## MSc(PT) PROGRAM ADMINISTRATION

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For further information, please consult the School of Rehabilitation Science website: [www.srs-mcmaster.ca](http://www.srs-mcmaster.ca)
PROGRAM HANDBOOK

Introduction

The Program Handbook is designed for students enrolled in the Master of Science Program in Physiotherapy at McMaster University. It outlines specific academic regulations and general information related to the program.

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://graduate.mcmaster.ca/current-students/graduate-calendar.html).

Policies must be responsive to changes in the environment 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.

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 Physiotherapy provides students with the following important documents related to their studies:

The Unit (PT) Handbooks outline the goals and objectives of each curriculum Unit, and contain information regarding the requirements for the specific courses within each Unit.

The Clinical Education Handbook outlines information and policies related to clinical practice and is distributed to students prior to 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).
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Physiotherapists work with clients of all ages who are at risk for functional loss or who have impairments, activity limitation and participation restrictions caused by movement dysfunction, illness, injury, developmental disorders or the aging process. The goal of physiotherapy is to maximize independence by promoting, maintaining or restoring physical function, fitness, health and well-being. Clinical practice encompasses client goal setting, assessment, education, intervention planning, and intervention through the use of various options including exercise prescription, education, positioning, mobilization and manipulation, the use of thermal, mechanical or electrical energy or the use of assistive and adaptive devices. Although clinical service forms the basis of the profession, the scope of practice also encompasses research, education, consultation, and administration. As health professionals, physiotherapists recognize a responsibility to act as advocates for health care consumers, and to take into account biological, sociological, and psychological factors that may affect clients’ ability to take responsibility for their own health and wellness.

Physiotherapists practice in a variety of settings, both independently and as members of health care teams. Such settings include hospitals, rehabilitation centres, chronic care facilities, nursing homes, schools, industry, medical supply firms, outpatient and sports medicine clinics, community and home care programs, and mental health facilities. As well, therapists may own and manage private companies, clinics or consulting agencies. With advanced preparation, career opportunities exist for involvement in administration, education, and research.

Students prepare for entry to the physiotherapy profession by studying the theoretical basis of the profession and by developing necessary clinical skills. Students draw on basic sciences such as human anatomy, physiology and biology, physics, and chemistry, as well as the social and behavioural sciences in order to understand the underlying principles of therapy. The Physiotherapy Program at McMaster received a full six year accreditation from the Accreditation Council for Canadian Physiotherapy Academic Programs in 2008.

Students are eligible for membership in the Canadian Physiotherapy Association.

Canadian Physiotherapy Association
National Office
955 Green Valley Crescent, Suite 270
Ottawa, ON K2C 3V4
T: 613-564-5454 or 1-800-387-8679
F: 613-564-1577
information@physiotherapy.ca
www.physiotherapy.ca

Graduates must successfully complete the Physiotherapy Competency Examination in order to practice in the Province of Ontario and most other provinces in Canada. This examination is administered by the Canadian Alliance of Physiotherapy Regulators. Details regarding eligibility for practice in other provinces may be obtained from:

Canadian Alliance of Physiotherapy Regulators
1243 Islington Ave., Suite 501
Toronto, ON M8X 1Y9
T: 416-234-8800
F: 416-234-8820
email@alliancept.org
www.alliancept.org
INTRODUCTION

This Quick Reference to the *Essential Competency Profile for Physiotherapists in Canada, October 2009* (the Profile) is intended to provide an overview of the essential competencies (i.e., the knowledge, skills and attitudes) required by physiotherapists in Canada at the beginning of and throughout their career.

The Profile is intended for use by academics, accreditation bodies, professional associations, regulators and individual practitioners. For enabling competencies that further describe the key competencies provided here, please consult the complete Profile document.

The central physiotherapist role of Expert integrates the other six roles for physiotherapists to practice safely and effectively regardless of their context of practice. The overarching assumptions that apply to the competencies are that:

i. Physiotherapists practice client-centred care and only act with the client’s informed consent,

ii. Physiotherapy practice is evidence informed, and

iii. Client safety is paramount.

PHYSIOTHERAPIST ROLES

EXPERT

As experts in function and mobility, physiotherapists integrate all of the Physiotherapist Roles to lead in the promotion, improvement, and maintenance of the mobility, health, and well-being of Canadians.

COMMUNICATOR

Physiotherapists use effective communication to develop professional relationships with clients, families, care providers, and other stakeholders.

COLLABORATOR

Physiotherapists work collaboratively and effectively to promote interprofessional practice and achieve optimal client care.

MANAGER

Physiotherapists manage time, resources, and priorities at all levels for individual practice and to ensure sustainable physiotherapy practice overall.

ADVOCATE

Physiotherapists responsibly use their knowledge and expertise to promote the health and well-being of individual clients, communities, populations and the profession.

SCHOLARLY PRACTITIONER

Physiotherapists are committed to ongoing learning for the purpose of improving client outcomes through seeking, creating, applying, disseminating, and translating knowledge to physiotherapy practice.
PROFESSIONAL
Physiotherapists are committed to the best interests of clients and society through ethical practice, support of profession led regulation, and high personal standards of behaviour.

KEY COMPETENCIES

EXPERT
1.1 Consults with the client to obtain information about his/her health, associated history, previous health interventions, and associated outcomes.
1.2 Collects assessment data relevant to the client’s needs and physiotherapy practice.
1.3 Analyzes assessment findings.
1.4 Establishes a physiotherapy diagnosis and prognosis.
1.5 Develops and recommends an intervention strategy.
1.6 Implements intervention.
1.7 Evaluates the effectiveness of interventions.
1.8 Completes physiotherapy services.

COMMUNICATOR
2.1 Develops, builds, and maintains rapport, trust, and ethical professional relationships through effective communication.
2.2 Elicits, analyzes, records, applies, conveys and shares information.
2.3 Employs effective and appropriate verbal, non-verbal, written, and electronic communications.

COLLABORATOR
3.1 Establishes and maintains interprofessional relationships, which foster effective client-centred collaboration.
3.2 Collaborates with others to prevent, manage and resolve conflict.

MANAGER
4.1 Manages individual practice effectively.
4.2 Manages and supervises personnel involved in the delivery of physiotherapy services.
4.3 Participates in activities that contribute to safe and effective physiotherapy practice.

ADVOCATE
5.1 Works collaboratively to identify, respond to and promote the health needs and concerns of individual clients, populations and communities.

SCHOLARLY PRACTITIONER
6.1 Uses a reflective approach to practice.
6.2 Incorporates lifelong learning and experiences into best practice.
6.3 Engages in scholarly inquiry.

PROFESSIONAL
7.1 Conducts self within legal/ethical requirements.
7.2 Respects the individuality and autonomy of the client.
7.3 Contributes to the development of the physiotherapy profession.

adapted from the NPAG website: http://npag.ca/PDFs/Joint%20Initiatives/PT%20profile%202009%20English.pdf
ESSENTIAL SKILLS AND ATTRIBUTES REQUIRED FOR THE STUDY OF PHYSICAL THERAPY/ PHYSIOTHERAPY

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

Introduction
The Ontario university programs in Physical Therapy / Physiotherapy 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 Physical Therapy in Ontario. The purpose of this document is to describe the skills and attributes required for success in completing a university program in Physical Therapy. Students interested in pursuing a degree in Physical Therapy are encouraged to review the following document that outlines the requisite skills and attributes for the profession.

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

The competency standards for Physical Therapy are described in the Essential Competency Profile for Physiotherapists in Canada. For this reason, students admitted to the Physical Therapy programs must possess the skills and abilities described below in order to be able to develop the competencies required of an entry-to-practice Physical 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, regulations, professional codes of ethics and standards of practice.

