Program Handbook

Master of Science (MSc)
Physiotherapy (PT)
Program

McMaster University
2016-2017

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McMaster University, 2016

Approved by the Graduate Admissions & Study Committee August 2016
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For further information, please consult the School of Rehabilitation Science (SRS) website

[www.srs-mcmaster.ca](http://www.srs-mcmaster.ca)
Introduction

TheProgram Handbookis designed for students enrolled in the Master of Science Program in Physiotherapy [MSc (PT)] at McMaster University. It outlines specific academic regulations and general information related to the program.

It is your responsibility as an MSc(PT) student to be familiar with the information in this Program Handbook, the Clinical Education Handbook, University policies and procedures outlined in this Handbook, the Graduate Calendar and the University Senate Policy Statements. These may be viewed on the McMaster website. This Program Handbook supplements the policies and procedures outlined in the Graduate Calendar. This document is not intended to replicate or modify the information found in the School of Graduate Studies (SGS) Calendar (available at http://academiccalendars.romcmaster.ca/index.php?catoid=4).

Policies must be responsive to changes in the environment and may be revised. Students are advised to check “Avenue to Learn” (the McMaster 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.

Please also note that for the 2016-2017 year, McMaster has updated its software systems, so some of the information regarding McMaster procedures (e.g., how to apply for bursaries etc.) may be out dated /under review. Please contact the Program Coordinator if you see a discrepancy.

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

The Clinical Education Handbook outlines information and policies related to the clinical practice component (clinical education courses) of the MSc(PT) program, and it is distributed to students the same time as the PT Program Handbook. The Clinical Education Handbook is considered a supplement of the Program Handbook.

If there is any discrepancy between this document, the Clinical Education Handbook, and the SGS Calendar, then the SGS 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 SGS;
- 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 2015.

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

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

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

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

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

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

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

adapted from the NPAG: http://npag.ca/PDFs/Joint%20Initiatives/PT%20profile%202009%20English.pdf
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

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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
policies, regulations and procedures regarding accommodation at the university(ies) and program(s) to which they are applying. If admitted to a program, students will be required to follow the policies and procedures of the university and faculty/school within which the program is located.

**Description of the Skills and Attributes for Students in a Master’s-level program in 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, and 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 and their 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; and,
- 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; and,
• Education and communication including effective oral and written communication.

**Professional Behaviours** related to acting ethically and responsively toward(s):

• Clients: to provide client-centred care and advocate on behalf of clients and their families;
• 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;
• Colleagues: to contribute to productive communication and cooperation among colleagues in physiotherapy and other health professions;
• The Community: to contribute to the maintenance and improvement of the health of the general population;
• 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 *McMaster University, Faculty of Health Sciences, Professional Behaviour Code of Conduct for Learners* Policy for more information:

[http://fhs.mcmaster.ca/pcbe/policies.html](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 on 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.
MASTER OF SCIENCE (PHYSIOTHERAPY) PROGRAM CURRICULUM OVERVIEW (*THE PT PROGRAM IS UNDERTAKING A MAJOR CURRICULUM RENEWAL*)

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 one observation placement (3 days) in Unit 1 and five 6 week clinical placements following Units 2 through 6 academics. 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.

An overview of the curriculum, can be found here:

http://srs-mcmaster.ca/pt-program-information/
(click on Clinical Listing and Curriculum Design)

Please refer to the 2016 – 2017 SGS Calendar for a list of sessional dates located here:

http://academiccalendars.romcmaster.ca/index.php?catoid=20

COURSE DESCRIPTIONS

Course descriptions can be found in the SGS Calendar:

http://academiccalendars.romcmaster.ca/preview_program.php?catoid=20&poid=12602&r eturnto=3596

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 cognitive and motor skills needed to perform a physiotherapy assessment, 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 (with student peers or patient volunteers), 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**
Physiotherapy students are expected to develop identified interprofessional education (IPE) competencies prior to graduation. Opportunities for IPE occur throughout the PT curriculum, with students in the MSc(OT) Program, with students from other programs in the Faculty of Health Sciences or via 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. In addition to interprofessional experiences, there are opportunities for interprofessional learning (e.g., with students from the PTA program).

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, communication, 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 SRS, 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 (online resources, mobile applications, photographs, videos, CD-ROM, slides, audiotapes, and films), which 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.

5. Simulation lab
Some clinical laboratory sessions will take place in the Simulation Lab in the IAHS (The Centre for Professional Practice, Room 205), which houses a high fidelity simulation laboratory, a clinical practice laboratory; an activity of daily living apartment; a nursing station; and a wide selection of models and clinical skills equipment, and/or the Centre for Simulation-based Learning (Health Science Building, Room 1M).

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).

Student evaluation methods and tools used in the MSc(PT) Program include, but are not limited to:

**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 presented via tutorial discussion, use of appropriate 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 critical thinking 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.

**Scholarly papers (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 student performance within a simulated environment. It has the potential for testing a wide range of knowledge and clinical skills in a safe and controlled environment, 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.

An 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 through a series of timed stations. There may be up to 10 stations of 5 minutes in length, with an additional 1 minute to travel between stations and read the OSCE scenario, or 10 minutes, with an additional 2 minutes to travel between stations and read the OSCE scenario.

