hear what the siren sounds like, please visit: http://security.mcmaster.ca/campus_emergencies_guide.html

If you are directly involved, or upon receipt of notification of a lockdown AND if exiting the building is not possible or safe, the following actions are recommended:

1. Go to the nearest room or office
2. Close and lock the door if possible. Barricade with available furniture if possible
3. Cover the door windows. Turn off the lights
4. Keep quiet and act as if no one is in the room
5. DO NOT open/answer the door (emergency personnel will have a key)
6. Notify McMaster Security Services (if possible) by dialing ext. 88 or 905-522-4135 from external lines, or use the MUSST App.
7. Give the McMaster Security Services dispatcher the following information:
 - Your name
 - Your location (be as specific as possible)
 - Number of suspects (if known)
 - Identification or description of suspect(s)
 - Number of persons involved
8. A volunteer in the group should record names of all persons present in the room
9. Wait for Police or Security to assist you out of the building and/or to provide further instructions

Emergency First Response Team (EFRT) ext. 88

EFRT is a volunteer organization, on call 24 hours a day, 7 days a week during the school year. They respond to any medical emergency on campus in a team of 3 responders, with an impressive response

time of 1-2 minutes. Trained in both the Red Cross Emergency First Responder and Toronto Ambulance's International Trauma Life Support courses, these responders come equipped with oxygen, an automated external defibrillator (AED), and EpiPens. For further information, visit: <https://www.msumcmaster.ca/services-directory/7-emergency-first-response-team-efrt>

Security Tips in Health Sciences Centre:

Always wear your identification; ID must be visible at all times.

- ✓ Report all suspicious persons or activity to Security immediately (ext.76444) or HSC Tip line (905) 524-0732.
- ✓ Please challenge all visitors or unknown persons without ID, if safe to do so, and have a sense of ownership of the building; by simply acknowledging the presence of a “would-be criminal” – he/she/they will probably leave the area.
- ✓ Be a good witness by being observant and make note of physical characteristics of suspicious persons
- ✓ If you would like to be accompanied by Security to your vehicle, contact them at (ext.76444)
- ✓ Please report all facility defects (i.e., broken windows, doors, etc) to Security (ext.76444) and Engineering Services (ext.75501).

2.3 IDENTIFICATION BADGES AND PASS CARDS

UNIVERSITY STUDENT IDENTIFICATION CARDS

Fully registered students (financially registered) will receive a University Student Photo Identification (ID) card with ID number and bar code.

For any information regarding ID cards including loss of ID cards, please contact the Graduate Studies Office:

Reception School of Graduate Studies GH 212	905-525-9140 Ext. 23679
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HOSPITAL ID BADGES/ANATOMY PASS CARD

Students are issued a hospital photo-ID badge, which also serves as the Anatomy Lab pass card, at the beginning of the program.

The fee for obtaining this card is \$10, and is non-refundable.

The fee to replace the card is \$50, and is non-refundable. To obtain a replacement card, please contact the OT Program Coordinator (IAHS 402).

OT Program Coordinator	905-525-9140 Ext. 27829
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The badges are to be worn when in Hamilton Health Science hospitals and when in other health care facilities for clinical practica or educational purposes.

Students must have their identification badge readily available at all times. Under no circumstances should you allow others to use your identification badge. Failure to produce identification upon request may lead to removal from the building by security staff.

In the event that a student withdraws from the program, the hospital identification card must be returned to the program.

3. PROGRAM EXPECTATIONS AND PROCEDURES

3.1 INJURIES: PROCESS FOR REPORTING

The Occupational Therapy Program has a responsibility for the safety of all stakeholders, including students, patients and clinical partners.

It is the expectation of the program that students will report any injuries that may affect their ability to participate in academic courses and/or clinical placement.

If a student has experienced an injury, the expectation is to email the Course Coordinator, and cc: the Assistant Dean and Program Manager.

If the injury was sustained during activities related to the program (e.g. academic courses, or clinical placement etc.), students are required to report the injury immediately (within 24 hours), and complete an Incident/Injury Report Form To access the *Incident/Injury Report* form and related submission details, please visit: <http://reportit.mcmaster.ca/>

Depending on the severity of the injury, students may be recommended to request a medical leave of absence. Students may also be referred to Student Accessibility Services to obtain formal accommodations.

Please also refer to the Workplace Injury and Exposure to Infectious/Environmental Hazards in the Clinical Setting for Learners in the Faculty of Health Sciences:
http://fhs.mcmaster.ca/main/education/education_policies.html

3.2 ABSENCES

Students who are requesting five (5) or more business days away from the program are required to submit a formal written request to the Assistant Dean at least one (1) month in advance.

The McMaster University Graduate Calendar indicates:

Full-time students are obliged to be on campus, except for vacation periods or authorized off-campus status, for all three terms of the university year. Vacation entitlement is discussed in Section 2.5.6. Any absence of one week or longer from campus, which is not part of the student's vacation entitlement requires the supervisor's approval. If the absence exceeds two weeks, the approval of the department chair is also required. In accordance with government regulations (see Section 2.5.2) students who will be absent from campus for more than four weeks in any one term require not only permission from the Department but also that of the appropriate Associate Dean of Graduate Studies. In cases of unauthorized absence the student will be deemed to have withdrawn voluntarily from graduate study and will have to petition for readmission. No guarantee of readmission or of renewal of financial arrangements can be made.

For further information, please refer to the SGS Calendar at:

<http://academiccalendars.romcmaster.ca/content.php?catoid=20&navoid=3571>

For the purpose of clarity, the Occupational Therapy Program considers:

“Supervisor” = Assistant Dean

“Department Chair” = Associate Dean, School of Rehabilitation Science

3.3 RESCHEDULING OF EXAMINATIONS

In the event a student is ill, or needs to reschedule an examination due to extenuating circumstances, students may email the Course Coordinator and cc: the Assistant Dean and Program Manager.

In all instances, students will be required to submit appropriate medical documentation (e.g., if a student is ill). Students will also be required to sign the Confirmation of Academic Integrity form, confirming that they have/will not speak to their classmates about any relevant examination material. The program also reserves the right to provide the student with a different examination.

All questions related to this process may be directed to the Program Manager.

3.4 RELIGIOUS HOLIDAYS

Please refer to the Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances (RISO):

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-Observances.pdf>

For RISO exam accommodations, please also see the “Rescheduling of Examinations” section above. Students requesting RISO exam accommodations will be required to complete a RISO student request form (available through the Program Manager) to be submitted at the start of the academic term.

Students who require academic accommodations beyond those covered by the policy (e.g., for clinical placement) should contact the Assistant Dean and Program Manager as soon as possible to arrange accommodations.

3.5 STORM PROCEDURES AND CLASS/EXAM CANCELLATIONS

In the event of severe winter weather, University staff, faculty and students are advised to listen to the radio or to view the Daily News website for news that the University is closed. The McMaster University Storm Emergency Policy and Procedures is available online at

http://www.mcmaster.ca/opr/html/opr/reports_documents/main/reports_documents/storm.html

It is important to note that McMaster University decides when the University is closed. It is possible for McMaster University to close for only a partial day. When the University is closed for the day, it is also closed for the evening. This means that night classes, meetings and activities scheduled during the evening, including examinations, are also cancelled.

When the University decides to close, Public Relations will notify local Hamilton radio stations immediately that McMaster is closed for the day and evening. In addition, this information can be found on the McMaster Daily News webpage at <http://dailynews.mcmaster.ca> and via the University’s telecommunications system. Every effort will be made to notify the radio stations by 7 a.m., however, this may not always be possible. Public Relations will try to arrange to have McMaster University mentioned explicitly.

Please refer to the Clinical Education Handbook regarding expectations to attend placement.

3.6 ESSENTIAL SKILLS AND ATTRIBUTES REQUIRED FOR THE STUDY OF OCCUPATIONAL THERAPY

Ontario Council of University Programs in Rehabilitation Sciences (OCUPRS) Policy Document, July 2009

Introduction

The Ontario university programs in Occupational Therapy are responsible to society for providing their enrolled students with opportunities to develop the qualifications (academic knowledge, professional behaviours, attitudes and clinical skills) to enter the profession of Occupational Therapy in Ontario. The purpose of this document is to describe the skills and attributes required for success in completing a university program in Occupational Therapy. Students interested in pursuing a graduate degree in Occupational Therapy are encouraged to review the following document that outlines the requisite attributes to undertake a master's program in occupational therapy.

