

### Mission

The School of Rehabilitation Science aims to provide exemplary educational programs for students in occupational therapy, physiotherapy, speech-language pathology, rehabilitation science and health management. The School will contribute to the advancement of health care in general and rehabilitation science in particular through excellence in collaborative research and service initiatives.

### Vision

The School aims to provide outstanding leadership in rehabilitation science and the national and international levels through continued expansion of innovation in education and research as well as increased commitment to service partnerships with clients and rehabilitation providers.

### Educational Goals

The School of Rehabilitation Science is committed to excellence and innovation in education through the development, implementation and evaluation of problem-based, student-centred curricula that promote interprofessional collaboration and evidence-based practice.



For more information, please contact:

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**Opportunities to  
Participate in the**

**School of  
Rehabilitation  
Science**

**Programs**

**at**

**McMaster University  
Hamilton**

<http://www.srs-mcmaster.ca>

**MSc (Occupational Therapy)**  
**MSc (Physiotherapy)**  
**MSc (Speech-Language Pathology)**

Professional Masters programs have been designed to enable students to complete their professional education in two calendar years. Graduates have the knowledge, skills and professional behaviours required to practice in a complete range of institution and community-based settings in urban and/or rural geographical locations.

The curricula of the three programs emphasize that the process of learning is equal in importance to the content. The learning methods are therefore based on the principles of self-directed and problem-based learning (PBL).

The philosophy of problem-based learning stems from the premise that acquisition of new knowledge requires activation of prior knowledge, and that knowledge is best remembered in the context in which it is learned. Throughout the program, students encounter a variety of problem scenarios carefully designed and selected for each curriculum unit/term. These problems may be used in tutorials, clinical skills laboratories, or clinical education.

**Rehabilitation Science**

The Rehabilitation Science graduate program offers post-professional programs: a PhD and a Master's degree. Within the Master's degree there is a thesis option and a course-based option. Thesis-based programs offer an opportunity to assume leadership positions in the rehabilitation community and contribute to rehabilitation science research. The course-based program is designed for practicing health professionals who want advanced knowledge and opportunity to upgrade their qualifications in a distance-education format. PhD graduates will be experts in rehabilitation science, advance rehabilitation research and transfer new knowledge into practice and policy.

**Opportunities to Participate and Roles**

**Tutor in Problem-Based Learning (PBL)**

- ❖ Work with 7-8 students for 8 to 14 weeks, meeting once or twice a week for 2 ½ hour sessions, to develop and address learning issues from health care problems;
- ❖ Receive free training through workshops in the Program for Faculty Development (PFD) at McMaster.

**Clinical Skills Lab Instructor**

- ❖ Teach and/or evaluate student assessment and treatment skills (may vary from one to several sessions).

**Clinical Preceptor/Instructor**

- ❖ Supervise students in the clinical setting for 4-10 weeks and evaluate their performance;
- ❖ Receive free training through the Clinical Teaching workshop (PFD) and OT/PT/SLP Clinical Education programs.

**Guest Lecturer**

- ❖ Lecture on a topic in your area of clinical expertise.

**Committees Member**

- ❖ Admissions
- ❖ Program, Curriculum, and / or Education
- ❖ Ad hoc working groups and sub-committees
- ❖ Thesis committee (RS MSc or PhD)

**Project Supervisor**

**Assignment Evaluator**

**Facilitator for course-based (on-line) program**

**Mentor**

**Education Resource Person**

- ❖ Develop health care problems, curriculum modules, or clinical learning experiences;
- ❖ Provide consultation on content for courses or graduate work;

- ❖ Be available to students for consultation in your area of professional practice;

**Criteria for Clinical, Part-time (non-funded) Appointments**

**Clinical Lecturer or Assistant /Associate Clinical Professor**

- ❖ Possess minimum a Master's degree;
- ❖ Engage in scholarly activity e.g., conference presentations, publications, research;
- ❖ 3-year commitment to contribute up to approximately 100 hours annually in education and/or research;
- ❖ Appointment is reviewed every three years.

**Assistant Clinical Professor (Adjunct)**

- ❖ Typically possess professional degree e.g., PT, OT, SLP, other;
- ❖ 3-year commitment to contribute approximately 50 hours annually in educational roles;
- ❖ Appointment is reviewed every three years.

**Benefits of Clinical (non-funded) Appointments**

- ❖ MAC ID allows for sign-on for a number of systems including wireless access, library services, various educational tools
- ❖ Links with SRS research groups;
- ❖ Complimentary registration at McMaster PFD workshops;
- ❖ Limited financial support for conference presentations;

*For more information please go to [www.srs-mcmaster.ca](http://www.srs-mcmaster.ca) and click on About Us, Faculty Appointments.*