



School of
Rehabilitation
Science
REACHING FURTHER

Program Handbook

**Master of Science (MSc)
Physiotherapy (PT)
Program**

**McMaster University
2019-2020**

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McMaster University, 2019

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MSc (PT) PROGRAM ADMINISTRATION TEAM

Assistant Dean	Dr. Vanina Dal Bello-Haas Room 403/E, IAHS (905) 525-9140, ext. 27822
Acting Program Manager	Tim Miuccio Room 403/B, IAHS (905) 525-9140, ext. 27801
Program Coordinator	Liz Dzaman Room 406, IAHS (905) 525-9140, ext. 27859
Curriculum Assistant	Jill Iannazzo Room 406, IAHS (905) 525-9140, ext. 27821
Director of Clinical Education	Dr. Sarah Wojkowski Room 428, IAHS (905) 525-9140, ext. 27814
Clinical Education Administrative Assistant	Shelby Dunbar Room 406, IAHS (905) 525-9140, ext. 27806

For further information, please consult the School of Rehabilitation Science (SRS) website
www.srs-mcmaster.ca

PT PROGRAM HANDBOOK

Introduction

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

It is your responsibility as a McMaster MSc (PT) student to be familiar with the information in this Program Handbook, the Physiotherapy Clinical Education Handbook, the Graduate Calendar, the University policies and procedures outlined in this Handbook, and other University Senate Policy and Procedures 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>).

Policies must be responsive to changes in the environment and thus, may be revised over the course of the academic year. Students are advised to check “Avenue-2-Learn (A2L)” (the McMaster University learning management system) for the most up-to-date information. Complete versions of the policies and procedures may also be obtained from the Program Manager.

The MSc (PT) **Program Handbook** is **not** intended to be a complete guide to services provided at McMaster University. Please visit the University website for a comprehensive list of services.

In addition to this Handbook, the MSc (PT) Program provides students with the following important documents related to the academic program:

The **Unit Handbooks** outline the goals and objectives of each Unit and the courses within each Unit and contains information regarding the academic requirements for the specific Unit courses.

The **Clinical Education Handbook** outlines information and policies and procedures related to the clinical practice component (clinical education courses) of the MSc (PT) Program and is distributed to students at the same time as the PT Program Handbook. The Clinical Education Handbook is considered a supplement of the PT 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 and procedures that are approved by McMaster University Senate.

Students are encouraged to examine the SGS Calendar for information about:

- Graduate study at McMaster University;
- 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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THE PHYSIOTHERAPY PROFESSION

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 and professional attitudes and behaviours. 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 complimentary membership in the Canadian Physiotherapy Association.

Canadian Physiotherapy Association
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 (CAPR). 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

ESSENTIAL COMPETENCY PROFILE FOR PHYSIOTHERAPISTS IN CANADA (National Physiotherapy Advisory Group (NPAG), 2017)

INTRODUCTION

The fourth-generation competency profile is a foundational document that describes the essential competencies required of a physiotherapist in Canada throughout their career and specific milestones expected of a physiotherapist at entry to the profession. The point of “entry-to-practice” is particularly significant as it represents the time at which learners become clinicians. It is also the endpoint of the formal involvement of program accreditors and educators and the starting point of regulation, continuing professional development, and specialization.

The Essential Competencies and Entry-to-Practice Milestones are intended to provide guidance in a number of areas including: informing curriculum content, setting accreditation standards, developing exam blueprints, and establishing a baseline for areas of specialization. The complete document can be found at https://physiotherapy.ca/sites/default/files/competency_profile_final_en.pdf.

A number of overarching assumptions apply to all competencies described herein.

1. Physiotherapists practice client-centred care and only act with the client’s informed consent;
2. Physiotherapy practice is evidence-informed; and
3. Client safety is paramount.

The Essential Competencies and Entry-to-Practice Milestones are set out under seven domains of physiotherapy practice, as follows:

1. PHYSIOTHERAPY EXPERTISE

As experts in mobility and function, physiotherapists use clinical reasoning that integrates unique knowledge, skills and attitudes to provide quality care and enhance the health and well-being of their clients.

2. COMMUNICATION

As communicators, physiotherapists use effective strategies to exchange information and to enhance therapeutic and professional relationships.

3. COLLABORATION

As collaborators, physiotherapists work effectively with others to provide inter- and intra-professional care.

4. MANAGEMENT

As managers, physiotherapists manage self, time, resources and priorities to ensure safe, effective and sustainable services.

5. LEADERSHIP

As leaders, physiotherapists envision and advocate for a health system that enhances the wellbeing of society.

6. SCHOLARSHIP

As scholars, physiotherapists demonstrate a commitment to excellence in practice through continuous learning, the education of others, the evaluation of evidence, and contributions to scholarship.

7. PROFESSIONALISM

As autonomous, self-regulated professionals, physiotherapists are committed to working in the best interest of clients and society, and to maintaining high standards of behaviour.

KEY COMPETENCIES

PHYSIOTHERAPY EXPERTISE

- Employ a client-centered approach;
- Ensure physical and emotional safety of client;
- Conduct client assessment;
- Establish a diagnosis and prognosis;
- Develop, implement, monitor and evaluate an intervention plan;
- Complete or transition care and
- Plan, deliver and evaluate programs.

COMMUNICATION

- Use oral and non-verbal communication effectively;
- Use written communication effectively;
- Adapt communication approach to context; and
- Use communication tools and technologies effectively.

COLLABORATION

- Promote an integrated approach to client services;
- Facilitate collaborative relationships;
- Contribute to effective teamwork; and
- Contribute to conflict resolution.

MANAGEMENT

- Support organizational excellence;
- Utilize resources efficiently and effectively;
- Ensure a safe practice environment;
- Engage in quality improvement activities;
- Supervise others; and
- Manage practice information safely and effectively.

LEADERSHIP

- Champion the health needs of clients;
- Promote innovation in healthcare; and
- Contribute to leadership in the profession.

SCHOLARSHIP

- Use an evidence-informed approach in practice;
- Engage in scholarly inquiry;
- Integrate self-reflection and external feedback to improve personal practice;
- Maintain currency with developments relevant to area of practice; and
- Contribute to the learning of others.

PROFESSIONALISM

- Comply with legal and regulatory requirements;
- Behave ethically;

- Embrace social responsibility as a health professional;
- Act with professional integrity; and
- Maintain personal wellness consistent with the needs of practice.

excerpts from NPAG: https://physiotherapy.ca/sites/default/files/competency_profile_final_en.pdf

ESSENTIAL SKILLS AND ATTRIBUTES REQUIRED FOR THE STUDY OF PHYSICAL THERAPY/ PHYSIOTHERAPY – UNDER REVISION, FOR FINALIZATION

Ontario Council of University Programs in Rehabilitation Sciences (OCUPRS), May 2019

Available at; https://cou.ca/wp-content/uploads/2019/05/orpas_pt_essential_skills_and_attributes.pdf

Introduction

This document provides information for applicants to Physical Therapy/Physiotherapy programs, students, faculty, staff, accessibility service providers, health professionals, and the public about the essential skills and abilities expected of candidates in Physical Therapy/Physiotherapy (PT) entry-to-practice programs. (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”). Students who are enrolled in the MSc(PT) Program at McMaster University, upon successful completion of the program will receive a Master of Science(Physiotherapy) degree. The purposes of the Essential Skills and Abilities (ESA) document are to:

- Provide information to prospective PT candidates so that they can make an informed choice regarding applying to a program;
- Help guide PT candidate, faculty, and staff efforts toward student achievement of the essential skills and abilities;
- Help prospective and current candidates decide if they should register with student accessibility services;
- Help candidates, student accessibility advisors, faculty, staff and health professionals develop reasonable accommodations such that the candidates may meet the ESA requirements
- Help ensure the safety of learners during the education program
- Help ensure the safety of patients / clients during student clinical encounters

The Ontario University Programs in Physical Therapy / Physiotherapy are responsible to society for ensuring enrolled students develop the qualifications (academic knowledge, professional behaviours, attitudes and clinical skills) to enter the profession of Physiotherapy in Ontario.