The PT Program typically uses 5 minute OSCE stations to evaluate students. At each OSCE station, students are asked to complete a specific task, including but not limited to: taking a patient history, performing a physical examination or diagnostic procedure, teaching/counselling/advising a patient, writing a physiotherapy prescription or report, documentation, patient management, performing a specific treatment technique or other clinical procedure, interpreting findings such as lab reports, and x-rays, and clinical reasoning. Stations can be evaluated using examiners or traditional marking:

- **Examiner stations** occur when an observer is asked to score a student’s performance, and usually entail interaction with a standardized patient or use of a mannequin.

- **Marker stations**, occur when 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.

NOTE: Students may not be permitted to enter an examination or OSCE if late. Please refer to the Unit Handbook and/or the Graduate Examination Policy:

**Portfolios** are a collection of materials whereby students document evidence of skills, knowledge, attitudes, learning outcomes and processes, personal and professional development and areas for further development.

**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. 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 identify his/her own way of achieving the objectives, self-evaluate the progress towards achieving objectives, and to receive formal feedback on the progress that they have made towards achieving these goals. In the clinical environment, the clinical instructor assigned to the placement must review and approve the content to ensure it is relevant and appropriate for the clinical site. In the context of remedial work, the learning contract will be approved by faculty member(s). Note: in both cases (clinical placement or remedial work), the same standardized form is used by the student to generate the learning contract.

**Canadian Physiotherapy Assessment of Clinical Performance (ACP)** is a new, Canadian designed clinical evaluation tool. This evaluation tool is based on the Canadian Competency Profile for Physiotherapists (ECP), and the rating scale has been modified from the Revised PT Clinical Performance Instrument (CPI, version 2006) with permission from the APTA. Clinical instructors will be required to complete an online training module prior to completing the assessment for the first time, as the rating scale includes anchors with corresponding descriptors. In the ACP, equal emphasis is placed on all domains. See Clinical Education Handbook.

**NORTHERN STUDIES STREAM (NSS)**

The Northern Studies Stream (NSS) was established in 1991 to specifically address the shortage of OTs and PTs in Northwestern Ontario through various recruitment and retention initiatives.

With 25 years of documented success, the current NSS is focused on providing clinical education opportunities for students across northern Ontario. Approximately 50% of students in the OT/PT Program will have the opportunity to participate in clinical education placements in northern Ontario.

The goals of the current NSS are threefold:

1. To increase student awareness and knowledge of the health determinants that are unique to northern and rural communities;
2. To increase student your awareness of Aboriginal health issues, culture and health practices relevant to the First Nations people living in northern and rural Ontario; and,
3. To increase student skills in addressing professional practice issues while engaging in clinical education and living in a northern and/or rural community.

PROGRAM AND NON-ACADEMIC REQUIREMENTS

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

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

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

Program requirements are posted on Avenue to Learn (https://avenue.climcmaster.ca/d2l/le/content/47702/Home). Program requirements are subject to change.

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


ANATOMY LAB TRAINING & ACCESS TO FACILITIES

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/codes of conduct offices.
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 academic courses, 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. The student may require further documentation from their caring physician to confirm their ability to safely continue with academic and clinical placement requirements.

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

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

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

The 2016-2017 McMaster University SGS 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. Note that this permission is needed even for field work or study elsewhere in the world, in order to allow the University to comply with the regulation requiring that a written explanation for such absences be
lodged in the Graduate School office. Students may arrange, through the Department and the Associate Dean of Graduate Studies, to be “full-time off-campus” for periods of up to a year. In cases of unauthorized absence, the student will be deemed to have withdrawn voluntarily from graduate study and will have to petition for readmission. No guarantee of readmission or of renewal of financial arrangements can be made.

For further information, please refer to the SGS Calendar at http://academiccalendars.romcmaster.ca/content.php?catoid=20&navoid=3571

For the purpose of clarity, the Physiotherapy Program considers:

“Supervisor” = Assistant Dean
“Department Chair” = Associate Dean, SRS

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 (available through the Curriculum Assistant or Program Coordinator), 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/OBSERVANCE

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


Please note that for RISO exam accommodations, the “Rescheduling of Examinations” section within this Program Handbook also applies. Students requesting RISO exam accommodations will be required to complete a RISO student request form (available through the Program Manager) to be submitted at the start of the academic unit.

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

ACCOMMODATIONS FOR CHRONIC CONDITIONS AND DISABILITIES

McMaster University is committed to ensuring that each student is afforded an academic environment that is dedicated to the advancement of learning and is based on the principles of equitable access and individual dignity.
The Academic Accommodation of Students with Disabilities Policy (located here- http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf) aims to:

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

CLINICAL LABORATORY RULES FOR THE PHYSIOTHERAPY PROGRAM
The Program is intent on ensuring the safety, comfort and dignity of students, staff, faculty, tutors, instructors, patients/clients and community. As a result, we require that students follow the following rules when participating in Program activities in the clinical lab and clinical facility visits. Note: many of these clinical laboratory rules also apply to clinical placements. Please refer to the Clinical Education Handbook for more information.

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

THE FOLLOWING ARE NOT ALLOWED IN THE LAB AT ANY TIME:
- Food (including chewing gum) or drinks other than water.
- Shoes on plinths or mats.
- Jewellery that could harm a standardized patient/client/peer/self, e.g., jewelry that may injure or scratch should not be worn.