An offer of admission to an Occupational Therapy program should not be interpreted as evidence that the Occupational Therapy program has independently verified an applicant's skills and attributes in the domains described below. These skills and attributes are required if students are to be successful in achieving the competency standards of the profession.

The competency standards for Occupational Therapy are described in the *Profile of Occupational Therapy Practice in Canada*. For this reason, students admitted to the Occupational Therapy programs must possess the attributes described below in order to be able to develop the competencies required of an entry-to-practice Occupational Therapist. Students must be able to demonstrate sound clinical and professional judgment and demonstrate responsible decision making to become graduates who are cognizant of practice accountability issues, laws, and regulations, professional codes of ethics and standards of evidence – based practice.

In addition to obtaining a degree in Occupational Therapy, an individual must pass the Canadian Association of Occupational Therapists Certification Examination and be registered with the provincial regulatory organization, College of Occupational Therapy of Ontario (COTO) in order to practice as an Occupational Therapist.

It is anticipated that reasonable accommodation may be provided to individuals who demonstrate such requirement on the basis of a prohibited ground of discrimination. The following description of required skills and attributes is not intended to preclude individuals who may require reasonable accommodation. Students who anticipate that reasonable accommodation will enable them to meet the required standards for these skills and abilities are responsible for articulating their requirements. Requests for accommodation are considered on a case-by-case basis according to the applicable policies, regulations and procedures. Applicants are strongly encouraged to seek out and review the policies, regulations and procedures regarding accommodation at the university(ies) and program(s) to which they are applying. If admitted to a program, students will be required to follow the policies and procedures of the university and faculty/school within which the program is located.

Description of the Skills and Attributes for Students in a master's-level program in Occupational Therapy

Aptitude and attitude

Students seeking to enter an Occupational Therapy program must have an interest in promoting health and well-being through occupation. They must demonstrate sensitivity, compassion, integrity, and concern for others. Students must have the cognitive abilities to understand and develop the theoretical knowledge and technical expertise to work collaboratively with their peers, clients, and colleagues. They must be respectful of individuality and diversity, build trusting relationships, demonstrate excellent interpersonal skills to engage and motivate clients and families, demonstrate creative problem solving skills and be able to manage multiple, potentially competing demands.

Information gathering skills

Students must be able to gather information about a client's status that is typically acquired through visual, auditory and tactile senses. Gathering information typically includes reading charts or other written documentation, listening to clients, observing body language and use of assessment tools.

Communication skills

Students must be able to speak, hear and observe in order to efficiently elicit information, describe mood, activity, posture and perceive non-verbal communication. Students must be able to communicate effectively and sensitively with clients and families and all members of the health care team. They must be able to summarize coherently a client's condition, assessment and intervention plan verbally and in text (handwriting and /or electronically) to maintain clear, accurate and appropriate records of client encounters and action plans that comply with regulatory and organizational record keeping standards. Some programs may have specific language requirements to meet the needs of the clinical settings in a geographical area. Students should note that the level of communication fluency required is often higher than is generally assessed in standard testing of language fluency; students are responsible for achieving the high level of communication that may be required.

Critical thinking skills

Students must demonstrate the skills necessary to analyze, integrate and synthesize information. Students use relevant models, frameworks and theories of occupational therapy to apply relevant and current scientific knowledge. Effective problem solving, conceptual thinking and judgment are necessary to address client needs, and to engage the client through occupation in a safe and efficient manner. In addition, the student must be able to comprehend spatial relationships. Students must demonstrate these critical thinking skills in all learning environments, including the classroom and in clinical and community settings in order to build a foundation for evidence-based practice. Students must also demonstrate a capacity to accurately assess their own performance to further direct their learning.

Psychomotor/Physical skills

Students must consistently demonstrate the physical health/skills required to provide safe, effective and efficient service (assessment and intervention) for their clients, subject to any reasonable accommodation that may be required. Students must be able to use common assessment and intervention tools/instruments either directly or in an adaptive form. In addition, students are expected to participate in all learning experiences of the educational program (e.g., for clinical skills laboratory work) on a full time basis.

Emotional Health

Students must consistently demonstrate the emotional health required for full utilization of their intellectual abilities. Students must also be able to tolerate the physical, emotional and mental demands of the program and perform effectively under stress. It is critical that students be able to adapt to changing environments and function well in the face of uncertainties that are inherent in the care of clients. Students must consistently demonstrate the emotional resilience and balance to manage a myriad of emotionally charged or ethically challenging scenarios that frequently arise in all OT practice settings.

4. GENERAL STUDENT INFORMATION

4.1 CHANGE OF ADDRESS/NAME

It is the responsibility of the student to make changes of name, address, or telephone number on Mosaic in “Student Self Service”. Name changes specifically should also be communicated to the Program Coordinator.

4.2 EMAIL INFORMATION

Information from the respective programs and the University is sent regularly to students via their McMaster e-mail account. Each class will have a class distribution list so that faculty and staff may notify students about course work, deadlines or general university announcements. Students may use the distribution list to notify their respective classes about OT/PT Student Council information and related student/class activities.

The email distribution lists are as follows:

Year 2 OT (Class of 2017)	h-ot2017@mcmaster.ca
Year 1 OT (Class of 2018)	h-ot2018@mcmaster.ca

Student email accounts can be activated by the student through MOSAIC 24-hours after completion of course enrollment. To activate your McMaster email account, login to MOSAIC and select *Email Management* located in the Main Menu. Email accounts remain active until January 31 of the year following graduation.

4.3 CONFIRMATION OF ENROLMENT LETTERS

Occasionally a student requires a letter confirming enrolment in the program. This can be requested through Mosaic in “Student Self Service”.

4.4 CONFIRMATION OF GRADUATION LETTERS

The programs inform the College of Occupational Therapists of Ontario (or other provincial regulatory organization as requested by the student) that students are eligible to graduate immediately following the Program Academic Study Committee (PASC) meeting subsequent to Term 5 and completion of Occup Ther *739 (Occupational Therapy Practicum IV).

For the period between the completion of studies and convocation, occasionally a student requires a letter acknowledging that upon successful completion of all requirements of the program, the student is eligible to graduate in November.

Students may commence employment after the final Term 5 PASC meeting to ensure that they have passed their final courses (including OT 739) and fulfilled the requirements of the two-year program.

4.5 TRANSCRIPTS

Unofficial and official transcripts may be ordered through Mosaic in “Student Self Service”.

For further information, visit: <http://registrar.mcmaster.ca/services/transcripts/request/>

4.6 REFERENCE REQUESTS DURING AND POST PROGRAM

Students and alumni who request reference letters from School of Rehabilitation Science faculty and staff are required to fill out the Reference Request Form. This form is available from the program staff, and on the School website (<http://srs-mcmaster.ca/about-us/alumni> under “Reference Requests”). Questions and concerns may be directed to the Program Manager.

4.7 STUDENT MAIL

Year 1 and 2 OT student-specific mail folders are located within the Curriculum Assistants’ office, IAHS 406. Mail and assignments directed to specific students will generally be put in these folders for pick up by students.

4.8 SRS LEARNING RESOURCE ROOM

OT students have access to the SRS Learning Resource Room (IAHS 307/A). The Resource Room is outfitted with resource books, journals and is shared with the Physiotherapy and Rehabilitation Science Programs. The Resource Room may be used as the meeting room for the OT/PT Student Council and informal group sessions. The pass code to the Resource Room is 403*.

4.9 LOCKERS

Lockers may be rented through Mohawk Building Services, located on the first floor. If you wish to rent a locker, please collect a form from the Welcome Desk opposite IAHS 143.

4.10 POSTING ANNOUNCEMENTS

The Student Engagement Office is responsible for administering the Mohawk College Posting Policy. Any posting on walls or area not designated for specific programs/ departments should be brought to the Student Engagement Office (IAHS 144) for approval. Any posting not bearing the Mohawk stamped approval may be removed without notice.

4.11 PHOTOCOPYING/FAXING

Students are responsible for their own photocopying/faxing.

If you require any documents (e.g. non-academic requirements, etc.) photocopied or faxed, please note that there is a **\$30 per item charge**. Only cash or cheques (made out to McMaster University) will be accepted.