The competency standards for Physical Therapy are described in the Essential Competency Profile for Physiotherapists in Canada (a foundational document that describes the essential competencies, [knowledge, skills, attitudes] required by physiotherapists practicing in Canada, at the beginning of and throughout their career. The document was developed and revised in 2009 through the collaboration of the National Physiotherapy Advisory Group [Canadian Alliance of Physiotherapy Regulators, the Accreditation Council for Canadian Physiotherapy Academic Programs, the Canadian Physiotherapy Association and the Canadian Council of Physiotherapy University Programs]. The document is available for download from <http://www.physiotherapyeducation.ca/Resources/Essential%20Comp%20PT%20Profile%202009.pdf>). Physical Therapy (PT) graduates must be able to determine a physical therapy

diagnosis, complete client assessments, provide interventions within the PT scope of practice, and deliver comprehensive, compassionate care for clients with a wide variety of health conditions. (A complete client is a person, family, group, community or organization that receives physiotherapy professional services, products or information. A client may also be known as a patient. From: <http://www.peacaepc.ca/pdfs/Accreditation/Accreditation%20Standards/FINAL%20PEAC%20S TANDAR DS%202012.pdf>.)

In addition, students must be able to demonstrate sound clinical and professional judgment and responsible decision making while cognizant of practice accountability issues, laws, regulations, professional codes of ethics and standards of practice. For this reason, students in the PT program must possess the necessary cognitive, communication, sensory, motor, and psychosocial skills and behaviours to competently interview, assess, treat and educate clients, and to complete certain technical procedures, in a reasonable timeframe to ensure client safety.

In addition to obtaining a degree in Physical Therapy from an accredited program, an individual must pass the Physiotherapy Competency Examination (PCE) in order to obtain registration/licensure as a Physiotherapist in most jurisdictions in Canada. The PCE has two components: Written and Clinical. Prospective candidates should be aware that the Clinical Component requires candidates to demonstrate knowledge, skills, and behaviours in communication, physical examination, analysis, evaluation, and intervention planning and execution all in timed simulations of patient encounters. (For more information about the national Physiotherapy Competency Examination, consult the Canadian Alliance of Physiotherapy Regulators at http://www.alliancept.org/exams_candidates_overview.php.)

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. All students must have the required skills and attributes described in the Section on Technical Standards. These skills and attributes are essential if a student is to be successful in achieving the competency standards of the PT profession.

All individuals are expected to review this document to assess their ability to meet these technical standards. This policy does not preclude individuals with disabilities – see section on Students with Disabilities, below. Students who anticipate requiring disability related accommodation are responsible for notifying the PT program after acceptance into the program.

Because of the comprehensive, additive and integrative nature of physical therapy curricula, students are expected to complete the PT degree within the timeline set out by a particular PT program. Students with a disability may be granted an extension of time within which to complete the program. These requests are considered on a case-by-case basis, and consideration may be University and program specific. Applicants should seek out and review the policies, procedures and regulations 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, procedures and regulations of the university and faculty/school within which the program is located.

Technical Standards: Description of the Skills and Attributes for Students in a Master's-level program in Physical Therapy

Psychosocial

Students 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. Students must be respectful of individuality and diversity, be able to build trusting relationships, demonstrate excellent interpersonal skills to engage and motivate clients/patients and families, demonstrate creative problem-solving skills and be able to effectively manage multiple, potentially competing demands.

Students must consistently demonstrate the resilience required for full utilization of their intellectual abilities, in the context of the physical, emotional, cognitive and mental demands of the program. Students must demonstrate adaptability to changing environments and the ability to function effectively and independently under stress. The development of mature, sensitive and effective relationships with clients, families and other members of the health care team is also required. Students must consistently demonstrate the resilience and balance to manage a myriad of emotionally charged or ethically challenging scenarios that frequently arise in all work settings.

Information gathering

Students must gather information. This visual, auditory and tactile information is gathered through observation, communication and palpation. Gathering information also includes reading medical records or other written documentation, use of assessment tools and measures, and communicating with members of the health care team.

Communication

Students must be able to adequately communicate and observe clients in order to effectively and efficiently elicit information, describe mood, activity, posture(s) and nonverbal communication. Students must be able to communicate effectively and sensitively with clients, families and members of the health care team. Students must be able to coherently summarize a client's condition, and assessment and intervention plan verbally and in text (handwritten or electronic) to comply with regulatory and organizational record-keeping standards. The level of communication fluency for PT students 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 full competent, independent, and ethical interaction with patients

Critical thinking and Cognition Students

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 to ensure client safety. Students also need to be able to demonstrate the ability to accurately evaluate their own performance to identify learning gaps and to further direct their learning. Effective problem solving and judgment are necessary to address client needs and engage the client 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 in the university-based and clinical environment.

Psychomotor/Physical

Students must demonstrate sufficient motor function to safely perform initial and ongoing assessments and interventions, including collecting data and assessment tests and measures. Motor function should be sufficient to allow completion of tasks in a timely manner, to ensure client safety. Students must be able to use common diagnostic aids or instruments either directly or in an adaptive form (e.g., sphygmomanometer, stethoscope, goniometer) and provide the necessary physical guidance for exercise and/or functional movement by instruction or demonstration. Students must be able to execute motor movements reasonably in order to ensure patient safety and treatment effectiveness, either through the students' own movement or through their ability to guide or direct the movement of others. In addition, students must be able to physically participate in all learning experiences of the educational program (e.g., for clinical skills laboratory work)

Students with Disabilities

Ontario's Physical Therapy/Physiotherapy programs are committed to ensuring that students are afforded an academic environment that is dedicated to the advancement of learning and that is based on the principles of equitable access and individual dignity; as such, they are committed to facilitating the integration of students with disabilities into the University community. Their Faculties/Schools also strive to preserve the academic integrity of the University and the program by affirming that all students satisfy the essential requirements of the program and program courses. Each student with a disability is entitled to reasonable accommodation that will assist her/him to meet the program standards and academic requirements. Reasonable accommodation cannot compromise the essential requirements of a program or client/patient safety and well-being. The purpose of a reasonable accommodation is to ensure the student with a disability has the same opportunity as his/her student peers to attain the required operational level but is not meant to guarantee success in the program.

Exploring reasonable accommodation options may involve the exercise of flexibility by both the University and the student with a disability, while maintaining the academic and technical standards and requirements of the program. The student with a disability must be able to demonstrate the requisite knowledge and behaviours and perform the necessary skills independently and safely. In rare circumstances an intermediary may be appropriate. Instances when an intermediary may not be appropriate include, for example, where the intermediary has to provide cognitive support; or is a substitute for cognitive skills; or is solely conducting an assessment or treatment; or supplements clinical reasoning or judgment. The appropriateness of an intermediary will be assessed on a case by case basis.

Before accepting an offer of admission, students who may require disability related accommodations are strongly advised to review the policies, procedures, and regulations regarding accommodations and consult with the University's student accommodation services and the Faculty/School making the offer. Please note that certain accommodations obtained in previous educational settings may not be appropriate, particularly with respect to clinical requirements. If admitted, students will be required to follow the policies and procedures of the University and Faculty/School within which the program is located.

Note: Specific PT programs in Ontario may have additional program specific essential requirements.

Essential Skills and Attributes Required for the Study of Physical Therapy/Physiotherapy,
OCUPRS approved December 2018

**MSc (PHYSIOTHERAPY) PROGRAM:
MISSION, VISION, VALUES, STUDENT ATTRIBUTES AND PROGRAM OUTCOMES**

MISSION

To educate student physiotherapists:

- who deliver compassionate and effective physiotherapy in dynamic health environments through integration of best evidence and physiotherapy practice management principles, professional standards, and collaborative care; and
- who demonstrate leadership by contributing to their profession, to their communities and to the physiotherapy knowledge base.

VISION

The McMaster Physiotherapy Program will transform physiotherapy education, advocacy, and discovery and knowledge exchange.

VALUES

Collaboration and Teamwork
Innovation and Creativity
Accountability
Honesty and Integrity
Lifelong learning
Citizenship

STUDENT OUTCOMES/EXPECTED GRADUATE ATTRIBUTES (ESSENTIAL COMPETENCIES)

As experts in movement function, dysfunction, and functional performance who promote, improve, and maintain mobility and health, graduates of the McMaster Physiotherapy program will:

Student Outcomes
Demonstrate clinical competency in physiotherapy diagnosis, prognosis, evaluation, treatment planning, and implementation across health care settings. (*Physiotherapy Expertise)
Collaborate in a professional, ethical, legal, and compassionate manner to optimize health care delivery. (*Professionalism, *Collaboration, *Communication, *Leadership, *Management)
Demonstrate a commitment to society and physiotherapy through advocacy and advancement of the profession. (*Leadership, *Scholarship, *Professionalism, *Communication, *Collaboration)
Critically evaluate and effectively apply evidence as a basis for physiotherapy practice in order to determine the effectiveness of interventions and to contribute to the body of knowledge in physiotherapy. (*Scholarship, *Management, *Leadership)

Student Outcomes

Function as effective knowledge exchange brokers using a variety of communication mediums, including verbal and written communication, and technology. (*Communication, *Collaboration, *Scholarship)

Demonstrate knowledge, skills and behaviours necessary to safely function as an autonomous and self-regulated physiotherapy professional in all roles. (*Physiotherapy Expert, *Professionalism, *Scholarship, *Management)

* https://physiotherapy.ca/sites/default/files/competency_profile_final_en.pdf

PROGRAM OUTCOMES

1. Provide students with a variety of innovative learning experiences that reflect current and emerging practices in physiotherapy and education.
2. Provide students with an academic and clinical educational foundation that enables them to safely practice within the professional, legal and ethical framework of physiotherapy practice.
3. Promote the importance of professional growth and life-long learning to the continued development of self as physiotherapist.
4. Deliver a curriculum that is responsive to the educational needs of students and communities served by the McMaster Physiotherapy Program.
5. Ensure program quality through ongoing assessment of outcomes.
6. Educate the communities served by the McMaster Physiotherapy Program about current and emerging roles of physiotherapy.