PERSONAL HYGIENE:
To enable effective hygiene and infection prevention in clinical lab and in the clinical setting):
• Hair is to be kept clean and tidy during clinical labs. Hair that is shoulder length and longer, should be tied back appropriately. All males should keep facial hair clean and trimmed.
• Nails must be kept clean and short;
• It is preferred that nail polish not be worn for hygiene purposes. Nail polish, if worn, must be fresh and free of crack or chips. **Note:** some clinical facilities do not permit nail polish to be worn;
• Artificial nails or nail enhancements must not be worn;
• It is preferred that rings not be worn;
• Hand and arm jewellery, including watches, must be removed or pushed up above the wrist by students practicing skills on peers or patient/client volunteers and/or caring for clients/patients/residents in the clinical setting before performing hand hygiene.

**PROFESSIONAL DRESS:**

• Professional dress: lab attire and/or, clinical attire that is functional yet provides appropriate coverage is required.
  • Professional lab attire: no hats, no inappropriate picture/text on clothing.
  • 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 of the session.
  • If patient/client volunteers will be present in the lab or you are visiting a clinical facility, you are expected to wear appropriate professional clinical attire and your name tag.

For WSIB purposes, appropriate footwear must be worn at all times. Students are required to wear closed toed shoes at all times while in the clinical lab setting, unless they are on plinths. Sneakers are acceptable; flip flops or sandals are NOT acceptable.
• Students should **at no time** be walking in bare and /or sock feet in the clinical lab.

• For classes where you practice on peers, lab attire that allows you to easily expose the necessary area for assessment or treatment needs to be worn.
  • 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.**

**NOTE:** you may not be permitted in lab or to proceed with a clinical facility visit, if you are not dressed appropriately and/or if you are not wearing your name tag; see **DRESS CODE.**

**EQUIPMENT, SUPPLIES AND FACILITIES:**

• Students are responsible for the list of required equipment in the PT Clinical Lab Tool Kit. As such none of these components will be available from the MSc(PT) program for practice outside of clinical lab time. If a piece of your equipment is lost / broken during your course in the program, you can purchase the component parts at your own discretion or
purchase a complete new tool kit from the program (i.e., the program will not sell component parts).

- Students are responsible for bringing the required components of the Tool Kit to each Clinical Lab class. Where possible, the course coordinators will provide students with advanced notice about what components of the Tool Kit are required for each clinical lab.
- For equipment supplied by the MSc(PT) program - please report any missing, damaged or non-functioning equipment to the lab assistant/Program Manager, ASAP.
- 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, e.g., pillowcases after each use.
  - Put dirty laundry in the laundry bag.
  - Inform the lab assistant when there is a shortage of clean linen.
- **Report any hazards in the lab to the Program Manager, ASAP.**
- Wipe down the tops of plinths and tables after each use.

**AT THE END OF EVERY CLASS IN THE LABORATORY (405, 406A 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).
- If lab key(s) have been signed out, ensure the lab is locked when you are finished and return the key to the School office ASAP.
- If equipment has been borrowed from another room, return the equipment to its proper place ASAP.
- 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 for laundering.

**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. 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.
- **Note Clinical Laboratory rules apply at all times.**

**Scent Free Environment:**
The lab is a scent free environment. As a result, 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.

**Failure to follow any of the above rules the may result in the student being asked by the Course Coordinator to withdraw from a laboratory session of clinical facility visit and/or to leave and/or 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://academiccalendars.romcmaster.ca/content.php?catoid=20&navoid=3572

Students in the MSc(PT) Program, in addition to meeting the academic regulations of the SGS, 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.

**McMaster Graduate Studies Grade Scale**

<table>
<thead>
<tr>
<th>MARK POINTS</th>
<th>GRADE</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
</tr>
<tr>
<td>0-69</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Pass</td>
</tr>
<tr>
<td></td>
<td>Fail</td>
</tr>
</tbody>
</table>

Final grades will be posted on MOSAIC, once they have been approved by the Program Academic Study Committee (PASC) at the final PASC meeting of the Unit.

**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 Bourns Science Building, or to the back of IAHS close to rear parking lot. Please do not stand directly in front of IAHS because it blocks the fire route. Volunteer fire wardens will direct you to exit the building as necessary.

**HEALTH SCIENCE CENTRE FIRE PROCEDURES (MUMC Building)**

**Fire Alarm**

*When the Alarm System is activated:*

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

The fire alarm system is a TWO stage alarm.

**STAGE 1** = approximately 20 bells/minute.

This is the Fire Emergency Alert signal.

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

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

“CODE GREEN – STANDBY” OR
“CODE GREEN IN-EFFECT”

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

**FHS Evacuation Plan**

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

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

**SAFETY AND SECURITY ON CAMPUS**

**Security for IAHS:**

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

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

**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. For further
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 review the emergency training guide and hear what the siren sounds like, please visit:

http://security.mcmaster.ca/campus_emergencies_guide.html

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

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

Emergency First Response Team (EFRT) ext. 88

EFRT is a volunteer organization, on call 24 hours a day, 7 days a week during the school year. They respond to any medical emergency on campus in a team of 3 responders, with an impressive response time of 1-2 minutes. Trained in both the Red Cross Emergency First Responder and Toronto Ambulance’s International Trauma Life Support courses, these responders come equipped with oxygen, an automated external defibrillator (AED), and EpiPens. For further information, visit: https://www.msumcmaster.ca/services-directory/7-emergency-first-response-team-effrt

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 faculty, staff, and students are advised to listen to the radio or to view the McMaster Daily News website 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 webpage at http://dailynews.mcmaster.ca and via the University’s telecommunications system.