In addition to obtaining a degree in Physical Therapy, an individual must pass the Canadian Physiotherapy Competency Examination (PCE) in order to obtain registration/licensure as a Physiotherapist in most jurisdictions in Canada. The PCE has two components: a Written Component and a Clinical Component. Prospective candidates should be aware that the Clinical Component requires candidates to demonstrate knowledge, skills and behaviours in communication, physical examination, analysis, evaluation, intervention planning and execution all in timed simulations of patient encounters.

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 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 or an extension of time to complete the program 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

1 Physical Therapy and Physiotherapy are interchangeable in Canada. The terms “Physiotherapist” and “Physical Therapist” are equivalent under the law in Ontario and other jurisdictions in Canada. Three of five Ontario academic programs lead to a degree in “Physical Therapy” and two lead to a degree in “Physiotherapy.”

2 The Essential Competency Profile for Physiotherapists in Canada was published in October 2009 by a partnership of the Accreditation Council for Canadian Physiotherapy Academic Programs, the Canadian Alliance of Physiotherapy Regulators, the Canadian Physiotherapy Association and the Canadian Universities Physical Therapy Academic Council. The document is available for download from the College of Physiotherapists of Ontario website, specifically at http://www.collegept.org/Assets/website/registrants%27guideenglish/standards_framework/standards_qualification_guides/EssentialCompetencyProfile2009.pdf.

3 For more complete information about the national Physiotherapy Competency Examination, consult the Canadian Alliance of Physiotherapy Regulators at http://www.alliancept.org/exams_candidates_overview.php
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 Physical Therapy

**Aptitude and attitude**
Students seeking to enter a Physical Therapy program must have an interest in human movement, health and a desire to assist individuals to maximize their mobility, function and life participation. 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, patients, and colleagues. They must be respectful of individuality and diversity, build trusting relationships, demonstrate excellent interpersonal skills to engage and motivate patients and families, demonstrate creative problem solving skills and be able to manage multiple, potentially competing demands.

**Information gathering skills**
Students must be able to participate in learning situations that require skill in gathering information about a patient in the course of an assessment. This information is typically acquired through observing, listening and palpating parts of the body. Gathering information also includes reading charts or other written documentation and use of assessment tools.

**Communication skills**
Students must be able to speak, hear and observe patients in order to effectively and efficiently elicit information, describe mood, activity, posture and perceive non-verbal communication. Students must be able to communicate effectively and sensitively with patients, families and any member of the health care team. Students must be able to coherently summarize a patient’s condition, assessment and intervention plan verbally and in text (handwritten or electronic) to comply with regulatory and organizational record-keeping standards.

Students should note that the level of communication fluency is often higher than is generally assessed in standard tests of language fluency. Students with less than full fluency in the principal language of the Physical Therapy Program are responsible for achieving the high level of communication ability that is required for patient safety, informed consent and fully independent and ethical interaction with patients.

**Critical thinking skills**
Students must demonstrate the cognitive skills and memory necessary to measure, calculate, and reason in order to analyze, integrate and synthesize information. In addition, students must be able to comprehend multidimensional and spatial relationships. These comprehensive problem solving activities must be done in an acceptable timeframe relative to their peers. Students also need to be able to demonstrate the ability to accurately assess their performance to further direct their learning. Effective problem solving and judgment are necessary to address patient needs, and engage the patient in a safe and efficient manner. Students must have critical appraisal skills in order to build a foundation for evidence-based practice. Students must demonstrate these critical thinking skills in their course work both at the university and in the clinical environment.

**Psychomotor/Physical skills**
Students must demonstrate sufficient motor function to safely perform initial and ongoing assessments and interventions on a patient, including collecting data and assessment measures. Students must be able to use common diagnostic aids or instruments either directly
or in an adaptive form (e.g., sphygmomanometer, stethoscope, goniometer) and provide the necessary physical guidance for exercise and/or functional movement by instruction or demonstration. Students must be able to execute motor movements reasonably required to ensure patient safety and treatment effectiveness, either through the students’ own movement or through their ability to guide or direct the movement of others. Sample situations that require such movement include positioning patients in bed; balance, gait or transfer training; mobilization techniques; therapeutic exercise; or maneuvering in confined spaces. In addition, students are expected to physically be able to participate in all learning experiences of the educational program (e.g., for clinical skills laboratory work) and therefore should be able to sit, bend, reach and/or walk or stand for most of the day.

**Emotional Health**

Students must consistently demonstrate the emotional health required for full utilization of their intellectual abilities, in the context of the physical, emotional, and mental demands of the program. Students must demonstrate adaptability to changing environments and the ability to function effectively under stress. The development of mature, sensitive and effective relationships with patients, families and other members of the health care team is also required. 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 work settings.
MSc (PHYSIOTHERAPY) PROGRAM MISSION, VALUES AND GOALS

Mission:

The MSc(PT) Program is committed to providing an educational opportunity for its students, which is excellent, innovative and consistent with the mission of the Faculty of Health Sciences. With an emphasis on problem-based, small group, self-directed learning, and integrated academic and clinical education, the program provides professional and interprofessional educational opportunities in partnership with the community and university at large. The MSc(PT) Program strives to prepare physiotherapists to be caring and reflective practitioners who are clinical scholars with the ability to provide client-centred, effective and efficient health care, to critically evaluate the scientific basis of practice, to adapt to and initiate change, to collaborate within interprofessional teams, and to become lifelong learners.

Values:

We Value:
- Excellence - Achieving our best in all our endeavours
- Caring - Acting with concern for the wellbeing of every person
- Respect - Acting with honesty and integrity-and recognizing the uniqueness of each individual
- Collaboration - Fostering partnership and teamwork with each other and our communities
- Innovation - Providing an environment that encourages creativity, openness and risk taking

Goals:

The global goal is to prepare students to practice in a variety of roles and diverse practice environments. As clinical scholars, students will exemplify mindful, ethical practice and apply their knowledge and skills in an evidence-based way to clients, patients, systems and organizations.

To achieve this, the education process focuses on:

Knowledge related to:
- the fundamental, theoretical and scientific bases of physiotherapy practice;
- the use of preventive, therapeutic, rehabilitative, and supportive strategies in the management of clients;
- the determinants of health;
- the ethics of health care practice;
- the concepts of health promotion, health policy, and the delivery of health care;
- the principles and methods of evidence-based practice.

Skills related to competency in:
- physiotherapy clinical decision making, assessment, management and evidence-based practice;
- learning including self-directed learning, self- and peer- evaluation and group communication and behaviour;
- education and communication including effective oral and written communication.
Professional Behaviours related to acting ethically and responsively:

- towards clients: to provide client-centred care and advocate on behalf of clients and their families;
- toward oneself: to recognize and acknowledge personal assets, emotional reactions, limitations in one's own knowledge, skills, and behaviours, and to build on one's assets, and to overcome limitations;
- toward colleagues: to contribute to productive communication and cooperation among colleagues in physiotherapy and other health professions;
- toward the community: to contribute to the maintenance and improvement of the health of the general population;
- towards the profession: to contribute to the advancement of the profession in the areas of research and clinical practice and in promoting the role of physiotherapy.

Please refer to the Faculty of Health Sciences Professional Behaviour Guideline for more information:

http://fhs.mcmaster.ca/pcbe/policies.html
EDUCATIONAL PHILOSOPHY OF THE MASTER OF SCIENCE (PHYSIOTHERAPY) PROGRAM

The educational philosophy in the MSc(PT) Program emphasizes that the process of learning is equal in importance to the content. It is consistent with adult learning theory and is based on principles of self-directed, problem-based, and small group learning.