4.12 ROOM BOOKINGS IN IAHS

All room booking requests should be sent via email to the Curriculum Assistant. All rooms that are rearranged for specific classes/activities must be returned to their original set up at the end of the class/activity, and garbage collected off the floor and disposed into garbage bins in the respective classrooms. A rental cost may be required for room bookings for external/non-academic requests.

5. STUDENT SERVICES AND RESOURCES

5.1 ABORIGINAL STUDENTS HEALTH SCIENCES OFFICE

The Aboriginal Students Health Sciences (ASHS) Office is designed to address three broad areas of need:

1. Increased student preparedness, entry and completion of Health Science programs;
2. Ongoing identification and removal of barriers to success including increasing awareness of First Nations, Inuit and Métis health issues among faculty and student body; and,
3. Improved relations between the university and local Aboriginal communities.

We are a dedicated collective working towards meeting the priorities of First Nations, Inuit and Métis students (current and incoming) in attaining a diploma/degree within health sciences. We provide a variety of supports, services and programs to support Aboriginal student success:

- Aboriginal Student Counselor: to assist students with social, cultural, economic and academic concerns.
- Elder-in-Residence Program: Elders provide support, advice, culture and teachings.
- Aboriginal Mentorship Program: Mentors are current students (undergraduate/postgraduate) and faculty who provide one-to-one academic, cultural and personal support.
- Alumni Circle: Receive updates from the ASHS office; stay linked with your graduating class; established and expand professional networks, and other benefits.
- Recruitment and Liaison Officer: a person dedicated to provide support and information to prospective students, and a liaison between local organizations, First Nations and urban communities.
- Resource Library: with Indigenous and non-Indigenous scholarship.

ASHS Offices HSC 2A1E Email: ashs@mcmaster.ca http://fhs.mcmaster.ca/ashs/	905-525-9140 Ext. 23935
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5.2 GRADUATE STUDENTS ASSOCIATION

The Graduate Students Association (GSA) of McMaster University was incorporated as a non-profit corporation to represent all students registered in the School of Graduate Studies in matters dealing with the University (excluding employment), and to promote the welfare and interests of such students by providing social, athletic, and intellectual activities.

Students registered in the School of Graduate Studies are required to pay the dues set by the Association at its annual meeting; these dues must be paid by the students during registration. The annual dues are used to support the many organizations in which graduate students take an active part, and to finance the many activities which the GSA organizes. Included in the dues are enrolment in a drug & accident insurance plan and a bus pass. Coverage is automatic once a student is registered. Family coverage is available by paying an additional premium to the GSA. Opt-outs are permitted under certain conditions. Contact the GSA office manager for details.

GSA Offices Refectory Rathskeller Building; East Tower, 2nd floor Email: macgsa@mcmaster.ca http://www.mcmaster.ca/gsa	905-525-9140 Ext. 22043
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5.3 HEALTH INSURANCE AND DENTAL PLAN INFORMATION

HEALTH INSURANCE INFORMATION

OHIP regulations require that you present your health card at every healthcare professional visit funded through the provincial health insurance plan. Students without valid health insurance will be responsible for paying directly for medical/healthcare services. To obtain information on Ontario Health Insurance coverage, call (905) 521-7100.

International students and their families who are not eligible for Provincial Health Insurance may apply for UHIP. For further information contact the International Student Services Office, Gilmour Hall, Room 104, ext. 24748 or visit: <https://iss.mcmaster.ca/>

DENTAL PLAN

Effective September 1, 2010, all graduate students will have dental coverage. Please visit www.ihaveaplan.ca for more details.

EXTENDED HEALTH BENEFITS - GRADUATE STUDENTS ASSOCIATION - DRUG INSURANCE PLAN

The Graduate Student Association has a prescription drug insurance plan for graduate students. Insurance forms are available at the GSA Office in the Refectory Rathskeller Building, ext. 22043. Please visit www.ihaveaplan.ca for more details.

Students are advised that they are responsible for arranging health insurance coverage when studying outside of Ontario (e.g. for clinical education/practica placements).

5.4 Equity and Inclusion Office (EIO)

The Equity and Inclusion Office (EIO) wants to ensure McMaster is a university community where all students, staff and faculty can learn, work and live in equality and respect. To this end, the EIO actively promotes an environment free from sexism, racism, heterosexism, discrimination against people with disabilities and all other forms of harassment and discrimination. In addition, the EIO receives enquiries and complaints concerning any form of harassment or discrimination and attempts confidential resolution.

All contacts with the centre are confidential.

Equity and Inclusion Office: MUSC 212 Email: equity@mcmaster.ca	905-525-9140 Ext. 27581
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5.5 LIBRARY SERVICES

1. HEALTH SCIENCES LIBRARY (<http://hsl.mcmaster.ca/>)

It is your responsibility to become familiar with the expectations outlined in the "Regulations Governing Behaviour in the Health Sciences Library". For instance, the Regulations document describes noise, food smells, cell phone use and misappropriation of the furniture and space.

2. Library@IAHS

Although it is a Mohawk resource, students are welcome to use any resources in the Library@IAHS, including: all texts; journals; audio-visual materials; computers for searching and email access (there is a rehab icon on some computers that will connect you through to the McMaster Health Sciences library). There is a photocopied list of the journals (and issues) available. The library has some relevant journals and texts in common with McMaster; you may view the list and browse around.

Students can apply for borrowing privileges - students need their Mac ID cards as well as one other piece of photo ID.

3. LIBRARY RESOURCES FROM HOME

To access the McMaster library resources from home, students may use LibAccess. If you have not already registered for a LibAccess account, you can do so online.

By using LibAccess, you will be able to access all electronic library resources from any computer with Internet access.

For more information, please visit <http://hsl.mcmaster.ca/services/libaccess/>

5.6 OFF-CAMPUS RESOURCE CENTRE

Students can search for available student housing in the McMaster Area.

Off-Campus Resource Centre MUSC B112 (Lower Level) http://macoffcampus.mcmaster.ca	905-525-9140 Ext. 24086
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5.7 OMBUDS OFFICE

Ombuds is a confidential service designed to assist students, faculty and staff in the just, fair and equitable resolution of university related complaints and concerns.

All contacts with the centre are confidential.

Ombuds Office MUSC 210 Email: ombuds@mcmaster.ca	905-525-9140 Ext. 24151
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5.8 STUDENT ACCESSIBILITY SERVICES (SAS): ACCOMODATIONS FOR CHRONIC CONDITIONS AND DISABILITIES

McMaster University is committed to ensuring that each student is afforded an academic environment that is dedicated to the advancement of learning and is based on the principles of equitable access and individual dignity.

The Academic Accommodation of Students with Disabilities Policy (<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>) aims to:

- (a) Foster a climate of understanding and mutual respect for the dignity and worth of all persons and to protect the privacy, confidentiality, comfort, autonomy and self-esteem of students with disabilities;
- (b) Ensure that students with disabilities are accommodated in accordance with the terms of the Ontario Human Rights Code, and to encourage all students to reach their full academic potential;
- (c) Preserve the academic integrity of the University by re-affirming that all students must satisfy the essential requirements of their respective courses and programs, while at the same time, recognizing that students with disabilities may require reasonable accommodations to enable them to do so;
- (d) Reinforce an application process that is based on equitable access to all courses and programs;
- (e) Clarify the roles and responsibilities of the students, instructors, Departments, Faculties, the School of Graduate Studies and administrative staff in the provision of accommodations.

If you require accommodations for your academic courses (university based and/or clinical practica), you are required to book an appointment with Student Accessibility Services (SAS).

It is strongly recommended that you contact Student Accessibility Services as soon as possible.

STUDENT ACCESSIBILITY SERVICES (SAS)

Student Accessibility Services (SAS) offers various supports for students with disabilities. SAS assists with academic and disability-related needs, including Learning Strategies Assistive Technologies, Test & Exam Administration, Note-taking, and Accommodations for Courses.

All contacts with the Centre are confidential.

Student Accessibility Services MUSC B107 (Lower Level) http://sas.mcmaster.ca/	905-525-9140 Ext. 28652
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5.9 STUDENT SUCCESS CENTRE

The Student Success Centre provides a range of services and resources (in person and online) to students in their academic and career development.