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 Physiotherapy Program is a full-time, 24-month long, entry-to-practice Masters 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 five (5) units of study. 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, a Clinical Laboratory course, a Foundational Knowledge for the Physiotherapy Practitioner course, and a Research and Evidence-Based Practice course. In addition, the students have an opportunity to take an elective.

Unit 1 – Foundation of Physiotherapy Practice

Unit 2 – Essentials of Physiotherapy Practice I

Unit 3 – Optimizing Physical Function and Mobility Across the Lifespan: Multi-system Dysfunction

Unit 4 – Optimizing Physical Function and Mobility Across the Lifespan: Multi-system Dysfunction and Emerging Roles

Unit 5 – Transition to Independent Practice

Please refer to **page 71** to review the Program's sessional dates (sessional dates are subject to change).

*Note: Students undertaking the MSc(PT) Program as part of dual degree option offered through Rehabilitation Sciences will be exempt from course work within the MSc(PT) Program that relates to Research and Evidence Based Practice (REBP). Students will receive credit for this part of the curriculum based on their successful completion of a methods and analysis course within the Rehabilitation Science Program

COURSE DESCRIPTIONS

Course descriptions can be found in the SGS Calendar:

https://academiccalendars.romcmaster.ca/content.php?filter%5B27%5D=PHYSIOTH&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=37&expand=&navoid=7548&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

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 six 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 or Research and Evidence-Based Practice Courses. Seminar sessions may include 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) and MSc (SLP) 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 (<http://piper.mcmaster.ca/>). Interprofessional collaboration is a part of many of the clinical education placements. In addition to interprofessional experiences, there are opportunities for intraprofessional learning (*e.g.*, with students from the PTA program).

Clinical Education

Students spend a minimum of 1025 hours in 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 a clinical placement in other parts of the country and / or 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.
- 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.
- d. Computer resources include word processing, desktop publishing, statistics and graphic packages, computer-assisted instruction, and literature searching.
- e. Anatomy, physiology 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 and the Objective and Structured Clinical Exams (OSCE) (see below), will take place in the Simulation Lab in the IAHS (The Centre for Professional Practice, Room 205) and/or the Centre for Simulation-based Learning (Health Science Building, Room 1M). These facilities house high fidelity simulation laboratories, a clinical practice rooms; multiple activities of daily living apartments; and a wide selection of models and clinical skills equipment.

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 Five (5) minutes in length, with an additional one (1) minute to travel between stations and read the OSCE scenario; 10 minutes, with an additional two (2) minutes to travel between stations and read the OSCE scenario.

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 will not be permitted to enter an examination room or OSCE if late.

Self-Regulation is the process used within the Program to guide student self-reflection. Self-regulated learning is defined as an active, constructive process whereby learners set goals for their learning and attempt to monitor, regulate and control their cognition, motivation, and behaviour, guided and constrained by their goals and contextual features in the environment (Pintrich, 2000). To facilitate the development of self-reflection using self-regulation, students will be asked to complete and submit action plans related to learning goals across program. Students will also be asked to reflect, in writing and verbally, on the processes and phases of self-regulation by participating in small and large group sessions.

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 Canadian designed clinical evaluation tool. This evaluation tool is based on the Canadian Competency Profile for Physiotherapists (ECP). Students and 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 Occupational Therapists 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. Many students in the 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 awareness of health issues, culture and health practices relevant to the Indigenous 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.

Early in the Program (Unit 1), a NSS information session is offered at McMaster University. Students will be asked to complete a preference form indicating their level of interest at this time.

If interest in NSS is uncharacteristically low, students may be assigned by the program to a clinical placement (any Unit) in NSS.

PROGRAM AND NON-ACADEMIC REQUIREMENTS

Students are required to meet a number of Program and non-academic requirements to progress in the MSc (PT) 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 and University 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); and
- Clinical Sites (e.g., Health Screen).

Program requirements are posted on **Avenue-2-Learn (A2L)** (<https://avenue.cilmcmaster.ca/d2l/le/content/47702/Home>). Program requirements are subject to change.

Failure to submit requirements may result in a referral to the Professionalism Advisory Panel per the *Professional Behaviour Code of Conduct for Learners*:

<https://www.mcmaster.ca/policy/Students-AcademicStudies/Professional%20Code-Graduate.pdf>

ANATOMY LAB TRAINING AND 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 mandatory; 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 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 but not limited to 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.

Note: during the clinical lab course, students use their peers as models to learn and practice clinical skills. It is imperative that each student assesses and monitors their suitability to act as a model.

Students with current or historic impairments or disability should not act as a model if doing so would/could affect a current or past condition. It is the responsibility of each student to evaluate their suitability for engagement in clinical lab. If a student is unsure as to their suitability, they must check with their tutor or the Course Coordinator. If a current, historic impairment or disability is reported, the student may require further documentation from their caring physician submitted to the Program Manager to confirm their ability to safely continue in the clinical lab.

If a student has experienced an injury, the expectation is that the student will 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 (Clinical Education courses) 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*.

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

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

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

ABSENCES

The 2019-2020 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 2.5.8**. Any student who is away from campus for longer than one week, which is not part of the student's vacation entitlement, requires their supervisor's approval in writing. If this period of time 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 away from campus for more than four weeks require not only permission from the Department but also that of the appropriate Vice-Dean, Faculty of Health Sciences (FHS), Associate Dean, Graduate Studies (Health Sciences) and must submit a Request to be Full Time Off Campus. 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 Vice-Dean, FHS, Associate Dean, Graduate Studies (Health Sciences), to be "full-time off-campus" for periods of up to a year. Students will also be required to complete the Risk Management Manual (RMM) 801 forms and gain approval through EOHSS. 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. An exception to this policy would be programs that deliver their curriculum either partially or fully in on-line formats.

For further information, please refer to the SGS Calendar at
<http://academiccalendars.romcmaster.ca/index.php>

For the purpose of clarity, the Physiotherapy Program considers:

"Supervisor" = Assistant Dean

"Department Chair" = Vice-Dean, FHS, Executive Director, School of Rehabilitation Science (SRS)

PROGRAM PROGRESSION

The 2019-2020 McMaster University SGS Calendar indicates:

A student whose work is felt to be unsatisfactory (e.g. as determined by unsatisfactory or marginal supervisory committee reports, failed courses, unsuccessful remediation attempts, failure to successfully complete other mandatory components of their program) may at any time be required to withdraw from the University.

For further information, please refer to the SGS Calendar at:
https://academiccalendars.romcmaster.ca/content.php?catoid=37&navoid=7554#3-6_program_progression

RESCHEDULING OF EXAMINATIONS

In the event a student is ill or needs to reschedule an examination due to extenuating circumstances, **prior** to the examination start time, as/where possible, students must email the Course Coordinator and cc: the Assistant Dean, Program Manager and Curriculum Assistant.

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 will coordinate reasonable timing and delivery of rescheduled exams due to extenuating circumstances and 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:

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

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 (Clinical Education courses) should contact the Assistant Dean and Program Manager, as soon as possible to arrange accommodations.

ACCOMODATIONS FOR CHRONIC CONDITIONS AND DISABILITIES

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

The Academic Accommodation of Students with Disabilities Policy

(<https://accessibility.mcmaster.ca/resource/policy-on-academic-accommodation-for-religious-indigenous-and-spiritual-observances/>) 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 ITEMS ARE NOT ALLOWED IN THE LAB AT ANY TIME:

- Food (including chewing gum) or drinks other than water;
- Shoes on plinths or mats; or
- 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; and
- 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; Please refer to each Unit Handbook for a specific description of acceptable professional attire.