Every effort will be made to notify the radio stations by 7 a.m.; however, this may not always be possible. Public Relations will try to arrange to have McMaster University mentioned explicitly.

IDENTIFICATION BADGES AND PASS CARDS

UNIVERSITY STUDENT IDENTIFICATION CARDS

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

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

| Reception, SGS | (905) 525-9140 ext. 23679  
GH 212 |

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 PT Program 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.

Further, students must use their anatomy pass card to access the anatomy lab. Please see section “Anatomy Lab Training & Access to Facilities” for more information.

PT Program Coordinator  (905) 525-9140 ext. 27859
dzaman@mcmaster.ca

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

Students may change personal information (e.g., Name and/or Address) within MOSAIC. It is imperative that this information is kept up to date in case of emergencies.

It is the responsibility of the student to also inform the appropriate Curriculum Assistant of a change in name, address, or telephone number. The Curriculum Assistants’ office is located in room 406, IAHS.

NOTE: This information is not transferred to the Registrar’s Office; therefore, students must also update MOSAIC with any address changes.

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

The Email distribution lists are as follows:

<table>
<thead>
<tr>
<th>Year 2 PT</th>
<th><a href="mailto:h-pt2017@mcmaster.ca">h-pt2017@mcmaster.ca</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 PT</td>
<td><a href="mailto:h-pt2018@mcmaster.ca">h-pt2018@mcmaster.ca</a>  *</td>
</tr>
</tbody>
</table>

* To be GENERATED by September 30
Student email accounts can be activated by the student through MOSAIC 24-hours after completion of course enrollment. To activate your McMaster email account, login to MOSAIC and select Email Management located in the Main Menu. Email accounts are active until January 31st of the year following graduation.

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 MOSAIC (Student Services Center/ Finances) Select the enrollment letter option from the drop down menu.

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 MOSAIC (Student Services Center/ Finances) Select the enrollment letter option from the drop down menu.

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.

CONVOCATION

Convocation is handled by the Registrar’s office and you can find further information on their website: http://registrar.mcmaster.ca/

TRANSCRIPTS

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

Transcripts may be ordered through your student account within MOSAIC.

REFERENCE REQUESTS DURING AND POST PROGRAM

Students and alumni who request reference letters from SRS 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”). 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, room 406, IAHS. 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 Student Services, located on the first floor. If you wish to rent a locker, please collect a form from The Square – Student Services opposite room 143, IAHS.

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 room 144, IAHS, 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.
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 Metis health issues among faculty and student body; and,
3. Improved relations between the university and local Aboriginal communities.

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

- Aboriginal Student 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 SGS 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 SGS 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.

NOTE: Medical/dental plans also apply to off campus, program-related activities, such as clinical placements in McMaster’s catchment area. Students who opt-out will not have any coverage through the university for any medical or dental expenses and must ensure any personal insurance they have will be adequate. In addition, students who choose to apply for clinical placements out of catchment may require supplementary insurance. Contact the GSA office manager for details.

Refectory Building  
East Tower, 2nd floor  
email: macgsa@mcmaster.ca  
http://www.mcmaster.ca/gsa  
(905) 525-9140  
ext. 22043

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 or visit: https://iss.mcmaster.ca/

DENTAL PLAN

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

EXTENDED HEALTH BENEFITS - GRADUATE STUDENTS ASSOCIATION - DRUG INSURANCE PLAN

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

Students are advised that they are responsible for arranging health insurance coverage when studying outside of Ontario (e.g., for clinical education 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 enquires 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: MUSC Room 212</th>
<th>Phone: (905) 525-9140 ext. 27851</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email: <a href="mailto:hres@mcmaster.ca">hres@mcmaster.ca</a></td>
<td></td>
</tr>
<tr>
<td>Website: <a href="http://hres.mcmaster.ca/">http://hres.mcmaster.ca/</a></td>
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</table>

LIBRARY SERVICES

1. HEALTH SCIENCES LIBRARY ([http://hsl.mcmaster.ca/](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/](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 MUSC B112 (Lower Level)</th>
<th>(905) 525-9140 ext. 24086</th>
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<tbody>
<tr>
<td><a href="http://macoffcampus.mcmaster.ca">http://macoffcampus.mcmaster.ca</a></td>
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</tbody>
</table>
OMBUDS OFFICE

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

<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:ombuds@mcmaster.ca">ombuds@mcmaster.ca</a></td>
<td></td>
</tr>
</tbody>
</table>

STUDENT ACCESSIBILITY SERVICES (SAS)

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

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

<table>
<thead>
<tr>
<th>Student Success Centre</th>
<th>(905) 525-9140 ext. 24254</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gilmore Hall 110</td>
<td></td>
</tr>
<tr>
<td><a href="http://studentsuccess.mcmaster.ca/">http://studentsuccess.mcmaster.ca/</a></td>
<td></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 range of health services, including access to a personal health care provider during your time at McMaster.