Problem-based learning (PBL)

PBL is an educational process where learning is centered around problems as opposed to discrete subject-related courses. It was originally developed in response to the observation that students entering the clinical setting could not incorporate previously acquired knowledge into patient care activities (Walton and Mathews, 1989). It was felt that students did not retain basic science information as they did not understand the relevance of the basic sciences to clinical practice when introduced to it in their clinical years.

From a theoretical perspective PBL 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 (Schmidt, 1983). Throughout the program students are presented with a variety of problems carefully designed for each curriculum unit. The health care problems promote the exploration of the underlying foundational, clinical and physiotherapy sciences in a context that resembles the future professional context as closely as possible. Students must incorporate evidence-based practice skills, self-directed learning skills and clinical reasoning when engaged in problem-based learning.

Self-Directed Learning

The philosophy of self-directed learning recognizes that with some guidance, adult learners should be able to take responsibility for their own learning. Indeed the more active they are in determining their own needs and learning goals, the more effective their learning is likely to be. Within broad guidelines, students should determine their own learning needs, how they will best set and achieve objectives to address those needs, how to select learning resources, and whether their learning needs have been met.

An overall goal is to exercise the student's capacity to think and discover during the process of gaining knowledge. The program is designed to guide, stimulate, and challenge students in order to produce professionals who will make a difference in practice.

Although the program stresses the importance of self-directed learning, it should be noted that this is not a self-paced program. Attendance and participation in tutorials, laboratories and other courses is required. It is necessary to demonstrate by self, peer, and faculty evaluation that satisfactory progress has been achieved. Although the program is student-centred, it is the mutual role and responsibility of faculty and students to create a learning environment, to select learning resources, to facilitate and support learning, and to evaluate the learning process.
The Physiotherapy Program is a full-time, 25 month long, entry-to-practice Master’s program. As noted previously, the curriculum is based on the principles of problem-based, small group, and self-directed learning. All courses are required and follow sequentially over 6 units of study. There are no electives. Units are 14 weeks in duration. The academic portions of Unit 1 and 6 are 14 weeks in length, while Units 2 through 5 consist of 8 weeks of academic study. The program includes five-6 week clinical placements following Units 2 through 6 academically. Clinical placements occur in multiple settings (i.e. acute/hospital, community, rehabilitation, role emerging) and various practice areas (i.e. musculoskeletal, neurological, cardiorespiratory). All Units include an inter-related Problem-Based Tutorial course and a Clinical Laboratory course. A Foundational Knowledge for the Physiotherapy Practitioner course runs across Units 1, 2, and 3 in Year 1. A Research and Evidenced-Based Practice course runs across Units 4, 5 and 6 in Year 2. In addition, a Professional Transitions course takes place in Unit 6, Year 2.

**Unit 1 - Fundamentals of Physiotherapy Practice**
This Unit focuses on the fundamental knowledge and skills of clinical practice. The emphasis is on acquiring knowledge and basic clinical skills related to musculoskeletal practice. Fundamental skills related to cardiorespiratory practice and neurological practice are also introduced. The musculoskeletal focus is on assessment and treatment of the upper quadrant.

**Unit 2 - Fundamentals of Musculoskeletal Practice**
In this Unit there is a major emphasis on musculoskeletal assessment and treatment of the lower quadrant. Following Unit 2 the clinical practice placement can be in a community, hospital or rehabilitation setting.

**Unit 3 - Fundamentals of Cardiorespiratory and Neurological Physiotherapy**
This Unit emphasizes the assessment and treatment of patients and clients with cardiorespiratory problems. In addition it provides an introduction to neurological practice focusing on individuals with spinal cord injuries and stroke. Following Unit 3 students will complete their placement which may be in a community, hospital, rehabilitation, or role emerging setting.

**Unit 4 - Advanced Neurological Physiotherapy Practice**
This Unit emphasizes the assessment and the development and implementation of interventions for clients with neurological problems across the lifespan. Following Unit 4 students will complete a clinical practice placement which may be in a community, hospital, rehabilitation, or role emerging setting.

**Unit 5 - Community Health / Community Practice**
This Unit provides students with the skills to assume current and emergent health care roles in the community with an emphasis on educational and consultation skills. There will be a focus on the integration of health promotion and disease prevention concepts to promote physical activity and movement in all age groups for persons with and without disability. These concepts will be applied to conditions such as rheumatoid arthritis, osteoporosis and coronary heart disease. Students will complete their clinical placements which may be in a community, hospital, rehabilitation, or role emerging setting.

**Unit 6 - Integrated Practice and Professional Transition**
This Unit will focus on assessment and management of clients with complex, multisystem health problems for example, burns, palliative care, multisystem failure and work related injuries. This Unit also provides the opportunity for students to focus on topical professional issues as they prepare for their transition to professional practice. Following the academic component of the Unit, students will complete a clinical placement in a community, hospital, rehabilitation, or role emerging setting.

*The figure on the next page provides an overview of the curriculum.*
### Curriculum Design MSc(PT) Program

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#### Unit I
**Fundamentals of PT Practice**

- **Academic**
  - PBT (PT 611)
  - CL (PT 612)
  - PTPrac (PT 613)

- **Clinical**

#### Unit II
**Fundamentals of Musculoskeletal Practice**

- **Academic**
  - PBT (PT 621)
  - CL (PT 622)
  - PTPrac (PT 613)

- **Clinical**
  - Clinical Practice I (PT 624)

#### Unit III
**Fundamentals of Cardiorespiratory & Neurological Practice**

- **Academic**
  - PBT (PT 631)
  - CL (PT 632)
  - PTPrac (PT 613)

- **Clinical**
  - Clinical Practice II (PT 634)

#### Unit IV
**Advanced Neurological Practice**

- **Academic**

- **Clinical**

#### Unit V
**Community Health/Community Practice**

- **Academic**

- **Clinical**

#### Unit VI
**Integrated Practice & Professional Transition**

- **Academic**

- **Clinical**

- **Clinical**

---

**Key Abbreviations**

- PBT = Problem-Based Tutorials
- CL = Clinical Laboratory
- PTPrac = Foundational Knowledge for the Physiotherapy Practitioner
- REBP = Research & Evidence Based Practice
- PrT = Professional Transition
COURSE DESCRIPTIONS

Course descriptions can be found in the School of Graduate Studies Graduate Calendar, found at:
http://academiccalendars.romcmaster.ca/preview_program.php?catoid=4&poid=1324&hl=%22physiotherapy%22&returnto=search

MASTER OF SCIENCE (PHYSIOTHERAPY) LEARNING METHODS

**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 from unit to unit to maximize interaction among faculty and students.

**Clinical Laboratory** sessions provide students with the opportunity to acquire the skills needed to develop an intervention plan and implement an intervention for clients of all ages. The laboratory 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 physiotherapy skills.

**Large Group Seminars** are most commonly used in the Foundational Knowledge for the Physiotherapy Practitioner, Professional Transition, or Research and Evidence-Based Practice Courses. Seminar sessions may be presentations by guest lecturers, small group activities, large group discussion and/or student presentations.

**Interprofessional Education and Collaboration**

Students are expected to develop identified interprofessional education (IPE) competencies prior to graduation. Opportunities for IPE occur throughout the curriculum. Some occur in an intraprofessional context. Most are in an interprofessional context, with the MSc(OT) Program and with other programs in the Faculty of Health Sciences or in special events with other groups of students within and beyond the McMaster community. The Faculty of Health Sciences Program for Interprofessional Education and Research (PIPER) is integral in supporting IPE activities. Interprofessional collaboration is a part of many of the clinical education placements.