- 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; and
- 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.
 - Linens and Pillows: The Lab Assistant will bring out a linen and pillow cart (or unlock the linen cabinet) at the start and end of each clinical laboratory. *Note: only Course Coordinators/Instructors and the Lab Assistant are permitted in the storage room to access equipment, linen and pillow carts.*
 - Wipe down the tops of plinths and tables prior to and after each use with the cleaning solution located in the lab and a face cloth from the clean linen cart
 - A clean pillowcase is to be applied to each pillow prior to use

- Each student must use their own clean hand towel from the linen cart and place on the pillowcase prior to lying down
- Put dirty laundry in the soiled laundry cart/bag.
- Inform the lab assistant when there is a shortage of clean linen or cleaning solution.
- **Report any hazards in the lab to the Program Manager, ASAP.**

AT THE END OF EVERY CLASS IN THE LABORATORY (405, 406A OR 304):

- Dispose of all dirty laundry in the soiled linen cart/bag
- Return pillows (without pillowcase) to the cart
- Wipe down the tops of plinths and tables that you have used during the lab and return cleaning solution and face cloths to their proper location for laundering.
- Ensure all equipment is returned to the appropriate location or given to the lab assistant or instructor.
- Ensure lab furniture (plinths, chairs, stools) is returned to an acceptable format (see layouts posted throughout the 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.

USING THE LABORATORIES OUTSIDE OF CLASS TIME:

- The lab is available for use by students registered in the MSc(PT) Program outside of class time providing it has not been reserved by another source. This includes weekends and is subject to operating hours of IAHS. Students must contact the Curriculum Assistant to book the lab space (see room bookings).
- When the lab has been booked, a keypad installed on the door will provide access. On weekends and evenings, in addition to the keypad, access to the lab may require key access. As such, you will need to consult with the Curriculum Assistant to arrange access.
- **Note: Clinical Laboratory rules apply at all times.**

EQUIPMENT SIGN OUT:

- Equipment is available for student use and practice to support learning and skill development.
- There is a limited amount of general equipment that is available at all times for students to practice with in Lab 405 (see General Use Equipment).
- If students would like access to equipment outside of the general equipment resources, students should contact the Curriculum Assistant to sign out equipment and must return equipment to the Curriculum Assistant after each use. Note: equipment that is required to be signed in / out with the Curriculum Assistant is not generally available for weekend practice.
- Students are required to report any damaged or non-functioning equipment to the Curriculum Assistant/Program Manager.

GENERAL USE EQUIPMENT (Lab 405):

- A small selection of equipment is available for student use in a designated location within the 405 lab space (marked with green tape).
- This equipment can be accessed on an ongoing basis (including weekends and evenings) and is not required to be sign in/out with the Curriculum Assistant.
- Students can use this equipment at their own risk and should report any damage or non-functioning equipment to the Curriculum Assistant/Program Manager.
- General use equipment should not be removed from the 405 lab space and must be returned to the designated location at the end of each use

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 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.

ACADMIC 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=25&navoid=4668>

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

The MSc (PT) Program is a full-time, graduate, professional entry-level Program. 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

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

MARK POINTS	GRADE
Pass	P
Fail	F

Final course 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: Hospital Main Entrance Ramp, Ewart Angus Center and the Shipping and Receiving Areas.

SAFETY AND SECURITY ON CAMPUS

Security for IAHS:

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

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

Student Walk Home Attendant Team (SWHAT) ext. 27500

SWHAT is a student run volunteer organization dedicated to improving personal safety on campus. Volunteer teams (one male & one female) will walk anywhere within a 30-minute radius from campus or take the bus with students traveling to downtown Hamilton. For further information, visit:
<https://www.msumcmaster.ca/services-directory/3-student-walk-home-attendant-team-swhat>

McMaster Security Services ext. 88

McMaster Security Services are sworn Peace Officers - appointed under the authority of the Ontario Police Services Act. Their appointments give them the powers of a Peace Officer and enable them to enforce the Criminal Code of Canada, Federal and Provincial statutes and Municipal by-laws on the University Campus when on foot, 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. For a map of red assistance poles across the McMaster campus please visit:

https://security.mcmaster.ca/crime_prevention_ephone.html

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-efrt>

Security Tips:

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:

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

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

When the University decides to close, Public Relations will notify local Hamilton radio stations immediately that McMaster is closed for the day and evening. In addition, this information can be found on the *McMaster Daily News* webpage at <http://dailynews.mcmaster.ca> and *via* the University's telecommunications system.

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

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:

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

PT PROGRAM ID BADGE

Students are issued a Program ID badge, which also serves as the Anatomy Lab pass card. The expectation is for students to wear their Program ID badge for all classes and clinical placements.

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:

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

Under no circumstances should students allow others to use their identification badge. Failure to produce identification upon request may lead to removal from the building by security staff.

Further, students must use their Program ID badge to access the anatomy lab. Please see section "Anatomy Lab Training & Access to Facilities" for more information.

In the event that a student withdraws from the Program, the Program ID badge must be returned to the Program.

GENERAL STUDENT INFORMATION

CHANGE OF ADDRESS/NAME

The McMaster University SGS Calendar Indicates, it is the student's responsibility to:

- Maintain current contact information with the University, including address, phone numbers, and emergency contact information.
- Personal information (e.g., Name and/or Address) are made within MOSAIC. **It is imperative that this information is kept up to date in case of emergencies.**

EMAIL INFORMATION

Information from the MSc (PT) Program 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:

Year 2 PT: h-pt2020@mcmaster.ca

Year 1 PT: h-pt2021@mcmaster.ca

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

Per the McMaster SGS Graduate Calendar, it is the student's responsibility to:

- Use the University provided e-mail address or maintain a valid forwarding e-mail address. Regularly check the official University communications channels. Official University communications are considered received if sent by postal mail, by fax, or by e-mail to the student's designated primary e-mail account *via* their @mcmaster.ca alias.

CONFIRMATION OF ENROLMENT AND GRADUATION 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.

The Program informs the College of Physiotherapists of Ontario that students are eligible to graduate immediately following the final Program Academic Study Committee (PASC) meeting subsequent to completion of Unit 5.

For the period between the completion of Unit 5 and convocation, occasionally a student requires a letter acknowledging that upon successful completion of all requirements of the Program, the student is eligible to graduate in November.

These types of letters are obtained by logging into MOSAIC (Student Services Center/ Finances). Select the appropriate letter option from the drop-down menu.

CONVOCATION

Convocation is handled by the Registrar's office and students can find further information on their website: <http://registrar.mcmaster.ca/>

TRANSCRIPTS

The Transcript Department
Office of the Registrar, GH-108
1280 Main Street West, Hamilton ON, L8S 4L8
Phone: 905- 525-4600 Fax: 905-527-1105

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 PROCESS

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

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/SLP 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 Square, Student Services**, room 121, 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 students 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, skills lab, auditorium, etc.) in the IAHS for PT curriculum related activities or student council initiatives (*e.g.*, student/group meetings, presentation or practice) must be directed in the first instance to the Curriculum Assistant.

Any requests for room bookings which are not pertaining to PT curriculum activities including, but not limited to, external training/vendors, seminars and events are to be booked through IAHSroombookings@mohawkcollege.ca, and may be subject to applicable fees, waivers or additional requirements.

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.

STUDENT SERVICES AND RESOURCES

INDIGENOUS STUDENTS HEALTH SCIENCES OFFICE (ISHS)

Dedicated to supporting First Nations, Inuit and Metis students as they prepare for, transition to, and navigate life at McMaster. A member of the ISHS team is available to incoming and current health sciences students who are interested in learning about admissions, programs, scholarships, bursaries, and more. ISHS acts as a liaison for those who wish to get connected to various Indigenous health organizations, communities, professionals, and knowledge holders.

Services include:

- Career and Academic Advising
- Cultural and Peer Support
- Learning Opportunities
- Elders-in-Residence
- Mentorship

Contact ISHS:
Location: HSC - 2A1E
Phone: 905-525-9140 ext. 23935
Email: ishs@mcmaster.ca
Website: <https://ishs.mcmaster.ca/>

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, Level 2
email: macgsa@mcmaster.ca
<http://www.mcmaster.ca/gsa>
(905) 525-9140 ext. 22043

HEALTH INSURANCE INFORMATION

Ontario Health Insurance Plan (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, http://www.health.gov.on.ca/en/public/programs/ohip/ohipfaq_mn.aspx.

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 INFORMATION

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 Building, Level 2, 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 – EQUITY AND INCLUSION OFFICE

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

All contacts with the Centre are confidential.

Equity and Inclusion Office (EIO):
UH 104 - 111
Email: equity@mcmaster.ca
Website: <https://equity.mcmaster.ca/>
(905) 525-9140, ext. 27851

LIBRARY SERVICES

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

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

2. Library@IAHS

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

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

3. LIBRARY RESOURCES FROM HOME

For information to access the McMaster library resources from home go to <https://library.mcmaster.ca/services/off-campus-access>.