Please note: effective May 1, 2016, per the April 2016, Graduate Students Association (GSA) vote, graduate students will no longer have access to the Centre’s counselling services other than the services provided by physicians. For further information and formal announcement, visit: [http://wellness.mcmaster.ca/latest-news/166-announcement-counsellingchanges.html](http://wellness.mcmaster.ca/latest-news/166-announcement-counsellingchanges.html)

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

<table>
<thead>
<tr>
<th>Student Wellness Centre</th>
<th>(905) 525-9140</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC B101 (clinic) and B118 (Education Centre) located on the lower level</td>
<td>Medical Clinic: ext. 27700</td>
</tr>
<tr>
<td><a href="http://wellness.mcmaster.ca/">http://wellness.mcmaster.ca/</a></td>
<td>Health Promotion: ext. 23312</td>
</tr>
</tbody>
</table>

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.

Student Financial Aid and Scholarships
Gilmour Hall, Room 120
Government & University Aid, e-mail: osap@mcmaster.ca
Scholarships email: awards@mcmaster.ca
Phone: (905) 525-9140 ext. 24319
Fax: (905) 521-9565
[http://sfas.mcmaster.ca/](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 MOSAIC beginning mid-September.

**Out of Province and Out of Country Student Loans’ Programs** – facilitated by the Student Financial Aid and Scholarships Office for students from out of town and out of country. Please contact the office for more information.
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 Student Accessibility Services regarding additional funding/bursaries that may be available for individuals with special needs.

Students of Aboriginal Ancestry should contact the Aboriginal Students Health Sciences Office 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 located here: http://sfas.mcmaster.ca/.

MCMASTER INTERNAL AWARDS (Bursaries, Scholarships and Travel Awards)

The application process for McMaster Internal Awards is available through MOSAIC. Students apply for these awards in MOSAIC. Every student will be able to view awards available for their program of study.

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

1. **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.

   Value: $1,500.00

2. **The Zonta Club of Hamilton 1, Frances Colter Memorial Bursary** – Established in 2016 by members of the Zonta Club of Hamilton 1 in memory and recognition of dedicated member and supporter of their club, Fran Colter, who was a pioneer in the field of physiotherapy at Chedoke Hospital, Hamilton. This award is to be granted to a female student in the Physiotherapy Program who demonstrates financial need.

   Value: TBA

3. **Graduate Student Association (GSA) Travel Grants** – The GSA awards a number of travel grants every semester (Sept-Dec, Jan-Apr, May-Aug). GSA Travel Assistance Grants are funded from the proceeds of the GSA Development Fund, which is sustained by contributions from Graduate Students and the University.

   Value: $500.00

4. **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.

5. **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.

**PT PROGRAM INTERNAL AWARDS (Bursaries, Scholarships and Travel Awards)**

1. **Master of Science (Physiotherapy) Program Ontario Physiotherapy Association (OPA) Travel Award** – The Physiotherapy Program offers support for students to travel to the Ontario Physiotherapy Association annual conference. A call to apply for the funds is circulated to students via email by the Program Coordinator. This travel award will only be available during the year that the conference takes place.

   Value: TBC

2. **Master of Science (Physiotherapy) Program Canadian Physiotherapy Association (CPA) Travel Award** - The Physiotherapy Program offers support for students to travel to the Canadian Physiotherapy Association (CPA) Congress. A call to apply for the funds will be circulated via email by the Program Coordinator. This travel award will only be available during the year that the Congress takes place.

   Value: TBC

3. **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

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.

**EXTERNAL AWARDS**

Students are encouraged to review award opportunities available through the SGS and/or external organizations.

For example, the Canadian Physiotherapy Association offers a number of division awards that students may apply to.
Some awards may cover travels costs if the student is presenting material at Congress (e.g., the Student Congress Award established by the Oncology Division of CPA)

If a McMaster University Student receives one of the following awards, it will be presented at the McMaster Convocation Reception held annually.

- Senior’s Health Division Students Award
- Canadian Respiratory Health Professionals Student Excellence Award
- CRD Cardiorespiratory Student Award
- Private Practice Division Student Award

Please visit the CPA’s website for more information, including application process and deadlines.

**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 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 SRS, 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

**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

**Physiotherapy Student Leadership Award of Excellence**
Established by the Leadership Division of the CPA. This award is to recognize a student in the final year of a physiotherapy program who demonstrates exceptional leadership qualities for the promotion of the physiotherapy profession and/or improvement of the quality of student experience.

Prize: Honorary certificate and a complimentary one-year Leadership Division membership upon registration as a member of the Canadian Physiotherapy Association.

**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 SRS 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 SRS policies, the SGS Policy prevails.

Throughout the year, policies and procedures may be reviewed and may be revised. Students will be informed via email and 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.

A comprehensive listing of applicable McMaster policies is not included in this handbook.

For more information regarding Policies and Procedures applicable to students registered at McMaster University in relation to academics, please visit:

ACADEMIC INTEGRITY POLICY

The following quotes the McMaster Academic Integrity Policy.

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

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

APPEALS PROCEDURES

McMaster University Appeals Procedures are located here:


Please contact the Hearings Officer (in the University Secretariat Department) for more information.

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/
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:


Access to Examinations:

Students who wish to review examinations are required to contact the Instructor.

- The cost will be $10 per examination for review
- Students are not able to take notes or photographs etc. of the examination(s).
- Students will be supervised by a staff/faculty member while reviewing.

RESEARCH INTEGRITY POLICY

The Research Integrity Policy is applicable to all individuals who participate in conducting research at McMaster University, including faculty, staff, students and volunteers. To review the full policy, please visit this webpage:


For more information, please contact the Academic Integrity Office.