**Clinical Education**

Students spend a total of 30 weeks (five six-week placements) in full-time clinical practice. Clinical education courses take place in a variety of health care facilities including in teaching hospitals, community hospitals, health care agencies, specialized centres, private clinics, home care, and other community facilities. During clinical placements, students practice under the supervision of clinical instructors, who are primarily registered physiotherapists, but may also include other health care providers. Upon meeting specific criteria, students also have the opportunity to complete their last clinical placement internationally. All expenses incurred by the student while completing clinical placements are the responsibility of the student.
Learning Resources
The educational approach used in the program depends heavily on the use of learning resources. Students will access learning resources in order to meet their individual learning needs and to enable them to meet the specific objectives of each curriculum unit and the overall program goals. Identifying learning needs and accessing learning resources is largely a self-directed activity.

Examples of resources are highlighted below:

1. **Health Care Problems**
   Health care problems are the principal resource used to stimulate learning in the small group tutorial setting. They are designed to reflect the important health problems of individuals, groups, and communities served by physiotherapists. Health care problems are reviewed and revised annually by Unit Chairs with input from students, curriculum committees and other content experts. Typically these are “paper problems" that centre on an individual, a particular community or population, or a professional issue.

2. **Standardized Patients**
   Standardized patients are individuals who are trained to simulate a health care problem. They provide opportunities for students to learn and practice clinical 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.

3. **Patients and Clients**
   Patients and clients are used as the primary resource for learning in the clinical education component of each unit. Under the supervision of a clinical preceptor, students have the opportunity to integrate their knowledge, skills, and professional behaviours. Patients and clients also participate in clinical laboratory sessions.

4. **Reference Resources**
   Due to the emphasis on self-directed learning students are expected to consult a wide variety of reference resources to address their specific learning objectives. These may include but are not limited to:

   a) Resource people including faculty in the School of Rehabilitation Science, the Faculty of Health Sciences and other Faculties of the university, tutors, clinical preceptors, expert clinicians, community health professionals, patients and families, and student peers. A resource person’s main task is to help students find and critically appraise information for use in problem-solving.

   b) Books, journals, and government documents are available through the Health Sciences Libraries at McMaster University and Northern Ontario School of Medicine.

   c) Audio-visual materials (photographs, videotapes, CD-ROM, slides, audiotapes, and films) are also available through the Health Sciences Libraries at McMaster University and Northern Ontario School of Medicine.

   d) Computer resources include word processing, desktop publishing, statistics and graphic packages, computer-assisted instruction, and literature searching.

   e) Anatomy and pathology resources include a large number of wet specimens, plastic models, videotapes, slide-shows and self-study modules.
STUDENT EVALUATION IN THE MASTER OF SCIENCE (PHYSIOTHERAPY) PROGRAM

Student performance is evaluated on a regular basis throughout the MSc(PT) Program using a variety of evaluation tools that are consistent with the basic principles of problem-based 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 method or tool is based on educational value (e.g., formative or summative), learning objective domain (e.g., cognitive, psychomotor, affective), measurement properties (e.g., reliability, validity, generalizability), and feasibility (e.g., time needed, resources required, costs).

Some of the student evaluation methods and tools used in the MSc(PT) Program include:

**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 unit. The final student grade is based on knowledge, use of learning resources, group participation and facilitation, critical appraisal skills, professional behaviours and evaluation skills (i.e., self-assessment, peer-assessment, and tutor evaluation).

**Written exams** using multiple choice questions (MCQs) or a short answer format are used to assess knowledge.

**Modified essay questions (MEQs)** are designed to assess aspects of clinical 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** 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 which focuses on a particular case scenario/client problem is a variation of the traditional essay.

**Direct Observation** is 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.
**Objective and Structured Clinical Examination (OSCE)** is an objective evaluation measure used to assess components of clinical competence. It has the potential for testing a wide range of knowledge and clinical skills, and can be utilized to evaluate a large number of students during one examination period. The OSCE can be used as a formative or summative measure of student performance and also provides valuable feedback to faculty for the purpose of curriculum revision.

The OSCE is structured in such a way as to sample student performance in a variety of areas and to make maximum use of the time available. Students rotate around a series of timed stations. There may be up to 10 stations of 5 or 10 minutes duration. At each station, students are asked to perform a specific task such as taking a patient history, performing a physical examination or diagnostic procedure, teaching/counselling/advising a patient, writing a prescription or report, charting, performing a treatment technique or other clinical procedure, and interpreting findings such as lab reports, and x-rays. **Examiner stations**, where an observer is asked to score a student's performance, usually entail interaction with a standardized patient or use of a mannequin. **Marker stations**, where a student is asked to answer written questions, record findings or interpret patient data, do not require an observer but entail subsequent marking.

Evaluation criteria are determined in advance on the basis of course objectives and student learning activities. A standardized rating form is used for evaluation by the examiners. Safety and professionalism are included within the evaluative criteria.

**Presentations** are also used throughout the program. A health care professional must be able to articulate and defend an opinion or position, and, 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 units.

**Learning contracts** are used to evaluate student performance during clinical placement experiences and for remedial work. The use of a learning contract reinforces the students' role as an active participant in the process of learning, rather than a passive recipient. In the professional preparation setting, learning contracts allow the student to meet the program objectives and also to pursue individual objectives. The learning contract is a document comprised of SMART (Specific, Measurable, Achievable, Realistic, Timely) goals and is developed by the student and approved by a faculty member. It specifies 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 learning contract reconciles the "imposed" requirements of the program with the learner's own personal goals and objectives. It enables the student to choose his/her own way of achieving the objectives and to self-evaluate the progress towards achieving them.
NORTHERN STUDIES STREAM (NSS)

The MSc(PT) Programs offers the Northern Studies Stream (NSS) at the Northern Ontario School of Medicine, Lakehead University campus, Thunder Bay, Ontario. Students can participate in academic and/or clinical components. If participating in the academic component, groups of 12 students will complete all academic courses in Thunder Bay, as well as their clinical component in northern Ontario. The academic component of the MSc(PT) Program takes place during Unit 5.

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 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 fewer 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(PT) Program are required to agree to the terms and conditions of the Northern Studies Stream.

For more information on the NSS Program, visit:

http://www.srs-mcmaster.ca/ptsrs/MScPTHome/Highlights/tabid/3280/Default.aspx
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:


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.

INJURIES: PROCESS FOR REPORTING

The Physiotherapy 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 skills lab and/or clinical placement.

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

If the injury was sustained during activities related to the program (e.g. clinical skills lab, clinical placement etc.), students are required to report the injury immediately, and complete an Incident/Injury Report Form, located here:

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.

See section Accommodations for Chronic Conditions and Disabilities for more information.

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 appropriate Assistant Dean at least 1 month in advance.

The 2014-2015 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 in writing. 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 and must submit a petition for special consideration…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 Physiotherapy Program considers:

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

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.

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.
CLINICAL LABORATORY RULES FOR THE PHYSIOTHERAPY PROGRAM

PERSONAL BELONGINGS:
• Leave backpacks, coats and boots in an area of the lab designated by the lab instructor. This is to avoid clutter in and around the “treatment” area.

THE FOLLOWING ARE NOT ALLOWED IN THE LAB:
• Food (including chewing gum) or drinks other than water.
• Shoes on plinths or mats.
• Jewellery that could harm your model/client.

DRESS:
• Professional dress: lab attire, clinical attire
• For classes where you practice on peers, wear lab attire that allow you to easily expose the necessary area for assessment or treatment
• Professional lab attire: no hats, no inappropriate picture/text on clothing
• If clients are coming to the lab or you are visiting a clinical facility, please wear appropriate professional clinical attire
• If unsure as to appropriateness of dress check with course coordinator

EQUIPMENT, SUPPLIES AND FACILITIES:
• Report any missing, damaged or non-functioning equipment to the lab assistant.
• Clean up any materials (such as ultrasound gel, massage cream or powder) that may have spilled on the floor, furniture or equipment.
• Replace soiled pillowcases, and put any dirty laundry in the laundry bag. Inform the lab assistant if there is a shortage of clean linen.