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.

Off-Campus Resource Centre
MUSC B112 (Lower Level)
Website: <http://macoffcampus.mcmaster.ca>
(905) 525-9140, ext. 24086

OMBUDS OFFICE

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

All contacts with the Centre are confidential.

Ombuds Office:

MUSC Room 210
Email: ombuds@mcmaster.ca
Website: <https://www.mcmaster.ca/ombuds/>
(905) 525-9140, ext. 24151

SCHOOL OF GRADUATE STUDIES: SKILLS TRAINING

The School of Graduate Studies offers various online and in person skills training opportunities, including access to Graduate Writing Consultants by appointment.

For more information about skills training visit: <https://gs.mcmaster.ca/skills-opportunities/skills-training>

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.*

Student Accessibility Services
MUSC B107 (Lower Level)
Website: <http://sas.mcmaster.ca/>
(905) 525-9140, ext. 28652

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.

Student Success Centre
GH 110
Website: <http://studentsuccess.mcmaster.ca/>
(905) 525-9140, ext. 24254

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, or counselling services, personal counselling and can be your personal health care provider during your time at McMaster.

Student Wellness Centre
MUSC B101 (clinic) and B18 (Education Centre) located on the lower level
Website: <http://wellness.mcmaster.ca/>
(905) 525-9140
Medical Clinic: ext. 27700
Health Promotion: ext. 23312

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.

GH 120
Website: <https://sfas.mcmaster.ca/>
(905) 525-9140, ext. 24319
Fax: (905) 521-9565

FINANCIAL ASSISTANT 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.

BURSARIES

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

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

Students of Aboriginal Ancestry should contact the Indigenous Students Health Sciences (ISHS) 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 was established in 1989 by family and friends in memory of a very special physiotherapist who died prior to completing her Doctoral studies in Medical Sciences at McMaster. The funds are to be awarded to a high academic standing physiotherapy graduate student based on social accountability and good citizenship and who demonstrates financial need.

Value: \$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 Indigenous Ancestry** – National Aboriginal Achievements Awards: full details on the criteria and value of the awards available by the Grand River Post-Secondary Office (<https://www.grpseo.org/scholarships-and-bursaries>), Six Nations in Ontario (<http://sndevcorp.ca/scholarships-bursaries/>). In addition, the McMaster Indigenous Students Health Sciences Office (ISHS) posts information related to bursaries and scholarships on their website at <https://ishs.mcmaster.ca/admissions/scholarships-bursaries>.

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. Ontario Graduate Scholarship (OGS)** – The OGS provides funding to full-time students at the master's level. The Physiotherapy Program uses their allotment for new and current students. A 'Call for Applications' is sent out to 1st year students and posted on A2L (PT Program Resources).

Value: \$15,000.00

- 2. MSc Physiotherapy Program Leadership Scholarship** – The Physiotherapy Program values student leadership. In recognition and support of our student leaders, the Program offers scholarships to 2nd year students who demonstrate outstanding leadership in academic, clinical and community contexts/environments. A 'Call for Applications' is sent out to 2nd year students and posted on A2L (PT Program Resources).

Value: TBA

- 3. 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: TBA

- 4. 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: TBA

- 5. 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

- 6. Program Academic Student Committee (PASC) Awards** – The PASC awards acknowledge MSc (PT) Program student achievement. These merit-based awards will be bestowed to student(s) who espouse and exemplify the attributes of the Essential Competency Profile roles during the Academic portion of each Unit. One student, for each of the seven (7) Essential Competency roles, will be selected at each Unit final PASC meeting (see sessional dates for final PASC meeting dates).

Value: \$50.00 each

7. Contributions to the Community Award – The Contributions to the Community Award recognizes students who are enrolled in the MSc(PT) Program who have provided outstanding contributions to the physiotherapy profession, McMaster Community and /or other communities in a volunteer capacity during enrollment in the MSc(PT) Program. A call to apply for the funds will be circulated via email by the Program Coordinator. The award will only be available as scholarship funds permit.

Value: TBA

EXTERNAL AWARDS

Students are encouraged to review award opportunities available through the SGS (<https://gs.mcmaster.ca/awards-funding/awards-funding>) and/or external organizations.

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.

CONVOCATION AWARDS

Students will be eligible for the following convocation awards at graduation in November. Awards are presented at a celebration reception on the morning 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 (PASC).

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

The Northern Studies Stream Book Award

To be awarded to a graduating student in the MSc Physiotherapy Program, who has demonstrated exemplary interest and effort in understanding and incorporating the healthcare issues of northern, rural and remote practice, and knowledge base unique to the health care concern of the Indigenous people and their communities.

Value: \$100

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-2-Learn” (McMaster University 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:

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

MCMASTER UNIVERSITY: POLICIES, PROCEDURES AND GUIDELINES

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:

<https://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; and
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:

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

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

CODE OF STUDENT RIGHTS AND RESPONSIBILITIES

When students enroll at the University they agree to abide by the rights and responsibilities as outlined in this code and have an obligation to familiarize themselves with the code.

http://studentconduct.mcmaster.ca/student_code_of_conduct.html

COPYRIGHT POLICY AT MCMASTER UNIVERSITY

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

<https://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.

Access to examinations can also be addressed by this policy.

The full policy can be viewed at:

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

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:

<https://www.mcmaster.ca/policy/faculty/Research/ResearchIntegrityPolicy.pdf>

For more information, please contact the **Academic Integrity Office**.

MUSC 211

Website: <https://www.mcmaster.ca/academicintegrity/>
(905) 525-9140, ext. 24303

DISCRIMINATION, HARASSMENT & SEXUAL HARASSMENT: PREVENT & RESPONSE POLICY

McMaster University is committed to fostering a respectful and inclusive organization culture in which all members of the University community work, study and live free of discrimination and harassment.

**Equity and Inclusion Office (EIO)
MUSC 212**

Email: equity@mcmaster.ca

Website: <http://equity.mcmaster.ca/>

(905) 525-9140, ext. 27581

Discrimination and Harassment: Prevention and Response Policy:

<https://www.mcmaster.ca/respectfulcommunity/policy-procedures.html>

SEXUAL VIOLENCE POLICY

All members of the University community have a right to study, work and live in an environment that is free of Sexual Violence.

http://www.mcmaster.ca/policy/General/HR/Sexual_Violence_Policy.pdf

FACULTY OF HEALTH SCIENCES (FHS): POLICIES, PROCEDURES AND GUIDELINES

POLICE RECORDS CHECK (VULNERABLE SECTORE 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 Vulnerable Sector Check (VSC at all times in the Program.

To review the full policy, please visit this webpage:

https://fhs.mcmaster.ca/pcbe/police_records_check.html

PROFESSIONAL BEHAVIOUR CODE OF CONDCUT 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:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/Professional%20Code-Graduate.pdf>

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 complete and forms forwarded to the appropriate individuals and authorities.

To view the full policy, please visit this webpage:

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

MSC (PT) PROGRAM: POLICIES, PROCEDURES AND GUIDELINES

**MASTER OF SCIENCE PROGRAM
PHYSIOTHERAPY
McMaster University**

GUIDELINE CURRENTLY UNDER REVIEW 2019

Complete Title: **Guideline for Review of Student Performance and Progress**

Date Developed: May 26, 2004
Last Revised: February 17, 2011
January, 2015

Approved by: PT Education Committee
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

G U I D E L I N E

**MASTER OF SCIENCE PROGRAM (PHYSIOTHERAPY)
McMaster University**

Guideline for Review of Student Performance and Progress

Date Developed: May 26, 2004
Last Revised: June 6, 2015

Approval: PT Curriculum Committee (July 30, 2015)
PT Education Committee (July 30, 2015)

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".
 - 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 Vice-Dean, FHS, Associate Dean, Graduate Studies (Health Sciences).
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 Vice-Dean, 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.

**MASTER OF SCIENCE (MSc)
PHYSIOTHERAPY (PT) PROGRAM
McMaster University**

Complete Title:	Guideline for Requesting/Returning from a Leave of Absence in the MSc Physiotherapy Program
Date Developed:	June 11, 2018
Approved by:	PT Education Committee – November 14, 2018
Guideline Owners:	Assistant Dean, (PT) SRS Program Manager

GUIDELINE

Preamble:

Students within the MSc Physiotherapy (PT) Program may be eligible for a leave of absence for health related reasons or other extenuating circumstances.

Leaves of absences are granted by the School of Graduate Studies (SGS), and if granted, the duration of the leave of absence will typically be for one year due to the nature of the PT Program.