<table>
<thead>
<tr>
<th>Office of Academic Integrity</th>
<th>(905) 525-9140</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 211</td>
<td>ext. 24303</td>
</tr>
<tr>
<td><a href="http://www.mcmaster.ca/academicintegrity/">http://www.mcmaster.ca/academicintegrity/</a></td>
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</table>
POLICE RECORDS CHECK

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

To review the full policy, please visit this webpage:

http://fhs.mcmaster.ca/main/education/education_policies.html

PROFESSIONAL BEHAVIOUR CODE OF CONDUCT FOR GRADUATE LEARNERS – FACULTY OF HEALTH SCIENCES

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, shall be governed by this policy whether they are engaged in purely academic or academic/clinical activities, whether they are engaged in administrative functions associated with their learning, whether they are conducting or assisting in research, and whether the activities be on or off site, in real time or in a virtual reality online. Furthermore, the Faculty of Health Sciences Professional Behaviour Code of Conduct for Graduate Learners shall be applicable to all contexts and circumstances in which learners were, or could reasonably be, considered to be representing their educational program in either a real-world or on-line setting.

To review the full policy, 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.

To view the full policy, please visit this webpage:

http://fhs.mcmaster.ca/main/education/education_policies.html
MASTER OF SCIENCE PROGRAM
PHYSIOTHERAPY
McMaster University

Complete Title: Guideline for Review of Student Performance and Progress
Date Developed: May 26, 2004
Last Revised: February 17, 2011
Approved by: PT Education Committee
Approved by: PT Governing Committee
Date of Most Recent Approval:
PT Governing Committee - June 29, 2011
PT Education Committee – July 30, 2015
Guideline Owners:
Assistant Dean (PT)
Program Manager

PREAMBLE:
The Program Academic Study Committee (PASC) is responsible for reviewing MSc(PT) Program student performance and progress and determining if students are in a position to proceed in the program.

The PASC meets at regular intervals and as needed throughout the academic year. The PASC has the authority to:
- Recommend informal remediation;
- Require formal remediation, specifically enrolment in a remediation course; and/or
- Make recommendations for program withdrawal.

Please refer to the PASC Terms of Reference (PT Program Handbook) for additional information.
GUIDELINE:
The PASC typically meets at the end of each academic component of the Unit prior to the clinical placement (pre-clinical PASC) to review each student’s academic progress and to discuss any concerns, including but not limited to safety, professionalism, and to determine if students are in a position to undertake the clinical placement component.

The PASC also meets upon completion of each of the Unit (i.e., after the completion of the clinical placement component; Final PASC) to recommend final course grades.

Student Progression in the Program:
In order to continue in the program:

- Students must achieve a total of at least a grade of least B- on the total of the individual evaluative components of each course. Students who do not achieve a minimum of a B- on the total individual components will be referred to the PASC.

- Students must receive a “Satisfactory” for each of the evaluative criteria of the Problem-based Tutorial evaluation at final PBT evaluation. Any student who receives an “Unsatisfactory” will be referred to the PASC.

- The PBT course coordinator, in consultation with the PBT tutor, will make a recommendation regarding a pass or failing grade. This recommendation will be considered by the PASC as part of its deliberation.

- If a student fails two (2) or more Objective Structured Clinical Exam (OSCE) stations because of safety issue(s) or if a student fails the OSCE overall, the Clinical Laboratory Course Coordinator will bring that student forward to the PASC prior to the student entering clinical placement.

- Students must receive a “Pass” in the Clinical Education courses at final evaluation. Any student who receives a “Fail” will be referred to PASC.

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

1. As part of its deliberations, the PASC will consider all relevant evidence which includes, but is not limited to: the student’s overall academic standing and progress in the program to date, documentation related to specific course components or evaluations, documentation related to specific circumstances or events considered relevant.

2. If a student fails a course as determined by the PASC, s/he is assigned a “FAIL” (F) grade for the course.

3. The PASC will determine if the student is eligible for informal or formal remediation. The purpose of remediation is to provide the student with an opportunity to address learning gaps and to provide the student with appropriate learning supports to enhance current and future performance within the program.

Informal Remediation
   a. If a student passes a course, but the PASC has identified specific performance issues in any area, the PASC may recommend informal remediation

Formal Remediation
   b. If the student is eligible for formal remediation as determined by the PASC, and if the student chooses to undertake the remediation, s/he will register for the appropriate remediation course.

   c. If the student successfully completes the course, a grade of “PASS” (P) will be assigned for the course is “PASS”.

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d. If the student is unsuccessful in completing the course, a grade of “FAIL” (F) will be assigned. **A “FAIL” assigned in a remediation course will be considered as a second fail in the Program.**

e. **A student is allowed to undertake a remediation course only once during the program.**

5. The PASC will make a determination if forward feeding (conveying information to a future evaluator), as part of remediation is required. The purpose of forward feeding includes but is not limited to supporting a student’s current and/or future academic performance.

6. If the student is deemed by the PASC to not be eligible for remediation, the PASC will make a recommendation for required withdrawal to the Associate Dean, Graduate Studies (Health Science).

**A student is not eligible for remediation if s/he:**

a. fails two courses in one Unit (constitutes 2 course failures)  
b. has previously undertaken a remediation course  
c. if the deficits are significant enough not to warrant remediation

**Typical Procedures for Remediation and Withdrawals:**

1. If the PASC’s recommendation is for:
   a. Informal remediation - The student will also receive a letter from the Assistant Dean, as Chair of the PASC.
   b. Formal remediation (remediation course) or withdrawal, the student will be notified as soon as possible by the Assistant Dean. The preferred method of communication is in-person.
   b.1 Formal remediation (remediation course) - the Assistant Dean will meet with the student to outline the process. The student will also receive a letter from the Assistant Dean, as Chair of the PASC.