Services available to graduate students include:

- UHIP information and administration

- Immigration consultation
- Financial Wellness
- Career Fairs, company information sessions
- OscarPlus job listings
- Speakeasy and Conversation Circles

Student Success Centre Gilmore Hall 110 http://studentsuccess.mcmaster.ca	(905) 525-9140 Ext. 24254
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5.10 STUDENT WELLNESS CENTRE

The Student Wellness Centre supports students in having a better McMaster experience, through maintenance of a healthy lifestyle. The Centre can enhance your academic success by providing a range of health services, including access to a personal health care provider during your time at McMaster.

Please note: effective May 1, 2016, per the April 2016 Graduate Students Association (GSA) vote, graduate students will no longer have access to counselling services, although they will have continued access to Student Wellness Center family physicians and psychiatry services. For further information and formal announcement, visit: <http://wellness.mcmaster.ca/latest-news/166-announcement-counsellingchanges.html>

Students are encouraged to contact the Student Wellness Centre directly regarding alternative resources available on and off campus.

Student Wellness Centre MUSC B101(clinic) and B118 (education centre) located on the lower level http://wellness.mcmaster.ca/	905-525-9140 Medical Clinic Ext. 27700 Health Promotion Ext. 23312
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5.11 STUDENT MENTAL HEALTH AND WELL-BEING STRATEGY

In January 2014, Student Affairs, in partnership with the Faculty of Health Sciences, undertook a project to assess the McMaster landscape in order to identify the strengths, challenges and gaps to adequately address the mental health needs of our students. The McMaster Student Mental Health and Well-Being Strategy was created to address these needs.

Student Mental Health & Well-Being Strategy http://mentalhealthstrategy.mcmaster.ca/
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6. FINANCIAL INFORMATION

6.1 STUDENT FINANCIAL AID AND SCHOLARSHIP OFFICE

The McMaster Student Financial Aid and Scholarships Office provides services and supports to all students, relating to OSAP, bursaries, and drop-in counselling.

Student Financial Aid and Scholarships Gilmour Hall, Room 120 Government & University Aid email: osap@mcmaster.ca Scholarships email: awards@mcmaster.ca http://sfas.mcmaster.ca/	905-525-9140 Ext. 24319 Fax: 905-521-9565
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6.2 FINANCIAL ASSISTANCE PROGRAMS

Ontario Student Assistance Program (OSAP) – students must be Canadian citizens or permanent residents of Canada or must meet Ontario Residency Requirements to be eligible to apply for OSAP. If students do not meet the Ontario residency requirements it is recommended that they apply for government student loans through their home province. Out-of-province students are able to apply to the McMaster bursary program. They must provide their student loan assessment from the home province with proof that they have negotiated at least their first loan along with the completed bursary application. Online bursary applications are available through MOSAIC beginning mid-September.

Out of Province and Out of Country Student Loans' Programs – facilitated by the Student Financial Aid and Scholarships Office for students from out of town and out of country. Please contact the office for more information.

6.3 BURSARIES

The Office of Student Financial Aid & Scholarships administers government and institutionally-funded financial aid programs to assist OT students who demonstrate financial need. It is recommended that students apply for OSAP (or a government student loan from their home province); apply for a line of credit; apply for a McMaster bursary in the fall term; apply for a work program (e.g. Ontario Work-Study); and apply for external bursaries/scholarships to help meet their education and living costs. See <http://sfas.mcmaster.ca> and <http://osap.gov.on.ca> for details.

Students with disabilities should contact the Student Accessibility Services regarding additional funding/bursaries that may be available for individuals with special needs.

Students of Aboriginal Ancestry should contact the Aboriginal Students Health Sciences Office (ASHS) regarding additional funding/bursaries that may be available.

A full list of bursaries is available from the Student Financial Aid & Scholarships office and the Graduate Course Calendar located here: <http://sfas.mcmaster.ca/>.

6.4 IN-COURSE AWARDS/ BURSARIES and SCHOLARSHIPS

Please note that awards are subject to change based on availability from donor organizations. The program will contact students when the application process opens.

- 1. The Laura Babiski Memorial Bursary** – Established in 2000 in loving tribute to Laura Babiski, Clinical Lecturer, Occupational Therapy, in the School of Rehabilitation Science from 1991 to 2000. This scholarship is to be awarded by the School of Graduate Studies on the recommendation of the School of Rehabilitation Science to a student in Year II of the Master of Science, Occupational Therapy Program, who has achieved: an excellence in mental health practice, demonstrated by passion for this practice area; compassion for individuals with serious mental illness and their families; recognition, advocacy and action for system change; and, demonstrates financial need. Faculty within the Occupational Therapy Program nominate a student based on academic and professional practica course work.
- 2. The Allison (Fisher) Lall Scholarship in Occupational Therapy** - Established in 2009 by family, friends, and former classmates and professors as a loving tribute to Alison (Fisher) Lall. Alison earned her degree in Occupational Therapy in 1997. To be awarded by the School of Graduate Studies on the recommendation of the School of Rehabilitation Science to a student in the final year of the Master of Science Occupational Therapy program who demonstrates both outstanding academic achievement and exceptional.
- 3. The Mary Tremblay Academic Grant** - Established in 2009 by family, friends, and colleagues to honour Dr. Mary Tremblay's significant contribution to the development of the School of Rehabilitation Science and her dedication to teaching and mentoring. To be awarded to a student registered in year two of the M.Sc. Occupational Therapy program who demonstrates financial need and who, in the judgement of the School of Rehabilitation Science, has demonstrated an aptitude and passion for disability issues.
- 4. Catherine Smith Student Award** – The Catherine Smith Student Award was established by the SRS to honour the late Catherine Smith, a long time staff member who passed away in the spring of 2005. The award will be presented to an OT and PT student in year 2 who exemplifies the characteristics of Catherine Smith. Catherine was loved for her qualities of honesty, integrity, and commitment to hard work and perseverance. She was also feisty and not afraid to question or challenge using a constructive approach. The award is presented during the Helen Saarinen Lectureship which occurs annually in the fall. Faculty nominate students seen to represent Catherine's philosophy and contributions.
- 5. Smith and Nephew Award** - Established in 1991. To be awarded to an Occupational Therapy student who, in the judgment of the School of Rehabilitation Science, has demonstrated outstanding academic achievement and excellence in the clinical fieldwork related to adult physical health.
- 6. National Awards for individuals of Aboriginal Ancestry** – National Aboriginal Achievements Awards: full details on the criteria and value of the awards available by the Grand River Post-Secondary Office, Six Nations in Ontario. In addition, the McMaster Aboriginal Students Health Sciences Office posts information related to bursaries and scholarships on their website.
- 7. International Students** – International students with extenuating circumstances who require financial assistance are asked to see a Student Loans Officer at Student Financial Aid and Scholarships Office.

8. Year 2 Scholarship Award - Eligible candidates must be entering year two of the Occupational Therapy Graduate Program at McMaster University.

6.5 CONVOCATION AWARDS

Students will be eligible for the following academic awards at graduation in November. Awards are presented at a reception on the day of convocation. All students within their second year of the program are automatically considered. Please note that awards are subject to change based on availability from donor organizations.

The Canadian Association of Occupational Therapists Student Award (CAOT)

Established in 1992 by the Canadian Association of Occupational therapists. Awarded to the graduating student who demonstrates consistent and exemplary knowledge of occupational therapy theory, by obtaining the highest academic standing over the course of the program.

Value: \$200

The Ontario Society of Occupational Therapists Prize

Awarded to the student with the highest overall average throughout the Occupational Therapy program.

Prize: Membership to OSOT

The Professional Practica Prize

Established originally at Mohawk College as the Muriel Westmorland Prize, and transferred to McMaster University in 1993. Awarded to the graduating student, who, in the judgement of the School of Rehabilitation Science, demonstrates excellence in clinical practica throughout the course of the Occupational Therapy program.

Value: \$100

The Northern Studies Stream Book Award

Established in 2002. To be awarded to a graduating student in the Master of Science, Occupational Therapy Program, by the School of Graduate Studies on the recommendation of the School of Rehabilitation Science, who has demonstrated exemplary interest and effort in understanding and incorporating the healthcare issues of northern, rural and remote practice in their Northern Studies Stream academic experience, and knowledge base unique to the health care concerns of First Nation people and their communities.