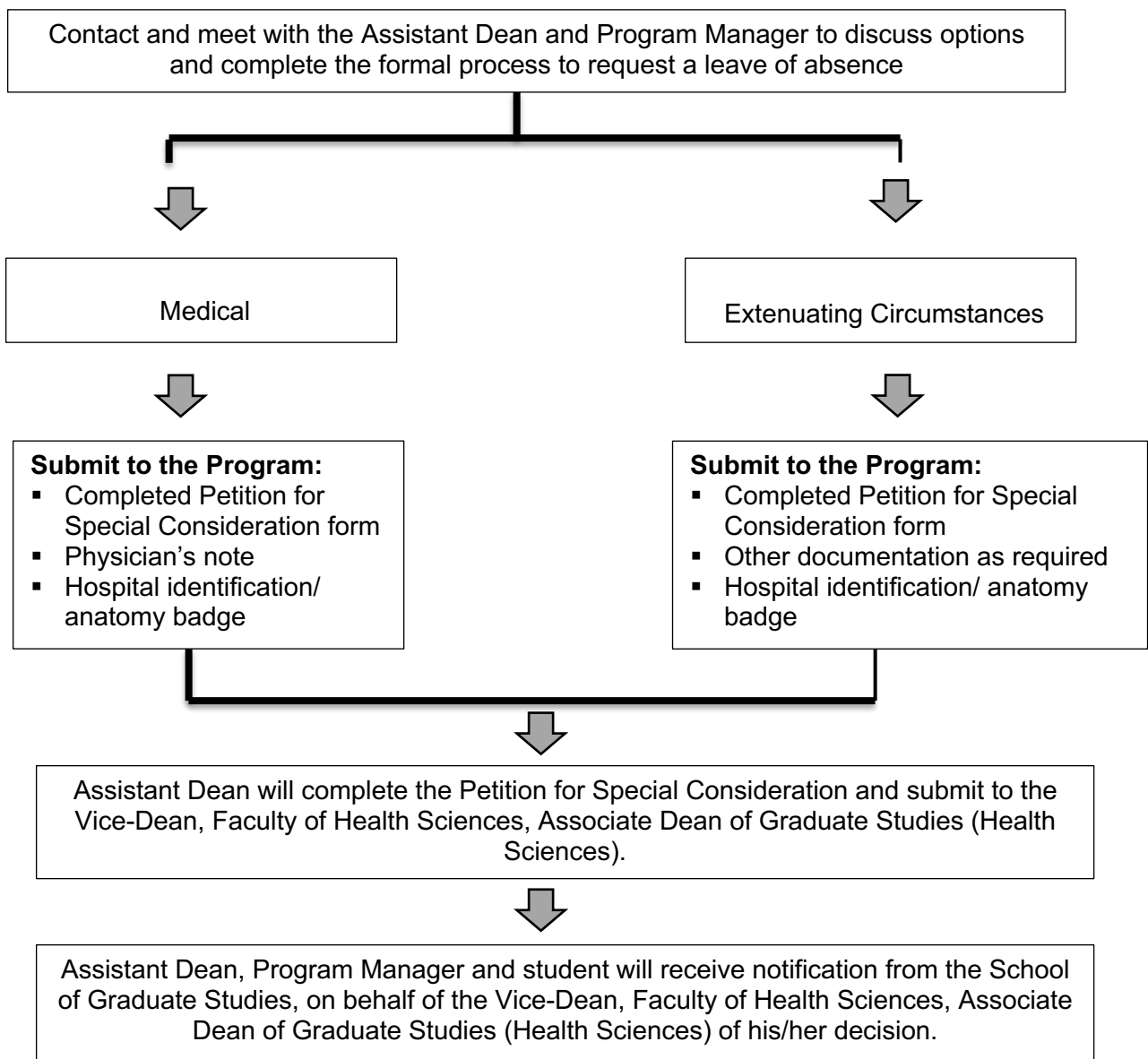
Students are to refer to the following sections of the SGS Graduate Calendar: General Regulations of the Graduate School, Financial Matters, Graduate Scholarships, Bursaries and Other Awards for information about processes, procedures and policies.

Procedures for Requesting a Leave of Absence (Medical or Personal/Extenuating Circumstances):

1. Students are to contact and meet with the Assistant Dean and Program Manager to discuss options, procedure and to complete the formal process to request a leave of absence. The student should bring their hospital identification badge/anatomy card to the meeting.
2. The student will submit a written request for a leave of absence (medical and/or personal leave of absence) to the Program, by completing the Petition for Special Consideration Form (available on the of SGS website).
 - To request a medical leave of absence, a physician's note is required to accompany the Petition for Special Consideration submission.
 - If applicable, relevant documentation pertaining to the extenuating circumstance(s) may be required.
 - The student will be required to submit their hospital identification badge/anatomy card if not already provided at the time of the initial discussion with the Assistant Dean.
3. Once submitted to the Program, the Assistant Dean will complete the Petition for Special Consideration form which will include:
 - Acknowledgement that the leave of absence has been reviewed with the student;
 - The unit of study to which the student is eligible/anticipated to return; and,

- Any courses that should be removed from the student record because of the leave of absence timing.
4. The Assistant Dean/Program Manager will submit to the Vice-Dean, Faculty of Health Sciences, Associate Dean of Graduate Studies (Health Sciences):
 - The original copy of the Petition of Special Consideration;
 - And the original copy of the physician's note, or other documentation as required provided by the student, as/if applicable;
 5. On behalf of the SGS, the Vice-Dean, Faculty of Health Sciences, Associate Dean of Graduate Studies (Health Sciences) will review the submission and the information provided by the Assistant Dean and make a decision. His/her office will notify the Assistant Dean, Program Manager and student of his/her decision.

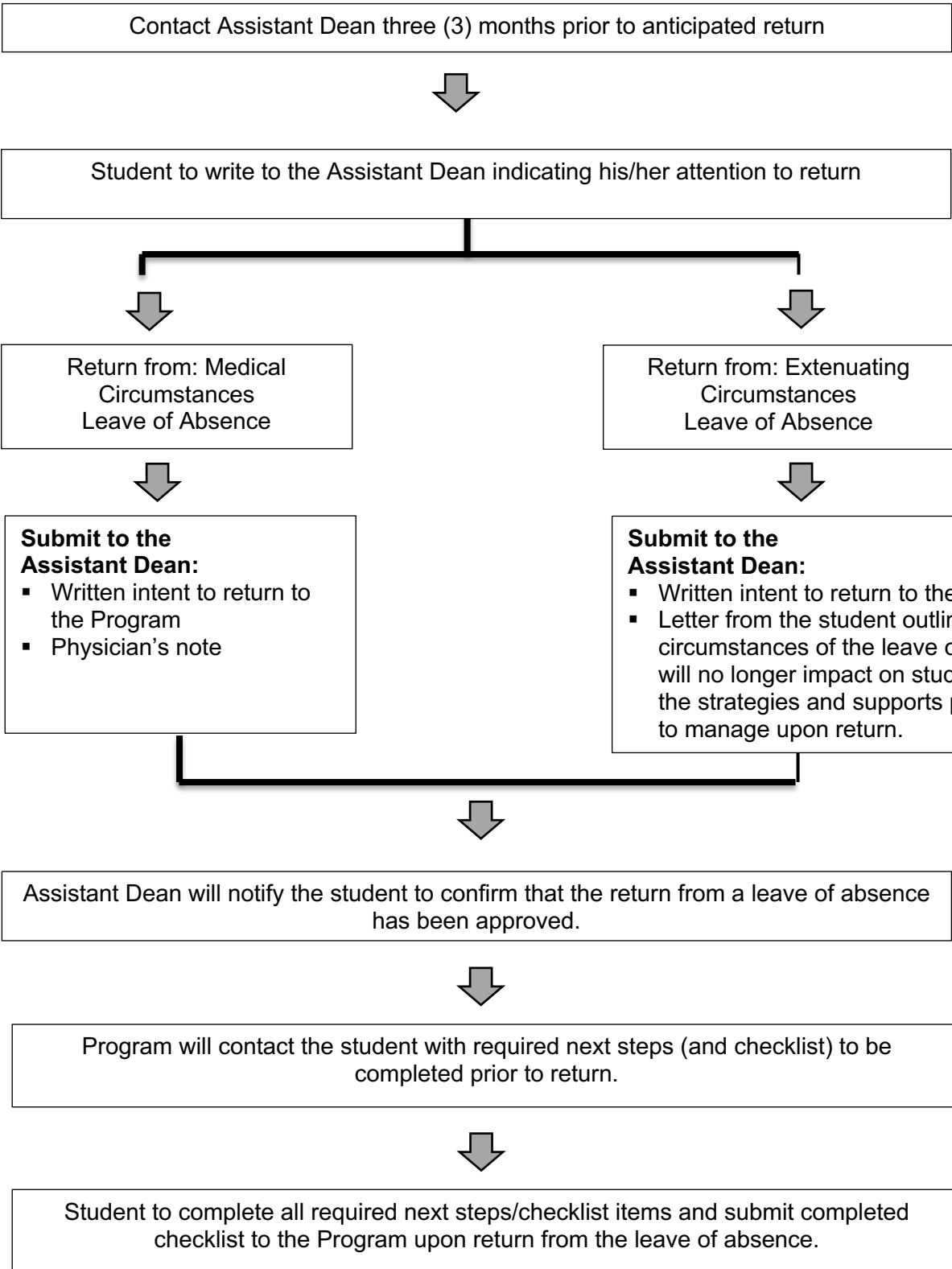
PROCESS



Procedures for Returning from a Leave of Absence:

- a. The student must write (email or formal letter) to the Assistant Dean no later than three months prior to the beginning of the appropriate Unit of study to which the student would be returning indicating his/her intention to return.
 - b. 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 to accompany the request for return.
 - This note or letter must be dated within at least three 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.
 - c. If the leave of absence was granted for extenuating circumstances the email or letter from the student must demonstrate that:
 - The circumstances for which the leave was granted will no longer impact on studies; and,
 - Strategies and/or supports have been put in place to manage upon return to successfully resume studies.
2. Reentry to the Program will depend on evidence of readiness to return, reviewed by the Assistant Dean, in consultation with the Program Academic Study Committee (PASC) and/or the Vice-Dean, Faculty of Health Sciences, Associate Dean of Graduate Studies (Health Sciences) as/if appropriate.
 3. Once the Assistant Dean has confirmed that the documentation provided by the student allows for successful resumption of studies on the specified date, the Assistant Dean will notify the student to confirm that a return from the leave of absence in the specified Unit of study has been approved.
 4. The Program will contact the student to provide an overview of next steps and all mandatory Program requirements to be completed prior to the return in order to resume studies (*e.g.*, Vulnerable Sector Screening, Health Screening, updated hospital identification/anatomy badge, registration processes etc.)
 - As part of the next steps – students will be required to complete and submit a checklist to the Program upon return from a leave of absence to ensure all required tasks/documents have been fulfilled.

PROCESS



Related Policies and Procedures:

School of Graduate Studies - *General Regulations of the Graduate School, Financial Matters, Graduate Scholarships, Bursaries and Other Awards*

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

**MASTER OF SCIENCE (MSc)
PHYSIOTHERAPY (PT) PROGRAM
McMaster University**

Complete Title:	Guideline for Leave of Absence for a Graduate Student Who is a New Parent in the MSc Physiotherapy Program
Date Developed:	June 11, 2018
Approved by:	PT Education Committee – November 14, 2018
Guideline Owners:	Assistant Dean, (PT) Program Manager

GUIDELINE

Preamble:

Students within the MSc Physiotherapy (PT) Program may be eligible for a parenting leave of absence if they are expecting a child, whether by adoption, birth or guardianship.

Leaves of absence are granted by the School of Graduate Studies (SGS), and if granted, the duration of the parenting leave of absence will take into consideration the nature of the PT Program.

Students are to refer to the following sections of the SGS Graduate Calendar: General Regulations of the Graduate School, Financial Matters, Graduate Scholarships, Bursaries and Other Awards in addition to the School of Graduate Studies Resources webpage for information about processes, procedures and policies.

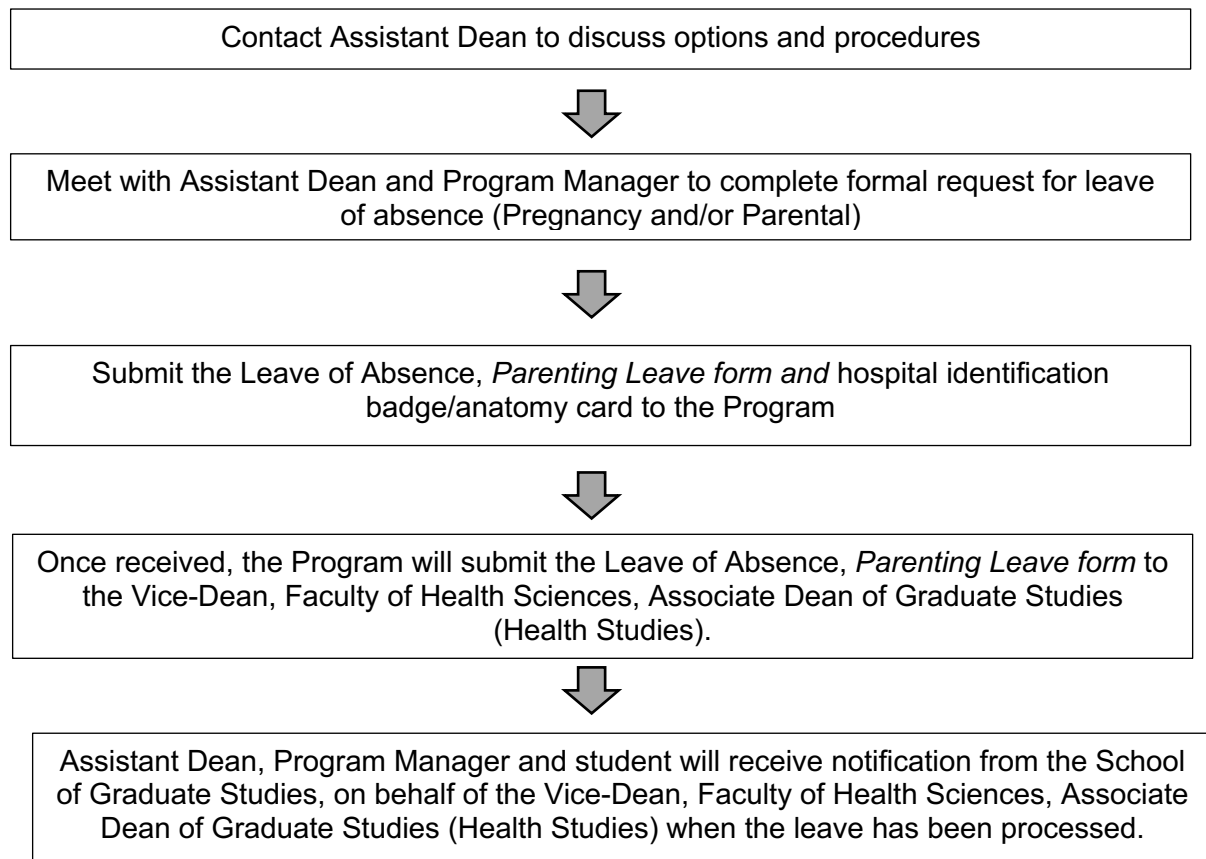
Procedures for Requesting a Leave of Absence (Pregnancy or Parental):

1. Students are to contact the Assistant Dean prior to submitting written documentation or the Parenting Leave form, to discuss options and procedures.
2. The student will meet with the Assistant Dean and Program Manager to complete the formal process to request for a leave of absence, (parenting leave) and confirm the agreed upon dates, and scheduled date of return to studies. The student should bring their hospital identification badge/anatomy card to the meeting.
3. The student will submit a written request for a leave of absence, parenting leave, to the Program, by completing the *Parenting Leave Form* where the leave of absence includes pregnancy and/or parental leave.
4. Once received by the Program, the Parenting Leave form, will be submitted by the Program to the Vice-Dean, Faculty of Health Sciences, Associate Dean of Graduate Studies (Health Studies).
5. On behalf of the SGS, the Vice-Dean, Faculty of Health Sciences, Associate Dean of Graduate Studies (Health Studies) will review the submission. His/her office will notify the Assistant Dean,

Program Manager and student when the leave has been processed.

6.

PROCESS



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

5. The student must write (email, letter) the Assistant Dean no later than three months prior to the beginning of the appropriate Unit of study to which the student would be returning indicating his/her intention to return.
6. The Assistant Dean will acknowledge the request by sending a written response to confirm the timing of the student's return and Unit to which the student will return.
7. The Program will contact the student to provide an overview of the next steps and all mandatory Program requirements to be completed prior to the return in order to resume studies (e.g., Vulnerable Sector Screening, Health Screening, updated hospital identification/anatomy badge, registration processes etc.)
 - As part of the next steps – students will be required to complete and submit a checklist to the Program upon return from a leave of absence to ensure all required tasks/documents have been fulfilled.