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

b.2 Required withdrawal - the Assistant Dean will meet with the student to outline the process. The student will also receive a letter from the Assistant Dean, as Chair of the PASC.

c.1 The student will submit their hospital identification and anatomy badge.

c.2 The program will complete the Request for Change in a Graduate Student’s Status form and forward this to the Associate Dean, Graduate Studies (Health Sciences), who will make a decision on behalf of the Graduate Admission and Study Committee.

**Disclaimer:** If there is a discrepancy between the electronic copy and the written copy held by the Guideline owner, the written copy prevails.
Policy Statement:
A leave of absence may be granted to students within the MSc(OT) and MSc(PT) programs, by the SGS, 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 SGS 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 of SGS 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 SGS, 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 Sciences (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:**
SGS *Leaves of Absence Regulations* (McMaster University)

**Disclaimer:** If there is a discrepancy between the electronic copy and the written copy held by the Guideline owner, the written copy prevails.
Policy Statement:
A leave of absence will be granted to students within the MSc OT and PT programs, by the SGS, 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 SGS 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 SGS 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 SGS, 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:**
SGS 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.
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:
  o 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.
  o 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.
  o 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.
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
Master of Science Physiotherapy Education Committee (PTEC)

TERMS OF REFERENCE

PURPOSE:
The PTEC 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 PTEC is accountable to:
- Graduate Council through the Faculty of Health Sciences (FHS) Graduate Policy and Curriculum Committee (GPCC).
- Council, School of Rehabilitation Science (SRS).

FUNCTIONS:
The Master of Science (Physiotherapy) Education Committee will:
- Discuss/recommend/decide on Physiotherapy Program policies.
- Implement directions and policies from GPCC, SRS.
- Forward, to the appropriate body, recommendations requiring decision approve recommended changes to course names, descriptions and content for forwarding to GPCC.
- Seek input from the Standing committees of the PTEC.
- Share information from the Standing committees of the PTEC.
- 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 (2) faculty members of the Physiotherapy Curriculum Committee (PTCC) (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 (1) 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, SRS
   - Associate Dean, FHS (Graduate Studies)

e) Quorum:
   - 3 voting members + Chair

**DECISION-MAKING:**
The PTEC 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 endeavors
- **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 partnerships 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 Physiotherapy Program Coordinator, in consultation with the PT Assistant Dean.
   - Sent to committee members no later than one (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 (PTCC).
   - Master of Science (Physiotherapy) Program Academic Study Committee (PASC).

**Working Groups**
   - Ad Hoc as needed.
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<tr>
<th>PTEC Terms of Reference to be Reviewed by Committee annually</th>
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<td>Revised January 16, 2013; approved by SRS Council, February 13, 2013</td>
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Master of Science (Physiotherapy) Curriculum Committee (PTCC)
Terms of Reference

PURPOSE:
The PTCC, a standing committee of the Master of Science (Physiotherapy) Education Committee (PTEC), 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 PTCC is accountable to:
- the PTEC
- Graduate Policy and Curriculum Committee (GPCC), Faculty of Health Science (FHS)

FUNCTIONS:
The PTCC 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, FHS, 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, etc.
- 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 PTEC.
- Forward recommendations requiring decision and approval by the PTEC and Graduate Council, through the Faculty of Health Sciences (FHS) Graduate Policy and Curriculum Committee (GPCC).
- 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.

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<td>June 19, 2013, SRS Council September 11, 2013</td>
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Master of Science Physiotherapy Program Academic Study Committee (PASC)

TERMS OF REFERENCE

PURPOSE:
The Master of Science (Physiotherapy) Program PASC, a standing committee of the Master of Science (Physiotherapy) Education Committee (PTEC), 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 (GPCC), Faculty of Health Sciences (FHS).

ACCOUNTABILITY:
The PASC 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 (6) 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 (IPAC)
- 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 a 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 PASC 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 (6) 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
- 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 (6) units
   - The Chair of the PASC may convene meetings as needed to fulfill the committee functions

b) Minutes:
   - Recorded by the Physiotherapy Program Coordinator 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

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Master of Science Physiotherapy (PT) Program
Scholarship and Awards Committee
TERMS OF REFERENCE

MANDATE
The mandate of the MSc(PT) Scholarship and Awards Committee is two-fold: 1) to review, oversee, recommend, and celebrate student success in their educational endeavors through awards and scholarships; 2) to oversee, recommend, and celebrate faculty, sessional faculty, and other MSc(PT) Program stakeholder contributions and successes through award nominations and/or recommendations to the School of Rehabilitation Science Awards Committee.

COMPOSITION
A. The Committee membership shall be comprised of four (4) members as follows:
   • Two (2) permanent full-time faculty members
   • The Director of Clinical Education
   • The School of Rehabilitation Science (SRS) Program Manager

B. Committee Structure:
   • The Committee shall be chaired by the Assistant Dean (Physiotherapy), who shall only cast a vote only in the case of a tie, as needed.

C. Resource People
   • Physiotherapy Program Coordinator will assist with the application process, collation of scores, meeting minutes, and correspondence.

