### MSc(OT)
#### PROGRAM ADMINISTRATION

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<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Assistant Dean, Occupational Therapy Program</td>
<td>Dr. Lori Letts&lt;br&gt;IAHS, Rm. 403 F&lt;br&gt;(905) 525-9140 X 27816&lt;br&gt;<a href="mailto:lettsl@mcmaster.ca">lettsl@mcmaster.ca</a></td>
</tr>
<tr>
<td>Administrative Assistant to Assistant Deans</td>
<td>Ms. Stacy Maskell&lt;br&gt;IAHS 403&lt;br&gt;(905) 525-9140 ext. 27819&lt;br&gt;<a href="mailto:maskell@mcmaster.ca">maskell@mcmaster.ca</a></td>
</tr>
<tr>
<td>Program Manager</td>
<td>Ms. Salina Jaffer&lt;br&gt;IAHS, Rm. 402/B&lt;br&gt;(905) 525-9140 ext. 27801&lt;br&gt;<a href="mailto:jaffers@mcmaster.ca">jaffers@mcmaster.ca</a></td>
</tr>
<tr>
<td>Occupational Therapy Curriculum Assistant</td>
<td>Ms. Julia Stoskopf&lt;br&gt;IAHS, Rm. 406&lt;br&gt;(905) 525-9140X 27802&lt;br&gt;<a href="mailto:stoskop@mcmaster.ca">stoskop@mcmaster.ca</a></td>
</tr>
<tr>
<td>Clinical Education Assistant, Occupational Therapy</td>
<td>Ms. Gioia Di Vincenzo&lt;br&gt;IAHS, Rm. 410&lt;br&gt;(905) 525-9140&lt;br&gt;X 27841&lt;br&gt;<a href="mailto:divince@mcmaster.ca">divince@mcmaster.ca</a></td>
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For further information, please consult the School of Rehabilitation Science website: [http://www.srs-mcmaster.ca/](http://www.srs-mcmaster.ca/)
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Welcome to the McMaster 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 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. 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://hdl.handle.net/11375/14929).

Students are advised to check “Avenue to Learn” (the learning management system) for the most up-to-date information. Complete versions of the policies may also be obtained from the Program Manager.

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 Master of Science Program in Occupational Therapy provides students with the following important documents related to their studies:

**Term Handbooks** outline the goals and objectives of each curriculum Term, and contain information regarding the requirements for the specific courses within each Term.

The **Clinical Education Handbook** outlines information, policies and procedures related to clinical practica and are distributed to students prior to their first clinical placement.

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).
1.1 MASTER OF SCIENCE PROGRAM IN OCCUPATIONAL THERAPY

Mission & Philosophy

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.

The Professional Conceptual Framework includes current views about health, disability and occupation. We value a community approach to health and health care that is characterized by responsiveness to the health needs of the population and by a sense of shared responsibility among all involved. We believe that individuals should have the right to participate in decisions about their own health. We also believe that health professionals must work in collaboration with one another, consumers, communities, and populations to develop health policy and to provide a system of accessible, effective and efficient health care that promotes health and provides a continuum of services within institutions and communities.

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. Occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure) and contributing to the social and economic fabric of their communities (productivity).” (CAOT, 2002, p. 34).

This key concept of occupation is integrated with other important concepts of occupational therapy such as client-centred practice and evidence-based practice, to guide our professional masters program curriculum.

Professional Conceptual Framework

Philosophy of Health

In keeping with current frameworks and definitions of health espoused by the World Health Organization (WHO) and the mission and tenets of the Faculty of Health Sciences at McMaster University, we view health as being central to the economic, social, and cultural wellbeing of a society. Various factors contribute to the health of individuals, communities, and populations within society. The biological, cultural, developmental, economic, environmental, psychological, social, and spiritual determinants of health must be fully understood in terms of their inter-relationships and their contributions to health, disability and functioning. We therefore espouse a definition of health from the World Health Organization that is “… a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” (WHO, 2003).

We introduce the Model of Human Functioning and Disability (ICF Model) (WHO, 2001) early in the curriculum as a way to view and describe health. The ICF model thus serves to provide a
bridge between views of health and occupation through its common language and interactive model (Polatajko et al., 2007)

We value a community approach to health and health care that is characterized by responsiveness to the health needs of the population and by a sense of shared responsibility among all involved. We believe that individuals should have the right to participate in decisions about their own health. We also believe that health professionals must work in collaboration with one another, consumers, communities, and populations to develop health policy and to provide a system of accessible, effective and efficient health care that promotes health and provides a continuum of services within institutions and communities.

**Concepts of Occupation and Occupational Therapy**

**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. Occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure) and contributing to the social and economic fabric of their communities (productivity).” (Canadian Association of Occupational Therapists [CAOT], 2002, p. 34).

**Our beliefs about occupation** are based on the following premises:

- Every individual has inherent worth and is unique
- Every person has a basic need to be engaged in occupation
- Occupation is a determinant of health and well-being
- Individuals and occupations influence and are influenced by the environment
- An individually determined balance of work, rest and play is essential for health (Townsend & Polatajko, 2007).

**Occupational performance and occupational engagement** represent the dynamic relationship between a person, environment and occupation over a person’s lifespan. Occupational performance refers to “..the ability to choose, organize and perform with satisfaction meaningful occupations that are culturally defined and age-appropriate…” (CAOT, 2002, pg. 30). Recently we have moved beyond performance to acknowledge occupational engagement as a representation of “all we do to ‘involve oneself or become occupied; participate” (Polatajko et al., 2007, p. 34).

**Occupational Therapy** uses the art and science of occupation to optimize occupational performance and engagement in the areas of self-care, productivity, and leisure. Occupational therapists work with people of all ages to prevent disability and to promote, maintain, or restore occupational health and wellbeing. Our broad vision is to enable occupation in people who face emotional, physical or social barriers to develop healthy patterns of occupation.