Value: \$100

The Shari Lowe Book Award

Established in 2001. To be awarded by the School of Graduate Studies on the recommendation of the School of Rehabilitation Science to a graduating student in the Occupational Therapy Program, who has demonstrated excellence in occupational therapy skills and has specific interest in the health of the older adult and/or has applied this to the area of case management based on clinical and/or academic performance in the area of caring for the older adult.

Value: \$100

THE COTF FUTURE SCHOLAR AWARD

Established in 2008 in celebration of the Canadian Occupational Therapy Foundation's 25th anniversary. It is awarded to a graduating student in the Master of Science, Occupational Therapy Program, who has demonstrated the most innovative research project.

Value: \$100

***CanChild* Research Award**

These awards were established in 2011 by *CanChild* Centre for Childhood Disability Research to encourage exploration of important issues in childhood disability. The awards are offered to the OT and PT graduating students who have demonstrated academic strength in pediatrics and have conducted or taken a leadership role within an innovative research project focused on child or youth disability.

Value: \$100

7. POLICIES, PROCEDURES AND GUIDELINES

If there is a discrepancy between the policies below and the School of Graduate Studies policies, the School of Graduate Studies Policy prevails.

For more information regarding Policies and Procedures applicable to students registered at McMaster University in relation to academics, please visit:
<http://www.mcmaster.ca/policy/Students-AcademicStudies/>

7.1 FACULTY OF HEALTH SCIENCES POLICIES

7.1.1 POLICE RECORDS CHECK

All students accepted and enrolled within the program are required to submit a clear police records check as a condition of admission, and also as a program requirement. Implications of a “not clear” check are outlined in the policy. Per the policy, students are required to have a valid police records check at **all times** in the program.

To review the full policy, please visit:
http://fhs.mcmaster.ca/main/education/education_policies.html

7.1.2 PROFESSIONAL BEHAVIOUR GUIDELINES

Students in the Occupational Therapy program are expected to be aware of their professional behaviours in all university-based and clinical settings at all times. These are described in a Professional Behaviour Code of Conduct for Learners in the Faculty of Health Sciences. For the purposes of this Code, Faculty of Health Sciences learners, including post graduate medical learners, shall be governed by this policy whether they are engaged in purely academic or academic/clinical activities, whether they are engaged in administrative functions associated with their learning, whether they are conducting or assisting in research, and whether the activities be on or off site, in real time or in a virtual reality online. Furthermore, the *Faculty of Health Sciences Professional Behaviour Code of Conduct for Graduate Learners* shall be applicable to all contexts and circumstances in which learners were, or could reasonably be, considered to be representing their educational program in either a real-world or on-line setting.

To review the full guideline, please visit:
<http://www.mcmaster.ca/policy/Students-AcademicStudies/Professional%20Code-Graduate.pdf>

7.1.3 WORKPLACE INJURY AND EXPOSURE TO INFECTIOUS/ENVIRONMENTAL HAZARDS IN THE CLINICAL SETTING FOR LEARNERS IN THE FACULTY OF HEALTH SCIENCES

The Faculty of Health Sciences is committed to promoting Occupational Health & Safety for its learners and facilitating appropriate support for learners who become injured or exposed to infectious or environmental hazards during the course of their studies or clinical training. The Faculty of Health Sciences, in collaboration with its affiliated teaching hospitals believes that a robust Occupational Health & Safety education program for learners, as well as staff and faculty, will reduce the risk of injury and hazardous exposure. In the event that an injury or exposure to an infectious or environmental hazard does occur, compliance with the procedures outlined in this document will ensure that learners

receive appropriate support, treatment and follow-up and that all required documentation of the incident is completed and forms forwarded to the appropriate individuals and authorities.

To review the full policy, please visit:

http://fhs.mcmaster.ca/main/education/documents/workplace_injury_and_exposure_to_infectious_and_environmental_hazards_in_clinical_setting.pdf

7.2 GUIDELINE FOR REVIEW OF STUDENT PERFORMANCE AND PROGRESS

MASTER OF SCIENCE PROGRAM IN OCCUPATIONAL THERAPY McMaster University Guideline for Review of Student Performance and Progress

Date Developed: January 22, 2015
Approved by: OT Curriculum Committee (February 25, 2015)
OT Education Council (March 25, 2015)

Preamble:

Progress of all students is reviewed by the Program Academic Study Committee (PASC). PASC meets at regular intervals with additional meeting scheduled as needed throughout the academic year.

The PASC meets upon completion of each university-based term and at the end of each practicum to review students' academic progress, discuss any concerns (e.g. safety, course grades, professionalism, etc.), and to determine if students are in a position to proceed in the program.

PASC has the authority to:

- recommend informal remediation;
- require formal remediation through enrollment in a remediation course; and/or
- make recommendations for withdrawal.

Remediation is intended to support students to address learning gaps in an effort to enable them to meet academic expectations.

Please refer to the PASC Terms of Reference for additional information.

Guideline for Student Progression:

- Students must achieve a grade of at least B- in each course in order to continue in the program.
- Students must receive an overall SATISFACTORY in the PBT component of the Inquiry & Integration (I&I) course in order to receive a passing grade in that course.
- In Terms 3 and 5, students must receive a PASS in the Professional Portfolio in order to receive a passing grade in the Professional Reasoning and Skills (PRS) course.
- Students must receive a PASS in each Occupational Therapy Practicum Course.
- In addition, consistent demonstration of professional behaviours as per the FHS Professional Behaviour Code of Conduct for Learners is expected.

The following actions may/will be considered by the PASC:

1. As part of its deliberations, the PASC will consider all relevant evidence which includes, but is not limited to: each student's overall academic standing and progress in the program to date, documentation related to specific course components or evaluations, documentation related to specific events or circumstances considered relevant to the review of a student's progress.
2. If a student passes a course but experiences difficulties with performance in any area, the PASC may recommend informal remediation.
3. If a student fails a course as determined by the PASC, s/he is assigned an F for the course grade.
4. If a student fails a course, the PASC will then make a determination if the student is eligible for formal remediation.
5. If the student is eligible for formal remediation as determined by the PASC, and if the student chooses to undertake the formal remediation, s/he will register for the appropriate remediation course. In some situations, the PASC may determine that to support current or future student

performance, it is necessary for information to be conveyed to a future evaluator as part of remediation.

- a. If the student successfully completes the remediation course, a grade of PASS will be assigned to that course. The student will then be eligible to continue in the program in good academic standing.
 - b. If the student is unsuccessful in completing the remediation course, a grade of FAIL will be assigned, and PASC would make a recommendation for required withdrawal to the Associate Dean, Graduate Studies (Health Sciences).
6. If a student is not eligible for formal remediation as determined by the PASC, the PASC would make a recommendation for required withdrawal to the Associate Dean, Graduate Studies (Health Sciences). A student is not eligible for remediation if:
- a. s/he fails two courses in one term (constitutes 2 failures); or
 - b. s/he has previously enrolled in a remediation course; or
 - c. if the PASC determines that the deficits are significant and remediation would not result in the student meeting academic expectations.

All recommendations of the PASC concerning required withdrawals will be forwarded to the Associate Dean of Graduate Studies (Health Sciences) who makes a decision on the recommendation on behalf of the Graduate Admissions and Study Committee.

Typical Procedures:

1. If PASC makes a recommendation for remediation or withdrawal, the student will be notified as soon as possible by the Assistant Dean.
2. If the recommendation is for informal remediation, the student will typically receive a letter from the Assistant Dean as Chair of the PASC.
3. If enrolment in a remediation course is required by the PASC, the Assistant Dean will typically request a meeting with the student to review the remediation process. The student will also receive a letter from the Assistant Dean as Chair of the PASC.

NOTE: Students who undertake a remediation course may incur additional tuition and supplementary fees, and/or may be required to extend the duration of their studies within the program.

4. If the PASC makes a recommendation for required withdrawal, the Assistant Dean will typically request a meeting with the student to review the process. The student will also receive a letter from the Assistant Dean as Chair of the PASC.
 - a. The student will submit their hospital identification/anatomy badge.
 - b. The program will complete the Request for Change in a Graduate Student's Status form and forward this to the Associate Dean, Graduate Studies (Health Sciences), who will make a decision on behalf of the Graduate Admission and Study Committee.