AT THE END OF EVERY CLASS IN THE LABORATORY (405 OR 304):
• Ensure all equipment is returned to the appropriate cupboard/location or given to the lab assistant or instructor.
• Ensure lab furniture is returned to an acceptable format (see layouts posted in lab).
• Wipe down the tops of plinths and tables that you have used during the lab and return spray bottles and cloths to their proper location.

USING THE LABORATORIES OUTSIDE OF CLASS TIME:
• The lab is available for student use outside of class time providing it has not been reserved by another source. This includes weekends, and is subject to operating hours of IAHS. A keypad installed on the door will provide access.
• Note that the above rules regarding food and lab layout apply at all times.
• If you have signed out key(s) to the lab, ensure the lab is locked when you are finished and return the key to the School office as soon as possible.
• If you have borrowed equipment from another room, return the equipment to its proper place as soon as possible after you have used it.
DRESS CODE AND OTHER PROCESSES FOR CLINICAL SKILLS LABORATORIES

Please be advised that:

► In order to complete the required learning objectives within the Physiotherapy Program, students will be required to practice and to demonstrate their practical abilities in clinical skills labs. The program’s approach to these labs is to ask students to practice their skills on each other, which requires all students from time to time to expose various parts of their body to their fellow students and to allow other students to touch them in a therapeutic manner. These clinical skills labs involve large mixed groups of male and female students together. We recognize that this may be of concern for some students; the program is committed to devising appropriate accommodations for such students in accordance with the University Anti-Discrimination Policy and the Ontario Human Rights Code. **If you require such an accommodation throughout the Program, please send a written request to the Program Manager on or before September 30 of your first academic year.**

► Students will be required to wear professional business dress. Due to the subjective nature of what constitutes “appropriateness of dress”, if in doubt, students should consult with the course coordinator to determine in advance each course coordinator’s expectations.

► The Program is intent on ensuring, as much as possible, the safety and comfort of students, staff, faculty and clients. As a result we require that students follow the following rules when participating in the Program.

We require that perfumes, colognes and other similar products not be worn to ensure that those members of our community who have allergies to particular scents are safe and comfortable.

In order to ensure the comfort and safety of all peers, faculty, tutors, and community, we require that:

- Jewelry that may injure or scratch not be worn during clinical skills labs;
- Appropriate footwear be worn during clinical skills labs (i.e. sneakers, closed shoes; not flip flops or sandals);
- Hair is to be kept clean and tidy during clinical skills labs. Hair that is shoulder length and longer should be tied back appropriately. All males should keep facial hair clean and trimmed.

► To enable effective hand hygiene and infection prevention in clinical skills lab and in the placement setting:

- Nails must be kept clean and short;
- Nail polish, if worn, must be fresh and free of crack or chips;
- Artificial nails or nail enhancements must not be worn;
- It is preferred that rings not be worn; and
- Hand and arm jewelry, including watches, must be removed or pushed up above the wrist by student/staff caring for clients/ patients/ residents before performing hand hygiene.

Failure to follow this Dress Code may result in the student being asked by the Course Coordinator to withdraw from a laboratory session or to leave, change and return.
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/current-students/graduate-calendar.html

Students in the MSc(PT) Program, in addition to meeting the academic regulations of the School of Graduate Studies, must follow their specific program regulations.

Registration in the MSc(PT) 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(PT) degree must be completed as McMaster University courses. All courses within each 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.

<table>
<thead>
<tr>
<th>MARK POINTS</th>
<th>GRADE</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
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<tr>
<td>85-89</td>
<td>A</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
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<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>
</tr>
<tr>
<td>Pass</td>
<td>P</td>
</tr>
</tbody>
</table>

Final grades will be posted on MUGSI (McMaster University Gateway to Student Information), once they have been approved.
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.

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 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 was 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

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:

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), 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.

http://sas.mcmaster.ca/
HEALTH AND SAFETY INFORMATION/REQUIREMENTS

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
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.

E.T. Clarke Centre Rm. 201
http://security.mcmaster.ca/
(905) 525-9140 ext. 24281

Student Walk Home Attendant Team (SWHAT) ext. 27500

SWHAT is a student run volunteer organization dedicated to improving personal safety on campus. Volunteer teams (one male & one female) will walk anywhere within a 30 minute radius from campus or take the bus with students traveling to downtown Hamilton

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).

STORM PROCEDURES

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.

The McMaster University Storm Emergency Policy and Procedures is available online at:


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.
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 ext. 23679</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Graduate Studies</td>
<td>GH 212</td>
</tr>
</tbody>
</table>

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 ext. 27829</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:otpt@mcmaster.ca">otpt@mcmaster.ca</a></td>
</tr>
</tbody>
</table>

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

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 “Helpful 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.

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 PT</th>
<th><a href="mailto:h-pt2015@mcmaster.ca">h-pt2015@mcmaster.ca</a></th>
</tr>
</thead>
</table>
| Year 1 PT       | h-pt2016@mcmaster.ca *

* 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.

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/

CONFIRMATION OF GRADUATION LETTERS

The program informs the College of Physiotherapists of Ontario that students are eligible to graduate immediately following the Program Academic Study Committee (PASC) meeting subsequent to Unit 6 (PT).

For the period between the completion of Unit 6 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/

PLEASE NOTE: Students may only commence employment after the final Unit 6 PASC meeting to ensure that they have passed their final courses and fulfilled the requirements of the two-year program.

TRANSCRIPTS

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

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.

WITHDRAWAL PROCEDURES

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

STUDENT MAIL

Year 1 & 2 PT student-specific file folders are located on the 4th floor of IAHS, within the curriculum assistants’ office, IAHS - 406. Mail and assignments directed to specific students will generally be put in these folders for pick up by students.

SRS LEARNING RESOURCE ROOM

PT 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 Student Council and informal group sessions. The pass code to the Resource Room is 403*

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.
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.

PHOTOCOPYING/FAXING

Students are responsible for their own photocopying.

If you require any documents (e.g. program or non-academic requirements etc.) to be 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.

ROOM BOOKINGS- IAHS

Any requests for booking space (classroom, conference room, skills lab, auditorium etc.) in the IAHS must be directed in the first instance 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/ garbage bins in the respective classrooms. A rental cost may be required – for more information, please see the “Student Initiated Extra Curricular Learning Events” Guideline.
STUDENT SERVICES AND RESOURCES

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 Métis health issues among faculty and student body; and,
3. Improved relations between the university and local Aboriginal communities.

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

- Aboriginal Student Counsellor: 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.

Contact ASHS:
Location: HSC 2A1E
Phone: 905-525-9140 ext. 23935
Email: ashs@mcmaster.ca
Website: http://fhs.mcmaster.ca/ashs/

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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wentworth House 109A</td>
<td></td>
</tr>
<tr>
<td>email: <a href="mailto:macgsa@mcmaster.ca">macgsa@mcmaster.ca</a></td>
<td>(905) 525-9140</td>
</tr>
<tr>
<td><a href="http://www.mcmaster.ca/gsa">http://www.mcmaster.ca/gsa</a></td>
<td>ext. 22043</td>
</tr>
</tbody>
</table>

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 Wentworth House, 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 placements).

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 enquiries and complaints concerning any form of harassment or discrimination and attempts confidential resolution.

All contacts with the Centre are confidential.