Our professional framework also includes important principles of the concept of **client-centred practice**. We believe that occupational therapists collaborate with the individual and his/her family throughout the process of assessment, program planning, intervention, and outcome evaluation. The definition of client is often expanded beyond the individual to include families, agencies, communities, and other populations.

Although service to clients constitutes the primary focus of the profession, the scope of practice also encompasses research, education, and administration. Occupational therapists can assume many roles throughout their professional careers (e.g., assessor, intervenor, educator, team member, supervisor, advocate, mediator, consultant, case manager, program manager,
department director, administrator, clinical teacher, professor, and researcher), and can work in a variety of settings within the health, educational, and social services systems (for example, hospitals, rehabilitation centres, chronic care facilities, group homes, nursing homes, schools, industry, medical supply firms, outpatient clinics, private practice, insurance companies, home care agencies, consulting firms, and correctional facilities).

Our program has adopted the Profile of Occupational Therapy Practice in Canada (“OT Profile”) (CAOT, 2012) as a guiding framework. Within the OT Profile, a model of essential competencies for the occupational therapy profession is depicted (see Figure below). The seven key areas (‘roles’) of competency have been identified within our educational program as key outcomes.

![Profile of Occupational Therapy in Canada](image)

**Educational Conceptual Framework**

The conceptual framework of education espoused by the MSc (OT) Program is based on adult learning theory and principles of self-directed, problem-based learning. Imbedded in this framework is an educational philosophy of lifelong learning that both faculty and students believe in and value.

**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 (Solomon & Baptiste, 2005).

**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 (Baptiste, 2003). 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 (Baptiste, 2003; Branda, 1990). The learner thus becomes involved actively 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.

We believe that problem-based learning is well suited to the education of health professionals. Health professionals are called upon constantly to meet new demands of managing complex client situations, to adapt to changes in health care policy and delivery, to continue to integrate advances in research into everyday practice, to access multiple sources of information, and to be responsible for personal ongoing professional development. Small group learning is a natural extension of problem-based learning. To maximize small group learning, we believe it is important to bring together students from various educational and work experience backgrounds so that the heterogeneity of the group itself becomes a valuable learning resource.

The conceptual educational framework that has evolved from the concept of evidence-based practice is also an important part of our curriculum. Our faculty members are recognized internationally for the application of evidence-based practice in occupational therapy (Law & McDermid, 2008; Letts et al., 1999). The educational framework that has been developed over the years provides students with a continuum of learning from reflection to critical appraisal, and from synthesis to application of evidence in all practice situations. We also believe that evidence comes in many forms (Haynes, Devereux & Guyatt, 2002); all of these are taught to ensure that students recognize that the full continuum of evidence must be considered for sound clinical decision-making (Solomon & Letts, 2005).

An emerging and important educational framework addresses the issue of Interprofessional Education (IPE) within rehabilitation and health sciences (Salvatori & Solomon, 2005). 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 placed interprofessional education firmly 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. (see Appendix A – for McMaster University, Faculty of Health Science’s IPE Competencies).

In summary, our educational conceptual framework includes a philosophy of lifelong learning that is demonstrated in our beliefs about the value of self-directed and problem based learning.
for graduate students who are in a professional program. Our beliefs and values related to this philosophy can be summarized as follows:

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.
1.2 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.
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.
1.3 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. The curriculum content has been organized using a conceptual framework, with an emphasis on three key constructs:

- Person-Environment-Occupation
- Professional Preparation and Development
- Transition to Practice

There are four curricular threads that run through the whole program in a continuum:

- Simplicity to Complexity
- Unifaceted to Multifaceted
- Wellness to Illness
- Local to Global

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Curriculum Design MSc(OT)

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<th>Practicum I</th>
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<tr>
<td>* 629 Occupational Therapy Practicum II</td>
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<tr>
<th>Term 2</th>
<th>Person, Environment &amp; Occupation</th>
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<td>* 626 Foundational Knowledge II</td>
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<td>* 627 Inquiry &amp; Integration</td>
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<td>* 628 Professional Reasoning and Skills</td>
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<td>* 729 Occupational Therapy Practicum III</td>
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<th>Term 3</th>
<th>Disability &amp; Occupation</th>
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<td>* 637 Inquiry &amp; Integration</td>
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<td>* 737 Occupational Therapy Practicum IV</td>
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<tr>
<th>Term 4</th>
<th>Complexities of Practice I: Children, Youth &amp; Adults</th>
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<td>* 717 Inquiry &amp; Integration</td>
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<td>* 718 Professional Reasoning and Skills</td>
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<td>* 747 Evidence Based Practice</td>
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<th>Complexities of Practice II: Older Adults &amp; Transition to Practice</th>
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<th>Practicum V</th>
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<tr>
<td>* 749 Evidence Based Practice</td>
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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 within a real world environment.

**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.
1.4 NORTHERN STUDIES STREAM (NSS)

Both the MSc(OT) and MSc(PT) Programs offer the Northern Studies Stream (NSS) at the Northern Ontario School of Medicine, Lakehead University campus, Thunder Bay, Ontario. Students can participate in university-based and/or practica components. If participating in the university-based components, groups of 12 students will complete all academic courses in Thunder Bay, as well as their clinical component in northern Ontario. The university-based component of the MSc(OT) Program takes place during Term 3.

The Mission of the NSS Program:

- To provide rehabilitation learners with an opportunity to increase awareness of Northern rural and remote practice, aboriginal health care issues and improved potential for recruitment and retention to these areas.
- To provide career development opportunities for practicing Northern community rehabilitation practitioners

Why create the NSS?