Disclaimer: If there is a discrepancy between the electronic copy and the written copy held by the Guideline owner, the written copy prevails

7.3 POLICY FOR LEAVES OF ABSENCE FOR STUDENTS IN THE MSc(OT) AND MSc(PT) PROGRAMS

MASTER OF SCIENCE PROGRAMS IN OCCUPATIONAL THERAPY AND PHYSIOTHERAPY McMaster University

Complete Title: Policy for Leaves of Absence for students in the MSc(OT) and MSc(PT) Programs

Date Developed: May 26, 2004
Last Revised: March 22, 2010

Approved by: OT Education Council
PT Governing Committee

Date of Most Recent

Approval: June 16, 2010 - PT Governing Committee
June 21, 2010 - OT Education Council
September 22, 2010 - FHS Graduate Policy and Curriculum Committee
December 8, 2010 - Senate

Policy Owner: Program Administrator

POLICY

Policy Statement:

A leave of absence may be granted to students within the MSc(OT) and MSc(PT) programs, by the School of Graduate Studies, on the recommendation of the Program, for health reasons or other extenuating circumstances. If a leave of absence is granted, it is only for a maximum of one year.

Students are referred to the School of Graduate Studies general regulations on leaves of absence for matters related to use of university facilities, scholarships, and tuition.

A student may request only one leave of absence due to extenuating circumstances.

Procedures for Requesting a Leave of Absence:

Please note that students are encouraged to contact the Assistant Dean prior to submitting written documentation or the Petition for Special Consideration, to discuss options and procedures.

1. The student will submit a written request for a leave of absence, using the Petition for Special Consideration Form (available on the School of Graduate Studies website), and other supporting documentation they wish to submit. For the request of a medical leave of absence, a physician's note is also required.
2. The student will meet with the Assistant Dean and Program Administrator to complete the formal process to request a leave of absence. The student will be required to also bring their hospital identification badge/anatomy card.

3. The Assistant Dean will review the request for the leave of absence in consultation with the Program Academic Study Committee if appropriate.
4. The Assistant Dean will complete the Petition for Special Consideration form, which will include his/her recommendation to the Associate Dean, Faculty of Health Sciences (Graduate Studies) regarding the request for the leave of absence. If the recommendation supports the leave of absence, the Assistant Dean will also include within the Petition a recommendation for which Term/Unit of study to which the student is eligible to return.
5. The Assistant Dean will send the student a letter, notifying the student of his/her recommendation to the Associate Dean, Faculty of Health Sciences (Graduate Studies).
6. The Assistant Dean will submit to the Associate Dean, Faculty of Health Sciences (Graduate Studies):
 - The original copy of the Petition of Special Consideration
 - Original copies of other documentation provided by the student as applicable
 - A copy of the letter sent to the student
7. On behalf of the School of Graduate Studies, the Associate Dean will review the submission and the recommendation of the Assistant Dean, and make a decision. His/her office will notify the Assistant Dean, Program Administrator and student of his/her decision.

Procedures for Returning from a Leave of Absence:

1. The student must write the Assistant Dean no later than three months prior to the beginning of the appropriate term or unit of study to which the student would be returning indicating his/her intention to return.
 - a. If the leave of absence was granted for medical reasons, a note or letter from the physician most responsible for providing care for the health matter that led to the medical leave of absence is required. This note or letter must be dated within at least two months of the student's written request to return to the program. The student is responsible for informing the physician of the expectations of the clinical and academic components of the program, which the physician will use to inform his/her decision. If the leave of absence was granted for extenuating circumstances the letter from the student must demonstrate that the circumstances for which the leave was granted will no longer impact on studies, and/or the student has supports in place to successfully resume studies.
2. Reentry will depend on evidence of readiness to return, reviewed by the Assistant Dean, in consultation with the Program Academic Study Committee if appropriate. The Assistant Dean will make a recommendation to the Associate Dean, Faculty of Health Science (Graduate Studies) in regards to the submission. The Assistant Dean will send the student a letter, notifying the student of his/her recommendation.
3. The Assistant Dean will submit to the Associate Dean, Faculty of Health Sciences (Graduate Studies):
 - A copy of the letter for request for re-entry into the program
 - Copies of other documentation provided by the student as applicable
 - A copy of the letter sent to the student
4. Once the Associate Dean, Faculty of Health Sciences (Graduate Studies) has confirmed that the documentation provided by the student allows resumption of studies on the pre-specified date, his/her office will notify the Assistant Dean, Program Administrator and student confirming that the return from the leave of absence can proceed.
5. The student will resume studies in the Term/Unit of study as stated in the letter sent to the student at the time of the request for the leave of absence. In order to resume studies, the student is required to contact the Program Administrator to begin the process for completing the clinical placement/practicum requirements (e.g. Vulnerable Sector Screening, Health Screening etc) and to confirm registration processes.

Related Policies and Procedures:

School of Graduate Studies Leaves of Absence Regulations (McMaster University)

Disclaimer: If there is a discrepancy between the electronic copy and the written copy held by the Guideline owner, the written copy prevails.

7.4 POLICY FOR LEAVE OF ABSENCE FOR A GRADUATE STUDENT WHO IS A NEW PARENT

**MASTER OF SCIENCE PROGRAMS IN
OCCUPATIONAL THERAPY AND PHYSIOTHERAPY
McMaster University**

Complete Title: Policy for Leave of Absence for a Graduate Student who is a new parent in the MSc(OT) and MSc(PT) Programs

Date Developed: May 26, 2004

Last Revised: June 3, 2010

Approved by: OT Education Council
PT Governing Committee

Date of Most Recent Approval: June 16, 2010 - PT Governing Committee
June 21, 2010 - OT Education Council
September 22, 2010 – FHS Graduate Policy and Curriculum Committee
December 8, 2010 - Senate

Policy Owner: Program Manager

POLICY

Policy Statement:

A leave of absence will be granted to students within the MSc OT and PT programs, by the School of Graduate Studies, on the recommendation of the Program, for a graduate student who is expecting a child, whether by adoption, or birth or guardianship. The student may request a leave of absence of not more than one year to begin as soon as necessary but not later than fifty two weeks after the arrival of the child.

Students are referred to the School of Graduate Studies general regulations on leaves of absence for matters related to use of university facilities, scholarships, and tuition.

Procedures for Requesting a Leave of Absence (Pregnancy or Parental):

Please note that students are encouraged to contact the Assistant Dean prior to submitting written documentation or the *Leave of Absence Information Form where Leave of Absence Includes Pregnancy or Parental Leave form*, to discuss options and procedures.

1. The student will submit a written request for a leave of absence, using the *Leave of Absence Information Form where Leave of Absence Includes Pregnancy or Parental Leave form*, (available on

the School of Graduate Studies website), and relevant supporting documentation.

2. The student will meet with the Assistant Dean and Program Administrator to complete the formal process to request a leave of absence, and discuss/agree upon the dates of the leave. The student will be required to also bring their hospital identification badge/anatomy card.
3. The Assistant Dean will send the student a letter, confirming the agreed upon dates, and scheduled date of return to studies.
4. The Assistant Dean will submit to the Associate Dean, Faculty of Health Sciences (Graduate Studies):
 - The original copy of the *Leave of Absence Information Form where Leave of Absence Includes Pregnancy or Parental Leave form*
 - Original copies of other documentation provided by the student as applicable
 - A copy of the letter sent to the student
5. On behalf of the School of Graduate Studies, the Associate Dean will review the submission. His/her office will notify the Assistant Dean, Program Administrator and student when the leave has been approved.

Procedures for Returning from a Leave of Absence:

6. The student must write the Assistant Dean no later than three months prior to the beginning of the appropriate term or unit of study to which the student would be returning indicating his/her intention to return.
7. The Assistant Dean will acknowledge the request by sending the student a letter.
8. The Assistant Dean will submit to the Associate Dean, Faculty of Health Sciences (Graduate Studies):
 - A copy of the letter for request for re-entry into the program
 - Copies of other documentation provided by the student as applicable
 - A copy of the letter sent to the student
9. Once the Associate Dean, Faculty of Health Sciences (Graduate Studies) has confirmed that the documentation provided by the student allows resumption of studies on the pre-specified date, his/her office will notify the Assistant Dean, Program Administrator and student confirming that the return from the leave of absence can proceed.
10. The student will resume studies in the Term/Unit of study as stated in the letter sent to the student at the time of the request for the leave of absence. In order to resume studies, the student is required to contact the Program Administrator to begin the process for completing the clinical placement/practicum requirements (e.g. Vulnerable Sector Screening, Health Screening etc) and to confirm registration processes.