<table>
<thead>
<tr>
<th>Human Rights &amp; Equity Services Office:</th>
<th>Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC Room 212</td>
<td>(905) 525-9140</td>
</tr>
<tr>
<td>Email: <a href="mailto:hres@mcmaster.ca">hres@mcmaster.ca</a></td>
<td>ext. 27851</td>
</tr>
</tbody>
</table>
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/

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.

<table>
<thead>
<tr>
<th>Off-Campus Resource Centre</th>
<th>(905) 525-9140 ext. 24086</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC B112 (Lower Level)</td>
<td></td>
</tr>
<tr>
<td><a href="http://macoffcampus.mcmaster.ca">http://macoffcampus.mcmaster.ca</a></td>
<td></td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Ombuds Office:</th>
<th>Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC Room 210</td>
<td>(905) 525-9140 ext. 24151</td>
</tr>
<tr>
<td>Email: <a href="mailto:hres@mcmaster.ca">hres@mcmaster.ca</a></td>
<td>ext. 24151</td>
</tr>
</tbody>
</table>
STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services offers various supports for students with disabilities. SAS provides or assists them with their academic and disability-related needs, including:

- Learning Strategies
- Assistive Technologies
- Test & Exam Administration
- Note Taking Programs
- Classroom Accommodations
- Groups and Events

All contacts with the Centre are confidential.

<table>
<thead>
<tr>
<th>Student Accessibility Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC B107 (Lower Level)</td>
</tr>
<tr>
<td><a href="http://sas.mcmaster.ca/">http://sas.mcmaster.ca/</a></td>
</tr>
<tr>
<td>(905) 525-9140 ext. 28652</td>
</tr>
</tbody>
</table>

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

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>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC B101 and B106 (Lower Level)</td>
</tr>
<tr>
<td><a href="http://wellness.mcmaster.ca/">http://wellness.mcmaster.ca/</a></td>
</tr>
<tr>
<td>(905) 525-9140 Medical Clinic: ext. 27700</td>
</tr>
<tr>
<td>Health Promotion: ext. 23312</td>
</tr>
</tbody>
</table>
FINANCIAL INFORMATION

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

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

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.

**BURSARIES**

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

**Students with disabilities** should contact the Centre for Student Development 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 regarding additional funding and/or bursaries that may be available.

A full list of bursaries is available from the Student Financial Aid & Scholarships office and the Graduate Course Calendar.
Please note that awards are subject to change based on availability from donor organizations and fiscal constraints

1. **Master of Science (Physiotherapy) Program Travel Award** – the Physiotherapy Program offers up to $250 (per student) to support year 2 students to travel to the Canadian Physiotherapy Association (CPA) Congress to present their Research and Evidence Based Practice Project as a presentation or poster. A call to apply for the funds will be circulated through the OT/PT Student Council.

2. **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.

   Value: $500

3. **Anne Hall Memorial Fund** – The Anne Hall Memorial Fund offers funds to enable physiotherapy students to travel to a professional conference to present a paper or poster during an academic year. Please check the Graduate Calendar for more information.

4. **The OPA-Westgate District Bursary** – The Westgate District of the Ontario Physiotherapy Association (OPA) will award a bursary to one student from either the University of Toronto or McMaster University. In order to qualify, submit a written statement (500 words or less) outlining: “The value of membership within the OPA”. The best submission will be rewarded $500. The organization will put out a call for applications through the program at the appropriate time.

5. **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.

6. **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.
CONVOCATION AWARDS

Students will be eligible for the following convocation 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; award decisions are made by the PT Program Academic Study Committee.

Please note that awards are subject to change based on availability from donor organizations and/or fiscal constraints.

**The Canadian Physiotherapy Association Award**
Established in 1992 by the Canadian Physiotherapy Association. To be awarded to the graduating student who has attained the highest Cumulative Average in the Physiotherapy program.

Prize: Membership in CPA and a certificate

**The Canadian Physiotherapy Association- Paediatric Division Award**
Established in 2005, this award is designed to recognize the accomplishments of one student from each of the thirteen Physiotherapy Programs across Canada. The student chosen from the McMaster Master of Science Program in Physiotherapy will be in the graduating year and demonstrate a keen interest and clinical and academic strength in the area of paediatric practice.

Prize: Certificate of Recognition and a book

**The Hamilton District Ontario Physiotherapy Association Book Prize**
Established by the Hamilton District of the Ontario Physiotherapy Association. To be awarded to a graduating student who is active in the OPA/CPA and who, in the judgement of the selection committee, contributes to the involvement of others in the OPA/CPA, while maintaining a good academic standing.

Value: $250

**The Eleanor Lees Prize**
Established in 1994 in memory of Eleanor Lees by friends in Physiotherapy, the Prize is awarded to a graduating student who, in the judgement of the School of Rehabilitation Science, has demonstrated notable academic achievement and excellence in clinical fieldwork related to neurology.

Prize: A book, selected by the recipient.

**The New Brunswick Physiotherapy Association: Student Professionalism Award**
To be awarded to a graduating student (from New Brunswick) from the Master of Science, Physiotherapy Program, who has demonstrated exceptional professional behaviours and attitudes within the academic and clinical setting by accepting responsibility for own actions and accepts criticism without defensives; demonstrating initiative and contributes to positive work environment; adapts to change and manages conflict in constructive ways; treats others with respect, dignity and compassion and makes choices considering consequences to self and others; demonstrates productive working relationships with patients, families, clinical instructors, other health professionals, peers and faculty and preferably be a student member of the Canadian Physiotherapy Association

Prize: $25 Book Prize and Professional Recognition Certificate
The Northern Studies Stream Book Award
Established in 2002. To be awarded to a graduating student in the Master of Science, Physiotherapy 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

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

The Physiotherapy Professional Advancement Award
Established in 2003, it is awarded to the graduating physiotherapy student who, in the judgement of the faculty of the School of Rehabilitation Science will make a significant contribution to the profession of physiotherapy upon graduation. He/she has exhibited exceptional leadership qualities, academic excellence, professional commitment, and innovation throughout the time as a student in the program. This award will not be presented every year. It will only be awarded when there is an exceptional candidate who has demonstrated their outstanding qualities.

Value: $500
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/

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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:

PROFESSIONAL BEHAVIOUR GUIDELINES

All Faculty of Health Science’s learners shall demonstrate these professional behaviours in all academic and clinical settings at all times. 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:

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.

Please note: 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

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- in each course in order to continue in the program.
- Students must receive a PASS in the Practicum component of the *Professional Roles and Experiential Practicum (PREP) course in order to receive a passing (complete) grade. In Terms 3 and 5, students must also 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 effective September 2012:

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.

* Professional Roles and Experiential Practicum (PREP) course has been renamed to “Professional Reasoning and Skills (PRS)
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.
Complete Title: Policy for Leave of Absence for a Graduate Student who is a new parent in the MSc(OT) and MSc(PT) Programs

Date Developed: May 26, 2004
Last Revised: June 3, 2010

Approved by: OT Education Committee
PT Governing Committee

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

Policy Owner: Program Administrator

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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)
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 physiotherapy 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: srebsec@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:________________
Conducting Research and Course Requirements in the Home/Community Environment: Guidelines for School of Rehabilitation Science students

Approved Rehabilitation Science Curriculum Committee
February 7, 2007

Revision July 22, 2011 (OT and PT Programs)

Glossary:
Community members - individuals or organizations within the community
Department - School of Rehabilitation Science (SRS)

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

Purpose

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

Before the Visit:

- When scheduling your visit:
  - Remember that the individual may feel vulnerable inviting someone they don’t know into their home
  - Some telephones have call display, which displays the caller’s phone number to the person being telephoned. If not using a telephone within the SRS, use the “call blocking” on your telephone by dialing * 67 prior to dialing a telephone number. You should do this for every call you make from your personal telephone. There is no charge for using * 67.
  - Ask that pets be restrained or kept out of the room during the visit.
  - If being in an environment where someone is smoking is a concern, ask that they not smoke during the visit, or if you can conduct the visit at another location (if possible).