This stream was developed in response to a need for rural clinicians in Northern Ontario. There are a multitude of benefits from this program, including:

- Increasing students’ awareness and knowledge of the determinants of health unique to northern and rural communities
- Increasing awareness of First Nations health and culture
- Providing students with skills required for the unique practice of rural healthcare
- Networking and support from preceptors, program educators and other clinicians in the north
- Developing partnerships between rehabilitation professionals, McMaster University, the Northern Ontario School of Medicine and the local communities

Clinical Placements/Professional Practica will be offered in Northwestern Ontario. Travel to and from, as well as accommodation in Thunder Bay or other community sites will be arranged and may be subsidized.

During the fall term, an information session will be held for the Northern Studies Stream. Applications for placement in the Stream will be required in the fall of the first year.

Should the number of applicants exceed the number of positions available; slots for each Term/Unit will initially be filled by random selection amongst the applicants. A waitlist will also be created. Should less than the required number of students volunteer, the remaining slots will be filled by random selection from other members within the class.

All students who enrol in the MSc(OT) Program are required to agree to the terms and conditions of the Northern Studies Stream.
1.5 EDUCATIONAL METHODS

The educational methods utilized in our different types of courses are outlined below:

**Problem-Based Tutorials** are central to the learning process. Students, in small groups, meet the course objectives by exploring a variety of health and professional problems likely to be encountered in practice. The focus is on problem-based learning to gain knowledge, and on clinical reasoning to apply and integrate knowledge within a relevant context. The tutor functions as a facilitator of learning rather than a disseminator of information. Tutorial size may vary from five to eight students. Tutorial group membership is changed each term to maximize interaction among faculty and students. Small group tutorials also provide an ideal training ground for working in inter- and intra-professional teams once working in professional practice.

**Inquiry Seminars** are conducted as large group resource sessions. They are designed to provide opportunities to explore and discuss major topics of professional interest and theoretical concepts that are central to the development and practice of the profession. Presentations by guest lecturers, small group activities, large group discussions, and student presentations are commonly used formats to enhance learning. Inquiry seminars serve to promote critical thinking and provide the theoretical perspectives to guide and support the learning process.

**Skills Laboratories** (Professional Reasoning and Skills (PRS)) provide students with the opportunity to acquire the skills needed to assess and address occupational performance problems of clients of all ages. The sessions complement the health problems encountered in the problem-based tutorials and facilitate the integration of theory and practice. The instructors include the course coordinators and clinical experts drawn from the faculty and the community. Class discussion, demonstration of techniques, practice sessions, community experiences, observation of performance and feedback to students are some of the strategies used to help students develop competence in core occupational therapy skills.

**Evidence-based Practice Courses** (EBP Courses 747 and 749) take place in the second year of the program to focus students’ learning on the competency of Scholarly Practice, which is now a core concept of our professional framework. Again, consistency with our educational conceptual framework is ensured by Course Coordinators through the use of “clinical dilemmas” in EBP 747. Self-directed learning is promoted in both courses, as students are required to design their own clinical dilemmas, programs for evaluation and topics for their major EBP project in the EBP 749 course.

**Fieldwork - Professional Practica / Clinical Education** is an essential component of a student occupational therapist’s education program. Each of the four (4) clinical education courses builds on and integrates with the university-based courses. Clinical education courses offer students opportunities to apply their developing knowledge, skills and behaviours in a variety of clinical settings, which is consistent with the integration of both educational and professional frameworks within our programs. The Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT) (Bossers, Miller, Polatajko & Hartley, 2007) is used to evaluate essential competencies and individualized learning objectives in keeping with the self-directed philosophy of our program.

**Interprofessional education** opportunities occur throughout the curriculum in the form of combined learning experiences and/or special events with other groups of students within and beyond the McMaster community. Consistent with our educational framework, students are expected to be self-directed in selecting the learning experiences that best meet their individual learning needs. A ‘menu’ of interprofessional learning experiences is provided to students, the
choices included being consistent with our current philosophy about interprofessional education and practice as part of professional preparation and competencies.

Beginning in term 1 of the program, students will be introduced to a process of self-assessment and reflection related to the competencies of the Occupational Therapy Profile. This "professional portfolio" will provide students with an opportunity to engage in the process of identifying learning issues that need to be addressed in order to prepare for Entry Level practice. It will be submitted to advisors in terms 3 and 5. The process is designed to be consistent with many of the requirements for the portfolios that must now be maintained by all registered occupational therapists. The portfolio prepares our students for future practice.
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 the central resource within our problem-based educational framework
2. People Resources
3. Reference Resources

Health Care Problems: “Learning scenarios”

Health care problems, used in small group tutorials, are the principal stimuli for learning. They are designed to reflect the important health problems of 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 skills labs they provide opportunities for students 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 as learning resources: serve as the primary resource for learning in the professional preparation component of each term. Under the supervision of a practice preceptor, students have the opportunity to integrate the knowledge, skills, and professional behaviour learned in the academic component of the term.

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 (for example, as guest speakers, 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 Occupational Therapy and Physiotherapy, the Faculty of Health Sciences and other Faculties of 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.

ii) Audio-visual materials (photographs, videotapes, slides, audiotapes, and films): available in the Health Sciences Libraries at McMaster University and within the School of Rehabilitation Science.

iii) Computer Resources: include access to computer terminals, the Internet, World Wide Web, various databases for searching the literature, several e-learning modules/packages, wiki pages 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 MSc (OT) Program using a variety of evaluation tools that are consistent with the basic principles of problem-based learning and self-directed learning.

The evaluation process can be formative or summative, and as such, it provides valuable feedback to students to enhance their learning. Evaluations are also used to assure faculty, students, clients, and society that graduates possess the required knowledge, skills, and professional behaviours to function as competent professionals.

Evaluation presents a challenge for any curriculum. A curriculum founded on the basis of problem-based, self-directed learning lends additional dimensions to this challenge. As no single evaluation method can assess all domains of learning or competence, various methods must be used. The choice of the 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.