Related Policies and Procedures:

School of Graduate Studies Leaves of Absence Regulations (McMaster University)

Disclaimer: If there is a discrepancy between the electronic copy and the written copy held by the Guideline owner, the written copy prevails.

7.5 CONDUCTING RESEARCH AND COURSE REQUIREMENTS IN THE HOME/COMMUNITY ENVIRONMENT: GUIDELINES FOR SCHOOL OF REHABILITATION SCIENCE STUDENTS

Approved Rehabilitation Science Curriculum Committee
February 7, 2007

Draft Revision July 22, 2011 (OT and PT Programs)

Glossary:

Community members - individuals or organizations within the community

Department - School of Rehabilitation Science (SRS)

McMaster University is committed to providing and maintaining healthy and safe conditions and practices for all graduate students. This is achieved by meeting or exceeding the standards to comply with the legislative requirements as contained in the Ontario Occupational Health and Safety Act. Students should familiarize themselves with the Ontario Occupational Health and Safety Act and Regulations, work in compliance with statutory requirements and prescribed safe work procedures, and report any unsafe work conditions to their supervisors.

Purpose

The purpose of this document is to provide guidelines to SRS graduate students to ensure their safety as far as reasonably possible with regards to risks associated when conducting research or completing course requirements in the home or community environment. In the vast majority of cases, these will be safe. These guidelines have been developed in order to help assure the safety of students.

Before the Visit:

- When scheduling your visit:
 - Remember that the individual may feel vulnerable inviting someone they don't know into their home
 - Some telephones have call display, which displays the caller's phone number to the person being telephoned. If not using a telephone within the SRS, use the "call blocking" on your telephone by dialing * 67 prior to dialing a telephone number. You should do this for every call you make from your personal telephone. There is no charge for using * 67.
 - Ask that pets be restrained or kept out of the room during the visit.
If being in an environment where someone is smoking is a concern, ask that they not smoke during the visit, or if you can conduct the visit at another location (if possible).
 - The student should plan his or her route the location using main routes, avoiding isolated shortcuts. Students should obtain directions beforehand, and can confirm the directions with the community member/participant.

- **If you are conducting the visit alone**, you should provide the supervisor/designate with the list of people you intend to visit, including the following:
 - Name
 - Address
 - Telephone number of the person being visited
 - Date and time of the visit, including anticipated time of completion

- If driving to the visit:
 - Ensure your vehicle is in good condition, check your tires on a regular basis and ensure that you have at least a half tank of gas.
 - Be aware of the daily weather and road conditions. If necessary, during poor conditions, appointments should be rescheduled for another time when conditions are more favorable.
 - Keep your personal belongings (e.g. your wallet) locked in the trunk of your car and try to take few personal items to the participant's home.
 - If you are lost, telephone the participant for directions and/or seek assistance.
 - Dress conservatively and only bring necessary items to the visit. Religious symbols and jewelry should be worn discreetly. Wear a good pair of walking shoes or winter boots.
 - Make sure that you have your cell phone in your pocket in case you need to use it in an emergency.

Upon arrival:

- Park your vehicle on the street, where it is easily accessible, and be attentive of your surroundings.
- If an animal is outside the home and you feel uncomfortable, call the person you are meeting and ask that the animal be restrained.
- Exercise caution in hallways, stairwells and elevators. If you are uncomfortable about any other passengers traveling the elevator wait for the next elevator. Stand near the control panel, and if you feel uncomfortable, push the button for the next floor or press the alarm.
- Be clear to explain the purpose of your visit, and obtain permissions from the person to enter their home.

During the Visit:

- Make a quick sweep with your eyes to assess for any obstacles and escape routes, in the event you have to leave in a hurry (e.g. a fire).
- Leave your shoes on during the visit. In winter, you may choose to bring a pair of indoor shoes.
- Let the client lead you into the house/apartment or through corridors/stairs.
- Think about where you choose to sit. For instance, sit where you have a good view of the surroundings and on a firm, accessible chair.
- If they ask you to do something that you are not comfortable with (e.g. transfer in/out of a wheelchair), politely say no. Please consider the physical safety of yourself and of them.

Reasons to leave the participant's home:

- If upon arrival you feel unsafe and uncomfortable.
- If the participant is inappropriately dressed and upon your request refuses to dress appropriately.
- If the participant appears intoxicated or under the influence of drugs.
- If other individuals pose a threat.
- If the participant becomes aggressive, threatening or abusive, remain calm during the visit, be supportive and direct but do not ignore the individual.

Leave immediately always facing the participant. Drive away in your vehicle and inform your supervisor/course coordinator.

After the visit:

- Leave the vicinity, and choose another locale if you wish to discuss/review your assessment.
- Do not sit in your vehicle and go over the results of the assessment.
- **If you completed the visit by yourself**, call and /or email your friend/housemate upon completion of the home visit to notify him/her that you are safe. The particular plan for notification should be clearly agreed upon between you and your friend/housemate.

Students must read and adhere to the guidelines discussed above and must contact their supervisor/course coordinator if they encounter any difficulties during the home visit.

7.6 ROLE OF FACULTY ADVISORS IN THE OCCUPATIONAL THERAPY PROGRAM

Approved: OT Education Council, April 23, 2014

All students within the Occupational Therapy Program are assigned a “Faculty Advisor.” The role of the Faculty Advisors is to support students in optimizing their success within the program. Student privacy is respected by advisors, however the relationship is not privileged as in client-lawyer or health provider-patient.

The Occupational Therapy program is a professional entry-level program, with graduate level expectations. Faculty Advisors are available (by meeting request) to support students in developing strategies in transitioning to professional and graduate requirements.

Typically, it is the student’s responsibility to initiate a meeting with an advisor, if the student feels in need of academic guidance. From time to time, advisors may request a meeting to discuss the student’s academic progress.

Role of the Faculty Advisor

- To advise the student about issues that may affect academic progress and suggest appropriate strategies to achieve success
 - To provide support and guidance regarding the student’s academic progress
 - The faculty advisor does not provide health services or personal counselling, but can help students identify services that might be helpful to them.
- If students bring issues to advisors, they may:
- ✓ Provide students with strategies for success specific to the program
 - ✓ Provide students with links to resources and supports

8. TERMS OF REFERENCE

8.1 MSc(OT) EDUCATION COUNCIL

MSc(Occupational Therapy) Program Occupational Therapy Education Council (OTEC) Terms of Reference

Purpose:

The MSc(OT) Education Council (OTEC) is the policy making body of the Occupational Therapy (OT) Program, ensuring the fulfillment of the Program's Mission. OTEC considers the possible effects of changes of policy from the university, Faculty of Health Sciences, School of Graduate Studies, SRS, and relevant professional bodies.

The OTEC is responsible for implementing policies approved by the FHS Graduate Policy and Curriculum Committee (GPCC) with respect to the MSc (OT) Programme. Included in the scope of activities are the following:

- Student admissions
- Curriculum development, delivery and evaluation
- The evaluation of students
- The evaluation of the program

The Council ensures that there is a mechanism for reviewing all in-course student progress and graduand results, and makes any resulting recommendations to the School of Graduate Studies.

The Council has four standing committees, each with its own terms of reference:

a) Curriculum b) Admissions c) Program Academic Study (PASC) and d) Evaluation

OTEC may from time to time establish ad-hoc working groups as required, and often works in collaboration with the Physiotherapy Education Committee to achieve program goals.

Accountability:

- To the Graduate Policy and Curriculum Committee (GPCC), Faculty of Health Sciences, in accordance with university policy and procedures
- To the SRS Council (the School of Rehabilitation Science as a whole) for issues of relevance.

Functions:

- To discuss and decide/recommend MSc(OT) Program Policies & Procedures
- To implement directions from GPCC or SRS Council
- To forward, to the appropriate body, recommendations requiring decision (i.e. GPCC, SRS Council)
- To seek input from the OT Curriculum Committee on matters impacting the OT curriculum
- To share information, including reports from the Admissions Committee, OT Curriculum Committee (including clinical fieldwork issues), Evaluation Committee and student representatives
- To approve recommended changes to course content and descriptions (final approval to be made by GPCC)
- To undertake special projects when identified

Decision Making:

OTEC will operate by consensus for decision-making and approval.