- The student should plan his or her route the location using main routes, avoiding isolated shortcuts. Students should obtain directions beforehand, and can confirm the directions with the community member/participant.

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

- If driving to the visit:
  - Ensure your vehicle is in good condition, check your tires on a regular basis and ensure that you have at least a half tank of gas.
  - Be aware of the daily weather and road conditions. If necessary, during poor conditions, appointments should be rescheduled for another time when conditions are more favorable.
  - Keep your personal belongings (e.g. your wallet) locked in the trunk of your car and try to take few personal items to the participant’s home.

- If you are lost, telephone the participant for directions and/or seek assistance.

- Dress conservatively and only bring necessary items to the visit. Religious symbols and jewelry should be worn discreetly. Wear a good pair of walking shoes or winter boots.

- Make sure that you have your cell phone in your pocket in case you need to use it in an emergency.

**Upon arrival:**

- Park your vehicle on the street, where it is easily accessible, and be attentive of your surroundings.

- If an animal is outside the home and you feel uncomfortable, call the person you are meeting and ask that the animal be restrained.

- Exercise caution in hallways, stairwells and elevators. If you are uncomfortable about any other passengers traveling the elevator wait for the next elevator. Stand near the control panel, and if you feel uncomfortable, push the button for the next floor or press the alarm.

- Be clear to explain the purpose of your visit, and obtain permissions from the person to enter their home.

**During the Visit:**

- Make a quick sweep with your eyes to assess for any obstacles and escape routes, in the event you have to leave in a hurry (e.g. a fire).

- Leave your shoes on during the visit. In winter, you may choose to bring a pair of indoor shoes.

- Let the client lead you into the house/apartment or through corridors/stairs.

- Think about where you choose to sit. For instance, sit where you have a good view of the surroundings and on a firm, accessible chair.
• If they ask you to do something that you are not comfortable with (e.g. transfer in/out of a wheelchair), politely say no. Please consider the physical safety of yourself and of them.

Reasons to leave the participant’s home:

• If upon arrival you feel unsafe and uncomfortable.

• If the participant is inappropriately dressed and upon your request refuses to dress appropriately.

• If the participant appears intoxicated or under the influence of drugs.

• If other individuals pose a threat.

• If the participant becomes aggressive, threatening or abusive, remain calm during the visit, be supportive and direct but do not ignore the individual.

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

After the visit:

• Leave the vicinity, and choose another locale if you wish to discuss/review your assessment.

• Do not sit in your vehicle and go over the results of the assessment.

• If you completed the visit by yourself, call and/or email your friend/housemate upon completion of the home visit to notify him/her that you are safe. The particular plan for notification should be clearly agreed upon between you and your friend/housemate.

Students must read and adhere to the guidelines discussed above and must contact their supervisor/course coordinator if they encounter any difficulties during the home visit.
STUDENT INITIATED EXTRA CURRICULAR LEARNING EVENTS*

NOTE: This guideline is under review

Students in the Occupational Therapy (OT), Physiotherapy (PT) and Rehabilitation Science (RS) graduate programs may choose to organize learning events for themselves and classmates that are not part of the respective 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
Role of Faculty Advisors in the Occupational Therapy & Physiotherapy Programs

Approved by the PT Education Committee: May 21, 2014

All students within the Occupational Therapy and Physiotherapy Programs 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 and Physiotherapy programs are professional entry-level programs, 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
SUB - INDEX

RELEVANT TERMS OF REFERENCES

MSc (PT) Education Committee ................................................................. 58
MSc (PT) Curriculum Committee ................................................................. 61
MSc (PT) Program Academic Study Committee .......................................... 63
Admissions Committee of the MSc (OT) Program and MSc (PT) Program .......... 65
Purpose:
The Master of Science (Physiotherapy) Education Committee is the policy making body of the Master of Science (Physiotherapy) Program, ensuring the fulfillment of the Program's Mission. This is accomplished in consideration of and in co-operation with the University, Faculty of Health Sciences, School of Graduate Studies, School of Rehabilitation Science, and relevant professional bodies.

Accountability:
The Master of Science (Physiotherapy) Education Committee is accountable to:
- Graduate Council through the Faculty of Health Sciences Graduate Policy and Curriculum Committee
- Council, School of Rehabilitation Science

Functions:
The Master of Science (Physiotherapy) Education Committee will:
- Discuss/recommend/decide on Physiotherapy Program Policies
- Implement directions and policies from Graduate Policy and Curriculum Committee and Council, School of Rehabilitation Science
- Forward, to the appropriate body, recommendations requiring decision approve recommended changes to course names, descriptions and content for forwarding to Graduate Policy and Curriculum Committee
- Seek input from the Standing committees of the Master of Science (Physiotherapy) Education Committee
- Share information from the Standing committees of the Master of Science (Physiotherapy) Education Committee
- Undertake special projects as required (e.g., environmental scans, professional/community activities, program evaluation)

Composition:

a) Chair:
- Assistant Dean or Acting Assistant Dean Master of Science (Physiotherapy) Program, or designate

b) Voting:
- Two faculty members of the Physiotherapy Curriculum Committee (including contracted, but not stipend); elected to a 2-year term and renewable once
- Department Education Coordinator (DEC)
- 1 combined student vote (year 1 student representative and year 2 student representative)
- One faculty representative, physiotherapy clinical faculty – Physiotherapy; appointed to a 2-year term and renewable once
- Community representative; elected to a 2-year term and renewable once
- Admissions Chair or designate
- Director of Clinical Education
c) Non-voting:
   - Program Manager

d) Ex-officio
   - Associate Dean, School of Rehabilitation Science
   - Associate Dean, Health Sciences (Graduate Studies)

e) Quorum:
   - 3 voting members + chair

**Decision Making:**
The Master of Science (Physiotherapy) Education Committee will operate by consensus for decision-making and approval, as reflected in our Program Value Statements.

*We value:*
- **Excellence** - achieving our best in all our endeavours
- **Caring** - acting with concern for the well-being of every person
- **Respect** - acting with honesty and integrity and recognizing the uniqueness of each individual
- **Collaboration** - fostering partnership and teamwork with each other and our communities
- **Innovation** - providing an environment that encourages creativity openness and risk taking

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. The chair will only vote in a tie-breaking situation.

**Meetings:**
a) Schedule:
   - 6 per year, as needed

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, environment scan)

c) Minutes:
   - Recorded by the Administrative Secretary (Assistant Dean PT), in consultation with the Assistant Dean PT
   - 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. After approval of the minutes, with corrections, the corrected minutes are to be posted on the SRS Public Directory
Standing Committees (each has its own terms of reference)

- Admissions Committee
- Master of Science (Physiotherapy) Curriculum Committee
- Master of Science (Physiotherapy) Program Academic Study Committee

Working Groups

- Ad Hoc as needed

Revised January 16, 2013 by Master of Science (Physiotherapy) Education Committee; Approval School of Rehabilitation Science Council Committee, February 13, 2013
Purpose:
The Master of Science (Physiotherapy) Curriculum Committee (PTCC), a standing committee of the Master of Science (Physiotherapy) Education Committee, is the decision making body of and is responsible for curriculum related matters of the Master of Science (Physiotherapy) Program. The PTCC oversees and manages curriculum planning, implementation, evaluation, and revision.