Some 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 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).

Written exams focussed on foundational knowledge and/or clinical reasoning use various formats including multiple choice questions, short or long answer format.

Modified essay questions (MEQs) are designed to assess aspects of practice reasoning and problem-solving using a paper problem as a stimulus. The MEQ presents the student with progressive amounts of information about a practice problem in a sequence predetermined by the examiner. At successive stages, the student responds to the information and is asked to make and explain his/her decisions.

Essays or Scholarly Papers are used to evaluate knowledge, critical appraisal skills, critical thinking, analysis, and synthesis skills. The essay tests the understanding of principles or relationships, and fosters independent thinking and learning. Furthermore, it is used to develop and evaluate 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 techniques are used primarily to evaluate technical/behavioural skills. This type of practical examination might be used to evaluate interviewing skills, assessment techniques, and/or use of therapeutic interventions. It can include Objective Structured Clinical Examination (OSCE), or other practical examinations. Direct observation is frequently used in clinical practica as well.

Presentations are used throughout the Program. A health care professional must be articulate, able to defend an opinion or position, and 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' research projects.

Practicum Evaluation  The Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT) (Bossers, et al., 2007) is used to evaluate student performance during all practicum experiences and guides remedial work. The use of the CBFE-OT incorporating both visual analogue scale (VAS) and student learning objectives, reinforces the student's role as an active participant in the process of learning rather than a passive recipient. In the professional preparation setting, the CBFE-OT allows the student to meet the Program objectives and also to pursue individual objectives. The CBFE-OT is a document drawn up by the student and negotiated and approved by the practice preceptor or faculty member. It specifies seven essential competencies, 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 "imposed" requirements of the Program with the learner's own personal goals and objectives. It enables the student to individualize his/her own way of achieving personal learning objectives, and to measure the progress towards achieving them. Objective measurement of the attainment of essential competencies through the integration of skills, knowledge and professional behaviours is also guided by the competencies from the Profile of Occupational Therapists in Canada.

1.8 ACADEMIC INTEGRITY POLICY

The following quotes the McMaster Academic Integrity Policy.

“Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on assignment, loss of credit with a notation on the transcript (notation reads: “grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.”

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 located at:

http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf

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.
1.9 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/, or consult the copyright officer at copyright@mcmaster.ca.

1.10 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:

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://graduate.mcmaster.ca/grad-council/graduate-calendar.html

Students in the MSc(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. No exemptions or substitutions will be granted. All course work toward the MSc(OT) degree must be completed as McMaster University courses. All courses within each term/unit must be taken concurrently.

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.

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<tr>
<th>MARK POINTS</th>
<th>GRADE</th>
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<tr>
<td>90-100</td>
<td>A+</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
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<tr>
<td>73-76</td>
<td>B</td>
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<tr>
<td>70-72</td>
<td>B-</td>
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<tr>
<td>0-69</td>
<td>F</td>
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Final grades will be posted on MUGSI (McMaster University Gateway to Student Information), once they have been approved.

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 Checks 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, and posted on this webpage:


2.2 HEALTH AND SAFETY INFORMATION

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.

2.3 SAFETY AND SECURITY ON CAMPUS

Security for IAHS:

If you are alone 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.

<table>
<thead>
<tr>
<th>E.T. Clarke Centre Rm. 201</th>
<th>(905) 525-9140 x 24281</th>
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<tbody>
<tr>
<td><a href="http://security.mcmaster.ca/">http://security.mcmaster.ca/</a></td>
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Student Walk Home Attendant Team (SWAT) ext 27500

SWAT 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. SWAT is open 7 days a week from September to April. (Sunday –Wednesday: 7pm-1am, Thursday-Saturday: 7pm-2am)

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, on a bike, and in a 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 hear what the siren sounds like, please visit: http://security.mcmaster.ca/campus_emergencies.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 the door (emergency personnel will have a key)
6. Notify campus security (if possible) - Give the dispatcher the following information:
   - Your name
   - Your location (be as specific as possible)
   - Number of shooters (if known)
   - Identification or description of shooter
   - Number of persons involved
   - Your location
7. A volunteer in the group should record names of all persons present
8. Wait for Police or Security to assist you out of the building or 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.

**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, call them (ext.76444)
Please report all facility defects (i.e., broken windows, doors, etc) to Security (ext.76444) and Engineering Services (ext.75501).

2.4 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.

The expiry date on all ID cards is prior to the date of convocation. For any information regarding ID cards including loss of ID cards, please contact the Graduate Studies Office:

<table>
<thead>
<tr>
<th>Reception</th>
<th>(905) 525-9140 x.23679</th>
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<tbody>
<tr>
<td>School of Graduate Studies</td>
<td>GH 212</td>
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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/PT Admissions Coordinator.

The badges are to be worn when in Hamilton Health Science hospitals and when in other health care facilities for clinical placement 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.

<table>
<thead>
<tr>
<th>Admissions Coordinator</th>
<th>(905) 525-9140 x 27829</th>
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<tr>
<td></td>
<td><a href="mailto:otpt@mcmaster.ca">otpt@mcmaster.ca</a></td>
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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 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. clinical placement etc), students are required to report the injury immediately, and complete an Incident/Injury Report Form, located here: http://www.workingatmcmaster.ca/med/document/InjuryIncident-Report-(Fillable)-1-36.pdf

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.

3.2 ABSENCES

Students who are requesting more than 5 or more business days away from the program are required to submit a formal written request to the Assistant Dean at least 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 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 documentation e.g., If a student is ill, medical documentation will be submitted. Students will also be required to sign off on 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

Students who require an academic accommodation as a result of a religious holiday should contact the appropriate Course Coordinator, Program Manager or Assistant Dean as soon as possible to arrange accommodations for classes, assignments, tests and examinations that might be affected by a religious holiday. Please be advised that documentation may be required.