A formal vote will be called when the council is unable to reach consensus and/or at the discretion of the chair. In this instance, 50% + 1 is required to pass.

Membership:

a) Chair:

- Assistant Dean or Acting Assistant Dean MSc(OT) Program
- votes only in tie-breaking situation

b) Voting:

- Chair of the OT Curriculum Committee
- Director Clinical Education, Occupational Therapy
- Community Unfunded Faculty Representative (Term length is 3 years, renewable once)
- Admissions Committee Representative
- Chair of the Evaluation Committee
- 1st year student representative
- 2nd year student representative

c) Non-voting:

- Program Manager
- Departmental Education Coordinator

d) Ex-officio (non-voting)

- Associate Dean, SRS
- Associate Dean, Graduate Studies
- Assistant Dean, PT
- Assistant Dean, RS

e) Quorum:

- 4 voting members + chair

Meetings:

a) Schedule:

- 9 per year
- not held in August or December nor in the months of the Program Retreat
- 1.5 hours in length
- PT and OT meetings not to be held concurrently due to overlap in membership
- 4th Wednesday of the month (or alternative date agreed upon by committee)

b) Agenda:

- Will be finalized by the chair
- Will be pre-circulated to all members and posted on the SRS public directory
- Annualized agenda will be developed (e.g. annual review of terms of reference, course descriptions, admissions)

c) Minutes:

- Recorded by the Program Coordinator OT, in consultation with the Assistant Dean OT
- Sent to council members no later than one week prior to the next meeting along with the preliminary agenda and call for any additional agenda items
- Minutes to be circulated to the council for approval at the next meeting.

Standing Committees

- Admissions Committee
- OT Curriculum Committee
- Evaluation Committee
- Program Academic Study Committee

Working Groups

- Ad Hoc as needed

Approved by School of Rehabilitation Science Council Committee, June 13, 2012

8.2 MSc(OT) CURRICULUM COMMITTEE

Master of Science (OT) Program Curriculum Committee Terms of Reference

Purpose

The Master of Science (Occupational Therapy) Curriculum Committee (OTCC) is responsible for the management of the MSc (OT) program curriculum. It provides a mechanism for curriculum planning, implementation, evaluation and revision.

Accountability

The OTCC reports to the Occupational Therapy Education Council (OTEC).

Functions

1. Implement the approved curriculum within the academic regulations of the School of Graduate Studies and the policies and procedures of the Health Sciences Graduate Programs and the MSc (OT) Program.
2. Determine and recommend to the Assistant Dean of the MSc (OT) Program the human resources required to offer the curriculum.
3. Develop and revise learning resources.
4. Determine text, resource and equipment requirements.
5. Ensure the preparation of all curriculum material for publication (e.g. curriculum guide, term handbooks, text for University calendars) and keep these updated as appropriate.
6. Recommend any changes in the curriculum to the MSc (OT) Education Council, which will in turn recommend changes to the Faculty of Health Sciences Graduate Policy and Curriculum Committee (GPCC).
7. Liaise with the equivalent committee within the MSc (PT) to ensure appropriate utilization of resources including space, equipment, and support personnel.
8. Prepare documentation for accreditation and internal review as requested by the Associate Dean, School of Rehabilitation Science and the Associate Dean, Graduate Studies, Faculty of Health Sciences.

NOTE: Any of the above activities requiring financial resources must be approved through the MSc (OT) Education Council to the Office of the Associate Dean, School of Rehabilitation Science.

Decision-Making

Most decisions of the committee are made by consensus. A formal vote will be called when the committee is unable to reach consensus, when the matter being discussed requires further approval by the OTEC or GPCC, and/or at the discretion of the chair. In this instance, 50% + 1 is required to pass.

Membership

Chair (non-voting unless a tie)	A committee member, whose appointment is negotiated with the Assistant Dean (Occupational Therapy) as part of educational contributions; for a three year term, normally renewable once.
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Members (voting)	Course Coordinators for all Occupational Therapy courses Assistant Dean, MSc (OT) Program Director of Clinical Education Sessional Instructors are not expected to attend, but are welcome.
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Members Curriculum Assistant, Occupational Therapy
(non-voting)

Quorum 50% of voting members plus Chair.

Meetings:

a) Schedule:

- 9 per year
- not held in August or December
- 2 hours in length; typically 30 minutes is dedicated to Professional Development topics supportive of the educational mandate of members
- PT and OT meetings not to be held concurrently due to overlap in membership
- 4th Wednesday of the month (or alternative date agreed upon by committee)

b) Agenda:

- will be finalized by the chair
- will be pre-circulated to all members (typically one week in advance)

c) Minutes:

- recorded by the Curriculum Assistant, Occupational Therapy Program in consultation with the chair
- sent to committee members no later than 1 week prior to the next meeting along with the preliminary agenda and call for any additional agenda items
- minutes to be circulated to the committee for approval at the next meeting.

Working Groups

- Ad Hoc as needed

Approved: July 23, 2014 by the Occupational Therapy Education Council

8.3 MSc(OT) PROGRAM ACADEMIC STANDING COMMITTEE

Master of Science (Occupational Therapy) Program Academic Standing Committee (PASC) Terms of Reference

Purpose

The Master of Science (Occupational Therapy) Program Academic Standing Committee (PASC) is a sub-committee of the Master of Science (OT) Education Council. It is responsible for implementing the academic regulations of the Occupational Therapy Program, as approved by the Graduate Policy and Curriculum Committee of the Faculty of Health Sciences.

Accountability

The Master of Science (Occupational Therapy) Program PASC is accountable to the Graduate Admissions and Study Committee in the Faculty of Health Sciences.

Functions

This committee will:

- a) Review academic performance and progress of students in university-based and/or practica courses and promote students who meet academic requirements throughout the curriculum;
- b) Determine if students are safe to proceed to each practicum course;
- c) Make decisions about remediation and recommendations for withdrawals as described in the Guideline for Review of Student Performance and Progress.
- d) Review and make decisions regarding student requests for International Practica, based on recommendations of the Director of Clinical Education and the International Practicum Advisory Committee;
- e) Recommend graduation of students upon completion of program academic requirements;
- f) As requested, provide advice to the Assistant Dean (Occupational Therapy) regarding special circumstances related to student progress/issues/requests.

Decision-Making

The Master of Science (Occupational Therapy) PASC will operate by consensus for decision-making and approval. A formal vote will be called when the committee is unable to reach consensus and/or at the discretion of the chair. In this instance, a simple majority is required for approval.

Composition

- a) Chair:
 - Assistant Dean or Acting Assistant Dean, Occupational Therapy Program
 - votes only in tie-breaking situation
- b) Voting:
 - Term Chairs
 - Course Coordinators for the course(s) under review
 - Director of Clinical Education
 - Community part-time unfunded faculty representative – Occupational Therapy (3 year term, renewable once)
- c) Non-voting
 - Program Manager
- d) Ex-officio, Non-Voting
 - Associate Dean, School of Rehabilitation Science
 - Associate Dean, Health Sciences (Graduate Studies)
- e) Quorum:
 - 50% of voting members plus Chair

Meetings

a) Schedule:

PASC will normally convene nine times each year (prior to each practicum and prior to the start of each university-based term of study). The chair may convene meetings of the PASC as needed to fulfill the committee functions.

b) Minutes:

- Recorded by the Curriculum Assistant (Occupational Therapy Program) or other designated staff member
- Reviewed and approved (with signatures) by i) the Chair and ii) the Term Chair and/or the Director of Clinical Education (Occupational Therapy).

Approved: March 25, 2013 by the Occupational Therapy Education Council

8.4 ADMISSIONS COMMITTEE OF THE MSc(OT) AND MSc(PT) PROGRAMS

The Admissions Committee will be on hiatus in the 2016-2017 Academic Year. Admissions processes will be overseen by the Assistant Dean, Occupational Therapy and Assistant Dean, Physiotherapy with support from the SRS Program Manager, OT Program Coordinator and PT Program Coordinator. The Terms of Reference of the Admissions Committee, and admissions processes will be reviewed during the academic year by an OT Program Admissions Working Group which will report to the Occupational Therapy Education Council. Questions regarding admissions to the Occupational Therapy program can be directed to: askot@mcmaster.ca.