Accountability:
The Master of Science (Physiotherapy) Curriculum Committee is accountable to:
- The Master of Science (Physiotherapy) Education
- Graduate Policy and Curriculum Committee, Faculty of Health Science

Functions:
The Master of Science (Physiotherapy) Curriculum Committee will:
- Determine and manage curriculum-related matters, including curriculum planning, implementation, evaluation and revision
- Implement the curriculum within the academic regulations of the University, School of Graduate Studies, Faculty of Health Sciences, and Master of Science (Physiotherapy) program
- Discuss information that affects curriculum-related matters i.e., about our program, including course content and evaluation revisions, information from other academic programs, professional and regulatory bodies, clinical environment, health environment, et cetera
- Discuss professional /community/university activities, and develop and implement plans to optimize relationships
- Undertake special projects (i.e., curriculum mapping, curriculum renewal, internal reviews, accreditation), and prepare related documentation
- Provide professional development for members
- Implement directions from the Master of Science (Physiotherapy) Education Committee
- Forward recommendations requiring decision and approval by the Master of Science (Physiotherapy) Education Committee and Graduate Council, through the Faculty of Health Sciences Graduate Policy and Curriculum Committee
- Determine and recommend to the Assistant Dean (Physiotherapy) human, learning (i.e., equipment, text), curriculum resources

Composition:
a) Chair:
- Assistant Dean or Acting Assistant Dean, Master of Science (Physiotherapy) Program, or designate
- Votes only in tie-breaking situation
b) Voting:
- All paid faculty, including contracted (but not stipend) sessional lecturers
- Director of Clinical Education
- Community member (2 year appointment, renewable once)

c) Non-Voting
- Sessional lecturers*
- Invited Guests

d) Quorum:
- 8 voting members + Chair

Decision Making:
The Master of Science (Physiotherapy) Curriculum Committee will operate by consensus for decision-making and approvals. A formal vote will be called when the PTCC is unable to reach consensus and/or at the discretion of the Chair. In this instance, a simple majority of those in attendance is required for approval or a recommendation to pass.

Meetings:

a) Schedule:
- 9 per year
- 2 to 2.5 hours in length
- Typically held on the 3rd Wednesday of the month, unless otherwise noted

b) Agenda:
- Call for agenda items ~1 week in advance of meeting
- Will be finalized by the Chair
- Will be pre-circulated to all members and posted on the School of Rehabilitation Science Active Directory
- Annualized agenda will be developed (e.g. Unit Reports, annual review of terms of reference, sessional dates at which time the Program Manager is to attend the meeting)

c) Minutes:
- Recorded by the Curriculum Assistant in consultation with the Assistant Dean Master of Science (Physiotherapy) Program
- Will be pre-circulated to the committee for approval at the next meeting. After approval of the minutes, with corrections, the corrected minutes are to be posted on the School of Rehabilitation Science Active Directory

Ad Hoc Working Groups
i.e., Clinical Laboratories Coordinators’ group, Unit Chairs group, Problem Based Tutorial Coordinators’ group, as needed

*Note: Sessional lecturers (stipend) are invited to attend any meeting, but in particular those meetings during their teaching term

Revision May 13 2013; Approval Master of Science (Physiotherapy) Education Committee June 19, 2013; Approval School of Rehabilitation Science Council Committee September 11, 2013

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Purpose:
The Master of Science (Physiotherapy) Program Academic Study Committee (PASC), a standing committee of the Master of Science (Physiotherapy) Education Committee, is responsible for implementing the academic regulations of the Master of Science (Physiotherapy) Program that have been approved by the Graduate Policy and Curriculum Committee, Faculty of Health Sciences.

Accountability:
The Master of Science (Physiotherapy) Program Academic Study Committee is accountable to the Associate Dean, Health Sciences (Graduate Studies)

Functions:
In accordance with the Master of Science (Physiotherapy) Program Academic Regulations, the PASC will:
- Review the academic standing of students in the Master of Science (Physiotherapy) Program
- Recommend promotion of students from the academic component of the Unit to the clinical education component of the Unit, in each of the six Units of study
- Recommend promotion of students from Unit to Unit
- Make recommendations for remediation and required withdrawals, as described in “Guideline for Remediation and Required Withdrawals” (Physiotherapy Program)
- Refer students to university offices, e.g. Office of Academic Integrity or the Student Code of Conduct office, as mandated by University policy, and assist these Offices in implementing their recommendations
- Review and approve student requests for Unit 6 international placements, based on recommendation from the Director of Clinical Education and the International Practicum Advisory Committee
- Recommend graduation of students, upon completion of Master of Science (Physiotherapy) Program requirements
- Select recipients for academic awards conferred upon graduation
- As requested, provide advice to the Assistant Dean (Physiotherapy) regarding special student situations or events related to student academic standing, student progress within the program, student issues, and student requests

Composition:
a) Chair:
- Assistant Dean or Acting Assistant Dean, Master of Science (Physiotherapy) Program
- Votes only in tie-breaking situation

b) Voting:
- Unit Chairs
- Course Coordinators for the Unit under review
- Director of Clinical Education
- Community part-time unfunded faculty representative – Physiotherapy; 3-year term, renewable once up to an maximum of an additional 3 years
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

**Decision Making:**
The Master of Science (Physiotherapy) Program Academic Study Committee will operate by consensus for decision-making and approvals. A formal vote will be called when the PASC is unable to reach consensus and/or at the discretion of the Chair. In this instance, a simple majority of those in attendance is required for approval or a recommendation to pass.

**Meetings:**

- Pre-clinical PASC meeting
  - As required, at the end of each academic component of the Unit and prior to the clinical education component of the Unit, to review student academic performance and to discuss any concerns (e.g. OSCE performance overall Unit academic standing) in order to determine if students are safe to undertake the Clinical Education course.
  - The PASC may recommend remediation or withdrawal prior to the student undertaking the Clinical Education course within the Unit

- End of Unit PASC meeting
  - Upon the completion of each of the six Units of study, to recommend final course marks for all courses within the Unit
  - The PASC may recommend remediation or withdrawal at the end of Unit

- Special PASC meetings
  - The PASC may be called for special meetings as determined by the Chair of the PASC

a) Schedule:
   - At the end of the academic portion of each Unit
   - At the end of the completion of all Unit courses, in each of the six Units
   - The Chair of the PASC may convene meetings as needed to fulfill the committee functions

b) Minutes:
   - Recorded by the Curriculum Assistant (Physiotherapy) or other designated SRS staff member, in consultation with the Assistant Dean, Master of Science (Physiotherapy) Program
   - Reviewed and approved (signed and dated) by the Chair of the PASC

Revision Feb 6, 2013; Approved by Master of Science (Physiotherapy) Curriculum Committee Feb 20, 2013; Approved by Master of Science (Physiotherapy) Education Committee March 20, 2013; Approved by School of Rehabilitation Science Council Committee May 8, 2013.
Revision Jan 21 2011, Approved Feb 16 2011
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

<table>
<thead>
<tr>
<th>VOTING</th>
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<tbody>
<tr>
<td>Chair</td>
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<tr>
<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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<tr>
<td>-Votes only in tie-breaking situation</td>
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<tr>
<td>Assistant Dean, MSc (OT) Program</td>
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<tr>
<td>Assistant Dean, MSc (PT) Program</td>
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<tr>
<td>International Student Co-ordinator</td>
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<tr>
<td>MSc (OT) Program Faculty Representative</td>
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<tr>
<td>-recommended by the respective Assistant Dean, MSc (OT), with the approval of the Associate Dean, School of Rehabilitation Science, for a three year term, renewable once</td>
</tr>
<tr>
<td>MSc (PT) Program Faculty Representative</td>
</tr>
<tr>
<td>-recommended by the respective Assistant Dean, MSc (PT), with the approval of the Associate Dean, School of Rehabilitation Science, for a three year term, renewable once</td>
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</table>
### 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**

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