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 Web site for news that the University is closed.


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 Web page 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.
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 inform the appropriate Curriculum Assistant of a change in name, address, or telephone number. The Curriculum Assistants’ office is located in IAHS-406.

This information is not transferred to the Registrar’s Office; therefore, students must also inform the School of Graduate Studies (Gilmour Hall, Room 212) of an address change.

Change of Name and/or Address Forms are available under “Current Students” and then “Forms” on the School of Graduate Studies website: http://www.mcmaster.ca/graduate/. Students may personally drop in to the Graduate Registrar’s Office (Gilmour Hall, Room 212) to complete the change of name/address forms.

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 Rehabilitation Science Student Association information and related student/class activities.

The Email distribution lists are as follows:

<table>
<thead>
<tr>
<th>Year 2 OT</th>
<th><a href="mailto:h-ot2015@mcmaster.ca">h-ot2015@mcmaster.ca</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 OT</td>
<td><a href="mailto:h-ot2016@mcmaster.ca">h-ot2016@mcmaster.ca</a></td>
</tr>
</tbody>
</table>

* To be GENERATED by September 30

Student email accounts are active between September 1st of the enrolment year and until the 15th of October of the graduation year.

4.3 CONFIRMATION OF ENROLMENT LETTERS

Occasionally a student requires a letter confirming enrolment in the program. Students may obtain this type of letter by logging into the School of Graduate Studies module (using their MAC ID and password) located here: https://sgs-webserver.mcmaster.ca/tbindstudent/

4.4 CONFIRMATION OF GRADUATION LETTERS

The programs inform the College of Occupational Therapists of Ontario that students are eligible to graduate immediately following the Program Academic Study Committee (PASC) meeting subsequent to Term 5 and completion of OT 739 (Occupational Therapy Practicum IV).

For the period between the completion of Term 5 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 obtain this type of letter by logging into the School of Graduate Studies module (using their MAC ID and password) located here: https://sgs-webserver.mcmaster.ca/tbindstudent/

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

**4.5 TRANSCRIPTS**

<table>
<thead>
<tr>
<th>The Transcript Department</th>
<th>Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Registrar, GH - 108</td>
<td>905- 525-4600</td>
</tr>
<tr>
<td>1280 Main Street West, Hamilton ON, L8S 4L8</td>
<td>Fax: 905-527-1105</td>
</tr>
</tbody>
</table>

McMaster’s policy requires that transcript requests be received in writing; the student’s signature is required to release confidential information. The request can be faxed to 905-527-1105 or mailed to McMaster University, Office of the Registrar, Gilmour Hall Room 108, 1280 Main St W., Hamilton ON, L8S 4L8.

**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 (under “Alumni” and “Current Students”). Questions and concerns may be directed to the Program Manager.

**4.7 WITHDRAWAL PROCEDURES**

Students seeking voluntary withdrawal from the Occupational Therapy Program are requested to book an appointment with the Assistant Dean and the Program Manager.

**4.8 MAIL AND BULLETIN BOARDS**

Year 1 & 2 OT student mailboxes are located on the 4th floor of IAHS within the curriculum assistants’ office, IAHS 406. The Year 1 & 2 bulletin boards are available outside IAHS 406. Students should check the bulletin boards on a regular basis.

Mail directed to specific students is generally put in student-specific file folders located in IAHS 406.

**4.9 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 Rehabilitation Science Program. The Resource Room may be used as the meeting room for the OT/PT Council and informal group sessions. The pass code to the Resource Room is 403*.

**4.10 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.
4.11 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.

4.12 PHOTOCOPYING/FAXING

Students are responsible for their own photocopying.

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.

4.13 ROOM BOOKINGS - 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 the wastebasket or garbage bins in the respective classrooms.

A rental cost may be required form room bookings.

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 IAHS Building on the grass beside JHE (South side), 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.

HEALTH SCIENCE CENTRE FIRE PROCEDURES

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
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 & completion of health science programs;
2. Ongoing identification and removal of barriers to success including increasing awareness of First Nations, Inuit and Metis 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 & Liaison Officer: a person dedicated to provide support and information to prospective students, and a liaison between local organizations, First Nations & urban communities.

| ASHS Offices  
| HSC 2A1E  
| email: ash@mcmaster.ca  
| http://fhs.mcmaster.ca/ashs/ | (905) 525-9140  
| x. 23935 |

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 Association 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.

<table>
<thead>
<tr>
<th>GSA Offices</th>
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</thead>
<tbody>
<tr>
<td>Refectory Rathskeller Building; East Tower, 2nd floor</td>
</tr>
<tr>
<td>email: <a href="mailto:macgsa@mcmaster.ca">macgsa@mcmaster.ca</a></td>
</tr>
<tr>
<td><a href="http://www.mcmaster.ca/gsa">http://www.mcmaster.ca/gsa</a></td>
</tr>
<tr>
<td>(905) 525-9140 x.22043</td>
</tr>
</tbody>
</table>

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 STUDENTS SERVICES OFFICE, Gilmour Hall, Room 104, ext. 24748.

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 HUMAN RIGHTS AND EQUITY SERVICES

Human Rights and Equity Services (HRES) 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, HRES 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 HRES office receives enquires and complaints concerning any form of harassment or discrimination and attempts confidential resolution.

All contacts with the Centre are confidential.
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 from the main office (ask respective curriculum assistants). 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

The OCRC serves primarily as a rental listing service for landlords. However, they also have a variety of housing-related resources for students and others visiting McMaster on a temporary basis.

5.7 OMBUDS

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.
5.8 STUDENT ACCESSIBILITY SERVICES: ACCOMMODATIONS 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 (located here; 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 placements/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) 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 x 28652

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. These services range from acceptance of entry
until 5 years after graduation. The Centre provides orientation programs, assists students with academic transition and preparedness at all levels, provides leadership/experiential development opportunities, delivers service learning and volunteer experiences (both locally and abroad), and offers career and employment services, including career groups, workshops and working abroad opportunities.