TERM OF OFFICE
• Physiotherapy Faculty members will be appointed by the Assistant Dean. Term of appointment will be three (3) years and shall be renewable for a second term.
• Terms of office shall be based on the academic year: July 1 to June 30
• If a vacancy occurs, based on the committee composition criteria, someone may be appointed to fill the vacancy for the remainder of the term.

DUTIES
• Oversee the process associated with faculty, sessional, MSc(PT) Program stakeholder nominations and/or applications;
• Oversee applications, screening, and selection for student scholarships and awards;
• Make recommendations to the School of Rehabilitation Science Awards Committee, as appropriate;
• Review selection criteria for Student Scholarship and Awards at least every two (2) years and advise the Assistant Dean (Physiotherapy) and Program Manager for amendment to the Terms of Reference for award; and,
• Review any written statement of concern submitted by student applicants. Upon review, the Committee will make a recommendation to Assistant Dean (Physiotherapy).

MEETINGS AND QUORUM
- The Committee shall meet in-person at least one (1) time per year, as follows:
  - To determine successful student awardees of Scholarships and Awards.
  - To determine faculty, sessional faculty, MSc(P) Program stakeholder nominees for awards.
  - Meetings can also take place via telephone or electronic communication.
  - Additional meetings may be called as required.
  - Quorum shall consist of half plus one of the voting Committee members.

**DECISION-MAKING**
- Decision-making shall be by consensus.
- In the case of ambiguous ranking or inability to come to consensus, a formal vote may be called.
- Decisions by votes shall be decided by a simple majority of votes from a quorum of voting members.
- In a situation of a tie, the Chair shall be given full right to vote on all issues.

**VOTING/EMAIL VOTING**
- In the case of a formal vote, each Committee member shall have one (1) vote except the Chairperson who shall have a casting or deciding vote in the event of a tie.
- The Chair of the Committee shall determine the necessity for an e-mail vote in between regularly scheduled meetings of the Committee.
- Five (5) days from date of e-mailing shall be allowed to complete the poll, from date of notification by e-mail.

**MEMBER RESPONSIBILITIES**
- It is expected that each Committee member will attend meetings or provide advance notice of absence.
- Committee members are required to disclose any real or perceived conflict of interest in the decision-making process of selecting students for scholarships and awards and/or award nominees.
- Committee members will review student applicants and rate applicants according to the rating form, comprised of the eligibility criteria.

**Selection Process**
- Each application is thoroughly examined by a Primary Reviewer and Secondary Reviewer and rated via the rating form.
- Once the Physiotherapy Program Coordinator receives all the scores for all applications assigned to the Committee, applications that are noted as ‘YES’ for “Scholarship/Award” are ranked based on their average scores. Medians and standard deviations will be calculated.
- Committee members will meet to discuss the ranking and to discuss ties.
- If awardees are not identified via the ranking, applications that are noted as ‘NO’ for “Scholarship/Award” will be reviewed.
- Committee members will develop recommendations regarding Scholarship and Award recipients based on the rating of each applicant.

**REPORTING**
- The PT Scholarship and Awards Committee reports to the Physiotherapy Education Committee (PTEC).
- The Chair of the Committee shall provide an annual written report to the PTEC.
**AMENDMENTS**
The Terms of Reference for the Committee will be reviewed as needed, and shall be brought forward to the PTEC for approval.

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<td>PTEC Approval</td>
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<td>PTCC Approval</td>
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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:

VOTING

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| Chair | Recommended by the MSc (OT) and MSc (PT) Program Assistant Deans with the approval of the Associate Dean, SRS, to the Graduate Curriculum and Policy Committee from the membership of the Admissions Committee for a three (3) year term, normally renewable once.  
- Votes only in tie-breaking situation. |
| Assistant Dean, MSc (OT) Program | |
| Assistant Dean, MSc (PT) Program | |
| International Student Coordinator | |
| MSc (OT) Program Faculty Representative | Recommended by the respective Assistant Dean, MSc (OT), with the approval of the Associate Dean, SRS, for a three (3) year term, renewable once. |
| MSc (PT) Program Faculty Representative | |
### VOTING

- Recommended by the respective Assistant Dean, MSc (PT), with the approval of the Associate Dean, SRS, for a three (3) year term, renewable once.

### NSS Program Faculty Representative

- Recommended by the MSc (OT) and MSc (PT) Program Assistant Deans with the approval of the Associate Dean, SRS, for a three (3) year term, renewable once.

### MSc (OT) Program Unfunded Clinical Faculty Representative

- Appointed by Assistant Dean, MSc (OT) Program for a three (3) year term, normally renewable once.

### MSc (PT) Program Unfunded Clinical Faculty Representative

- Appointed by Assistant Dean, MSc (PT) Program for a three (3) year term, normally renewable once.

### VOTING WITH ONE VOTE PER PROGRAM

### MSc (OT) Program Student Representative

- Elected by class in year 1 of the program to serve for a two (2) year term.

### MSc (PT) Program Student Representative

- Elected by class in year 1 of the program to serve for a two (2) year term.

### NON-VOTING

- Associate Registrar and Graduate Secretary, SGS (or representative)
- Program Manager, SRS
- MSc (OT) Program Coordinator
- MSc (PT) Program Coordinator

### EX-OFFICIO AND NON-VOTING

- Associate Dean, SRS
- Associate Dean, Graduate Studies (Health Sciences)

**QUORUM:** Majority and chair

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