<table>
<thead>
<tr>
<th>Student Success Centre</th>
<th>(905) 525-9140</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gilmore Hall 110</td>
<td>x 24254</td>
</tr>
<tr>
<td><a href="http://studentsuccess.mcmaster.ca/">http://studentsuccess.mcmaster.ca/</a></td>
<td></td>
</tr>
</tbody>
</table>

**5.10 STUDENT WELLNESS CENTRE**

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

<table>
<thead>
<tr>
<th>Student Wellness Centre</th>
<th>(905) 525-9140</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC B101 and B118 (Lower Level)</td>
<td>Medical Clinic: ext 27700</td>
</tr>
<tr>
<td><a href="http://wellness.mcmaster.ca/">http://wellness.mcmaster.ca/</a></td>
<td>Health Promotion: ext 23312</td>
</tr>
</tbody>
</table>
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. Please visit their website for OT and PT students for more information:  [http://sfas.mcmaster.ca/OTPT_facts_forms.html](http://sfas.mcmaster.ca/OTPT_facts_forms.html)

- Student Financial Aid and Scholarships
- Gilmour Hall, Room 120
- E-mail: awards@mcmaster.ca
- Phone: (905) 525-9140 x.24319
- Fax: (905) 521-9565
- [http://sfas.mcmaster.ca/](http://sfas.mcmaster.ca/)

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 MUGSI 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](http://sfas.mcmaster.ca) and [http://osap.gov.on.ca](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.
6.4 IN-COURSE AWARDS/ BURSARIES and SCHOLARSHIPS

Please note that awards are subject to change based on availability from donor organizations.

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.
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**
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.

A number of policies are under review and may be revised. Students are advised to check “Avenue to Learn” (the learning management system) for the most up-to-date information. Complete versions of the policies may also be obtained from the Program Manager.

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, PROCEDURES AND GUIDELINES

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.

To review the full policy, please visit this webpage:

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 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 this webpage:

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.

This policy is in the process of being approved. Once the program has received confirmation and a link to the location, students will be informed.
Guideline for Remediation and Required Withdrawals

Date Developed: May 26, 2004
Last Revised: February 17, 2011

Approved by: OT Education Committee
              PT Governing Committee

Date of Most Recent Approval:
OT Education Committee - April 27, 2011
PT Governing Committee - June 29, 2011

Guideline Owners:
Assistant Dean (OT)
Assistant Dean (PT)
Program Administrator

_____________________________________________________________________________

Guideline:

In both the Occupational Therapy and Physiotherapy Programs:

All students are reviewed by the Program Academic Study Committee (PASC). PASC may meet at the end of each academic component prior to the clinical placement/professional practicum in each unit/term to review each student’s academic progress, discuss any concerns (e.g. safety with clients) and determine if students are in a position to undertake the clinical placement/professional practicum component. PASC has the authority to require remediation or withdraw prior to the clinical placement/professional practicum.

PASC meets upon completion of each of the six units/terms (i.e. after the completion of the clinical placement/professional practicum) in order to recommend final course grades.

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

In the Occupational Therapy Program:

- Students must achieve a grade of at least B- or PASS in courses graded pass/fail in each course in order to continue in the program.
- In Terms 3 and 5, students must receive a PASS in the Professional Portfolio in order to receive a passing (complete) grade.
- Students must receive a SATISFACTORY in the PBT component of the Inquiry & Integration (I & I) course in order to receive a passing (complete grade) in that course.

_____________________________________________________________________________
In the Physiotherapy Program:

- Students must achieve a grade of at least B- on the total of the components of each course completed by individual students in order to continue in the program (Unit 6 REBP course excluded).

- Students must receive a "SATISFACTORY" standing in each of the criteria of the Problem-based Tutorial courses’ final evaluation. Any student who receives an “UNSATISFACTORY” will be referred to PASC. The tutor, in discussion with the course coordinator, may make a recommendation regarding pass or failing grade. This recommendation will be considered by PASC as part of its deliberation.

- Students must receive a “PASS’ in the Clinical Education courses’ final evaluation. Any student who receives a “FAIL” will be referred to PASC. The preceptor, in discussion with the course coordinator, may make a recommendation regarding a pass or failing grade. This recommendation will be considered by PASC as part of its deliberations.

- If a student fails 2 or more Objective Structured Clinical Exam (OSCE) stations because of major safety issues, or, if a student fails the OSCE overall, the Clinical Laboratory course coordinator will bring that student’s situation forward for review by PASC prior to the student entering clinical placement.

The following actions will be considered by PASC:

1. If the student is eligible for remediation, as determined by PASC, he/she is assigned an incomplete (INC) until the terms of the remediation are fulfilled.

2. A student is not eligible to continue in the program if he/she fails two courses in one term/unit (constitutes 2 failures).

3. If the student is ineligible for remediation as determined by PASC, or fails the remediation process (which constitutes 2 failures), he/she will be required to withdraw from the program.

If the student participates in a remediation process and successfully completes the remedial work, the new grade assigned for the course is “B-” in all cases. The remedial work must be completed prior to the beginning of the next term/unit, unless otherwise specified by PASC. A student is allowed to do remedial work only once, during the program.

All recommendations by 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.
Procedures Revised June 4, 2014:

If PASC makes a recommendation for remediation or withdrawal, the student will be notified as soon as possible by the Assistant Dean.

1. If the recommendation is for remediation, the Assistant Dean will meet with the student to outline the remediation process. The Assistant Dean will outline the remediation process in a letter that will be sent to the student.

2. If a student fails, or receives a failing grade in his/her remedial work, the student is deemed to be ineligible to continue in the program.
   a. The student will be required to meet with the Assistant Dean and the Program Manager/designate, to review the academic and/or clinical performance, and the related procedures
      i. 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.
   c. Should the decision be made to withdraw the student, the student can consider the options that are outlined in the University Policy on Appeals

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

Additional Notes:

Please be advised that students who are eligible for remediation may incur additional tuition and/or may be required to extend their duration within the program.
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.
   
   b. 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.

3. The Assistant Dean will send the student a letter, notifying the student of his/her recommendation.

4. 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

5. 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.

6. 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.
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:

7. 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.

8. The Assistant Dean will acknowledge the request by sending the student a letter.

9. 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

10. 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.

11. 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.
The Occupational Therapy (OT), Physiotherapy (PT) and Rehabilitation Science (RS) graduate programs receive requests from researchers who want to recruit OT, PT, or RS students for research studies. The School of Rehabilitation Science (SRS) encourages research that assists in the development and evaluation of best practice in education.

There are three types of research for which we receive requests for approval to involve students. These are: A, B, and C with examples:

A: Research projects that perform a secondary analysis of a student’s existing evaluation materials (e.g. grades, papers, journals);

B: Research projects where a researcher wants to modify an existing or add an additional evaluation or curriculum component to a course (e.g. randomize students to two different OSCE circuits; observe PBT session; adapt clinical placement);

C: Research projects where the researcher requests that students be informed about a project for which they can volunteer.

Procedures for Implementation

To address the limitations of the existing policy entitled “Procedure for Ethics Approval of Educational Research in the Occupational Therapy and Physiotherapy Programs, McMaster University”, dated 05 November 2004, the following procedure will be implemented:

Step One – Student Consent:

OT/PT/RS student approval: Each OT/PT/RS student, upon entry into the program, completes a form asking them if they “consent” to participate in Category A or B research projects. At the start of every Academic Year, the students are informed by the Program Administrator that they have the right to change their “consent” status.

Step Two – Project Planning and Implementation:

The Principal Investigator (PI) will decide/be advised which research category they are performing and follow the process listed below.


**Research Category A or B:**

A researcher seeks to analyze existing academic materials (i.e. grades, papers, reflective journals) OR seeks to modify an existing or add an additional evaluation or curriculum component to a course.

(i) **REB Approval:** Approval given to PI from the FHS/HHS or relevant REB.

(ii) One copy of the final REB application and a copy of the REB approval are submitted to the appropriate program curriculum committee (OT, PT or RS) for consideration.

(iii) If the curriculum committee agrees that the project can be implemented, the **Program Administrator** will work with the Principal Investigator to provide data (from students who consented) for secondary analysis or to assist with implementation.

**Research Category C:**

Research projects where the researcher requests that students be informed about a project for which they can volunteer.

(i) **REB Approval:** Approval given to the PI from the FHS/HHS REB or relevant REB.

(ii) The appropriate curriculum committee will receive information about the project so they may offer suggestions or make the researcher aware of any concurrent research projects.

(iii) The **Program Administrator** will work with the Principal Investigator to provide notification to student about the research project so they can sign up if they wish to volunteer.

*(Approved by SRS Academic Committee March, 2010)*

**Addendum for PT Program:**

For Category C REBP projects who will be recruiting SRS students as subjects, step (ii) be delegated by the PT Curriculum Committee to the Unit 6 REBP Course Coordinator and Assistant Dean PT to oversee and implement, unless the Unit 6 REBP Course Coordinator and/or Assistant Dean PT feel a project should come to the PT Curriculum Committee for information.

*(Approved by the PT Curriculum Committee June 16 2010)*
7.6 CONSENT FORM FOR STUDENT PARTICIPATION IN EDUCATIONAL RESEARCH IN THE MSc(PT)/ MSc(OT) PROGRAM

Educational research is conducted by faculty in the MSc(PT)/ MSc(OT) program, School of Rehabilitation Science (SRS) at McMaster University. These research projects provide further knowledge about the most effective ways to teach, provide learning resources and evaluate students in a health professional program. Your cooperation is needed to enable faculty to explore the best ways to develop and enhance this professional program.

The occupational therapy program is seeking your consent to use information from your regular activities while in the program for research purposes. Examples of such information include: marks or content from regular assignments or examinations, and feedback you provide in course evaluations. This consent does not include participation in studies that require your time and effort beyond what would be part of the regular educational program.

You may not benefit directly from allowing your data to be used for educational research. However, the results are used to make ongoing changes in the physiotherapy educational program.

Only the Educational Program Administrator will know who has agreed or not agreed to participate in these educational research projects. All names will be removed from data sheets and replaced by code numbers before the data go to the investigators. Coded data will be kept in locked filing cabinets for 7 years after the completion of the study. At that time all written information used in the study will be shredded.

At no time will your marks be affected by your consent or refusal to let your educational data be used in research. You are free to withdraw your consent at any time by contacting the Program Administrator. Students may contact the Program Administrator to discuss in confidence any issues arising from the request for consent to use information from their regular activities while in the program for research purposes.

Educational research findings are shared regularly with faculty and students through research seminars and display of posters. You are welcome to attend these presentations.

The McMaster Research Ethics Board has reviewed the proposal for secondary use of educational data and provided ethical approval. If you have any concerns about providing consent, please contact the Program Administrator (ext 27801) or:

McMaster Research Ethics Board Secretariat
Telephone: 905 525 9140 ext 23142, e-mail: srebssec@mcmaster.ca

c/o Office of Research Services, McMaster University

I, _____________________________ give my consent for SRS faculty to use information from my regular educational activities (e.g.: marks, assignments, examinations, tutorials, clinical laboratories, admissions applications) for research purposes. I understand that all information will be kept confidential. I also understand that I can refuse to sign this form and can withdraw my consent at any time without reprisals.

Name (print) __________________ Signature: __________________ Date: ________________
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.
7.8 STUDENT INITIATED EXTRA CURRICULAR LEARNING EVENTS*

NOTE: This guideline is under review

Students in the Occupational Therapy (OT) graduate program may choose to organize learning events for themselves and classmates that are not part of the Program’s curriculum. To ensure the safety and wellbeing of all, certain requirements must be met when these events are to be held on the McMaster University Campus, and the Institute for Applied Health Sciences building in particular.

The type of learning event will vary depending on the topic and instructor. The instructor may be a student within the Program or a guest. The requirements are based on whether:

A. The event is lecture style or includes any hands-on practice
B. The event is offered at no charge or a fee is charged.

   A. If the learning event includes any hands-on practice by the instructor(s) or among participants:
      - The instructor(s) must provide the Program Manager with proof of liability insurance for the event
      - All participants must sign waivers prior to starting the course. Waiver forms are available through the Program Manager.

   B. If any fee is charged to participants either for cost recovery or income-generation, the IAHS room rental rate is in effect.

*Approved by the Academic Committee, June 4, 2010
7.9 Role of Faculty Advisors in the Occupational Therapy Program

Approved: OT Education Committee 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(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) Programme 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 Administrator
- 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 Administrative Secretary for Assistant Dean 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 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.

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.

Members (non-voting) Curriculum Assistant, Occupational Therapy

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
8.3 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 Committee. 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 Associate Dean, Health Sciences (Graduate Studies).

Functions
In accordance with the Master of Science (Occupational Therapy) Program Academic Regulations, this committee will:

a) Review academic standing of students in university-based and/or clinical course(s) and promote students who meet academic requirements throughout the curriculum;
b) Determine if students are safe to proceed to each clinical course;
c) Recommend informal remediation for students with failing grades in course components, who, in the view of the committee, would benefit from completing additional work;
d) Recommend formal remedial requirements or required withdrawal for students with failing course grades, based on the Master of Science (Occupational Therapy) Program Guideline for Remediation and Required Withdrawals;
e) Review and make decisions regarding student requests for International Practica, based on recommendation of the Director of Clinical Education and the International Practicum Advisory Committee;
f) Recommend graduation of students upon completion of program academic requirements;
g) 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: July 25, 2012 (Occupational Therapy Education Committee)

Edited and approved by OTCC: July 23, 2014
8.4 ADMISSIONS COMMITTEE
OF THE MSc (OT) PROGRAM AND MSc (PT) PROGRAM
TERMS OF REFERENCE

FUNCTION
The Committee:

1) reviews admission policies and procedures and advises the MSc (OT) and MSc (PT) Program Assistant Deans regarding changes to be taken forward to the MSc (OT) Education Committee and MSc (PT) Education Committee and/or to the Graduate Policy and Curriculum Committee.

2) in accordance with the admissions policies and procedures, provides oversight to the recommendations process to the Associate Dean of Graduate Studies (Health Sciences) candidates for offers of admission to each of the MSc (OT) and MSc (PT) Programs.

3) reviews data and published information on admissions for each Program

4) ensures evaluation of the admissions process on a continuing basis.

5) provides regular reports to the MSc (OT) Education Committee and MSc (PT) Education Committee.

ACCOUNTABILITY
The Admissions Committee of the MSc (OT) and the MSc (PT) Programs is a standing subcommittee of the MSc (OT) Education Committee and MSc (PT) Education Committee

MEMBERSHIP

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<th>VOTING</th>
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<tr>
<td><strong>Chair</strong></td>
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<td>- recommended by the MSc (OT) and MSc (PT) Program Assistant Deans with the approval of the Associate Dean, School of Rehabilitation Science, to the Graduate Curriculum and Policy Committee from the membership of the Admissions Committee for a three year term, normally renewable once.</td>
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<td>- Votes only in tie-breaking situation</td>
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<th><strong>Assistant Dean, MSc (OT) Program</strong></th>
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<th><strong>Assistant Dean, MSc (PT) Program</strong></th>
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<th><strong>International Student Co-ordinator</strong></th>
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<th><strong>MSc (OT) Program Faculty Representative</strong></th>
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<td>- recommended by the respective Assistant Dean, MSc (OT), with a approval of the Associate Dean, School of Rehabilitation Science, for a three year term, renewable once</td>
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<th><strong>MSc (PT) Program Faculty Representative</strong></th>
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- recommended by the respective Assistant Dean, MSc (PT), with a approval of the Associate Dean, School of Rehabilitation Science, for a three year term, renewable once

NSS Program Faculty Representative
- recommended by the MSc (OT) and MSc (PT) Program Assistant Deans with the approval of the Associate Dean, School of Rehabilitation Science for a three year term, renewable once.

MSc (OT) Program Unfunded Clinical Faculty Representative
- appointed by Assistant Dean, MSc(OT) Program for a three-year term, normally renewable once.

MSc (PT) Program Unfunded Clinical Faculty Representative
- appointed by Assistant Dean, MSc(PT) Program for a three-year term, normally renewable once.

VOTING WITH ONE VOTE PER PROGRAM

MSc (OT) Program Student Representatives
- elected by class in year 1 of the program to serve for a two year term

MSc (PT) Program Student Representatives
- elected by class in year 1 of the program to serve for a two year term

NON VOTING

Associate Registrar & Graduate Secretary, School of Graduate Studies (or representative)

Program Manager, School of Rehabilitation Science

Admissions Co-ordinator, MSc (OT) and MSc (PT) Programs

EX OFFICIO and NON VOTING

Associate Dean, School of Rehabilitation Science

Associate Dean, Graduate Studies (Health Sciences)

QUORUM

Majority and chair

Edited and approved by OTEC: July 24, 2013
Approved by PTEC: November 27, 2013 with revisions