PROCESS: Returning

Contact Assistant Dean three (3) months prior to anticipated return



Student to write to the Assistant Dean indicating his/her attention to return



Assistant Dean will notify the student to acknowledge and confirm the timing of the student's return and Unit to which the student will return.



Program will contact the student with required next steps (and checklist) to be completed prior to return.



Student to complete all required next steps/checklist items and submit completed checklist to the Program upon return from the leave of absence.

Related Policies and Procedures:

School of Graduate Studies - General Regulations of the Graduate School, Financial Matters, Graduate Scholarships, Bursaries and Other Awards.

In addition, the School of Graduate Studies '*Resources*' webpage contains information about processes and procedures.

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

Upon arrival:

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

During the Visit:

- Make a quick sweep with your eyes to assess for any obstacles and escape routes, in the event you have to leave in a hurry (e.g., a fire).
- Leave your shoes on during the visit. In winter, you may choose to bring a pair of indoor shoes.
- Let the client lead you into the house/apartment or through corridors/stairs.

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

Reasons to leave the participant's home:

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

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

After the visit:

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

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

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.

Committee Structure, MSc(PT) Program

NOTE: ON SABATTICAL
School of Rehabilitation Science (SRS) Academic Committee
 The SRS Academic Committee is responsible for guiding the operations of the School (i.e.: planning, reviewing, evaluating policies and procedures, making recommendations to SRS Council re: new initiatives)
Membership:
 - Associate Dean, SRS (Chair) (ex-officio)
 - Assistant Dean, MSc (Occupational Therapy) Program (ex-officio), Assistant Dean, MSc (Physiotherapy) Program (ex-officio), Assistant Dean, Rehabilitation Science Program (ex-officio), Chair, Research Committee, Two elected faculty representatives (1 full-time, 1 part-time)*, Two staff representatives (1 elected*, Director of Administration [non-voting]), Administrative Assistant to the Associate Dean (Secretary [non-voting])
Meetings: Monthly, except July and August

School of Rehabilitation Science (SRS) Council
 The SRS Council is the overall guiding group for the School (i.e.: decision making regarding issues, directions and policies). The SRS Council is accountable to Faculty Executive Council.
Membership:
 - Associate Dean, SRS (Chair)
 - University-based faculty of SRS, which encompasses:
 • Assistant Dean, MSc (Occupational Therapy) Program, Assistant Dean, MSc (Physiotherapy) Program, Assistant Dean, Rehabilitation Science Program, Chair, Research Committee, Director of Administration, Full-time and part-time funded SRS faculty, Administrative Assistant to the Associate Dean (Secretary [non-voting])
Meetings: Monthly, except July and August

FHS Graduate Policy and Curriculum Committee (GPCC)
Function: To deal with all matters of policy and curriculum affecting graduate work in the Faculty of Health Sciences. Accountable to Graduate Council and Faculty Executive Council.
Composition:
 a) Chair: Associate Dean Health Sciences (Graduate Studies)
 b) Voting: Assistant Deans, Graduate Programs, Three Full-time Faculty Members, One full-time student
 c) Non-Voting: Administrator, Health Sciences Graduate Programs, Graduate Registrar, Secretary: Secretary of the School of Graduate Studies, or delegate
Meetings: Monthly, except for July and August

Physiotherapy Education Committee (PTEC)
 The Master of Science (Physiotherapy) Education Committee is the policy making body of the Master of Science (Physiotherapy) Program.
Composition:
 a) Chair: Assistant Dean or designate
 b) Voting: One (1) *faculty member; appointed by the Assistant Dean (PT) to a three-year term and renewable once; One (1) contracted (but not stipend) faculty member of the PTCC; appointed by the Assistant Dean to a three-year term and renewable once; Department Education Coordinator (DEC) or designate; Department Education Coordinator (DEC) or designate; Year 1 and 2 student representatives; Chair, PTAC or designate; Chair, PTCC or designate; Chair, PTCC or designate.
 c) Non-voting:
 SRS Program Manager and PT Program Coordinator
Ex-officio:
 Vice-Dean, FHS and Executive Director, SRS; Vice-Dean, FHS, Associate Dean of Graduate Studies (Health Sciences)
 e) Quorum: 5 voting members plus Chair
Meetings: 4-6 per year, as needed.

*Faculty = teaching track, tenure track, contractually limited appointment

Ad Hoc Working Groups

PT Program Evaluation Committee (PTPEC)
 (Standing Committee)
Purpose:
 The PTPEC, a standing committee of the PTEC, develops and monitors indicators of Program success in meeting the identified student and program outcomes.
Composition:
 a) Chair: 1 *faculty appointed by the Assistant Dean for a 3-year term and renewable once.
 b) Voting: Assistant Dean or designate; 1 *faculty member, appointed by the Assistant Dean, to a 3-year term and renewable once; Department Education Coordinator; Director of Clinical Education (DCE)
 c) Quorum: Majority of voting members plus the Chair.
Meetings: 2-3 per year, as needed.

PT Admissions Committee (PTAC)
 (Standing Committee)
Purpose:
 The PTAC, a standing committee of the PTEC, is responsible for admission related matters. The PTAC oversees, manages, evaluates and makes recommendations for changes to the admissions process for the Program.
Composition:
 a) Chair: 1 *faculty member, appointed by the Assistant Dean, for a 3-year term and renewable once.
 b) Voting: Assistant Dean or designate; 1 *faculty member, appointed by the Assistant Dean for a 3-year term and renewable once; 1 contracted, but not stipend, faculty member, appointed by the Assistant Dean for a 3-year term and renewable once.
 c) Non-Voting: PT Program Coordinator
 d) Quorum: Majority of voting members plus Chair.
Meetings: 4-6 meets per year, as needed.

Program Academic Study Committee (PASC) (Standing Committee)
Terms of Reference Currently Under Review
Purpose:
 The Master of Science (Physiotherapy) PASC, is responsible for implementing the academic regulations of the Master of Science (Physiotherapy) Program that have been approved by the Graduate Policy and Curriculum Committee, Faculty of Health Sciences. Functions included: review academic standing of students, promotion of students, approval of international placements, recommendations regarding remediation, withdrawals, refer students to university offices, recommend graduation of students, as requested provide advice to Assistant Dean (Physiotherapy) regarding special situations or events related to student academic standing, and selection of award recipients.
Composition:
 a) Chair: Assistant Dean or Acting Assistant Dean Master of Science (Physiotherapy) Program; votes only in tie-breaking situation
 b) Voting:
 Unit Chairs, Unit Course Co-ordinators for the Unit under review, Director of Clinical Education, Community part-time unfunded faculty representative – Physiotherapy
 c) Non-voting: SRS Program Manager and MSc(PT) Program Coordinator
 d) Ex-officio: Associate Dean, School of Rehabilitation Science, Associate Dean, Health Sciences (Graduate Studies)
 e) Quorum: 50% voting members plus Chair.
Meetings: The end of the academic portion of each unit and the end of the completion of all unit courses, in each of the six units.

PT Student Scholarships and Awards Committee (PTSSAC)
 (Standing Committee)
Purpose:
 The PTSSAC, a standing committee of the PTEC, is responsible for reviewing, overseeing, recommending, and celebrating student success in their educational endeavors through awards and scholarships.
Composition:
 a) Chair: Assistant Dean or designate.
 b) Voting: 1 *faculty, appointed by the Assistant Dean, to a 3-year term and renewable once; Director of Clinical Education (DCE); SRS Program Manager.
 c) Non-Voting: PT Program Coordinator
 d) Quorum: Majority of voting members.
Meetings: Up to 4 meetings per year, as needed.

Physiotherapy Curriculum Committee (PTCC)
 (Standing Committee)
Purpose:
 The PTCC, a standing committee of the PTEC, is responsible for curriculum related matters of the MSc(PT) Program, and manages curriculum planning, implementation, evaluation, and revision.
Composition:
 a) Chair: 1 *faculty member, appointed by the Assistant Dean to a 3-year term and renewable once.
 b) Voting: Assistant Dean or designate; all MSc(PT) *faculty; contracted, but not stipend, sessional lecturers.
 c) Non-Voting: PT Curriculum Assistant and invited guests.
 d) Quorum: 8 voting members plus Chair.
Meetings: 9 times per year, except retreat month, typically April; August and December.

Ad Hoc Working Groups

Master of Science (Physiotherapy) Education Committee (PTEC) TERMS OF REFERENCE

PURPOSE:

The Master of Science Physiotherapy Education Committee (PTEC) is the policy making an decision-making body of the Master of Science (Physiotherapy [MSc (PT)]) Program, ensuring the fulfillment of the Program's mission. The Committee's purpose is accomplished in consideration of and in co-operation with the University, Faculty of Health Sciences (FHS), School of Graduate Studies (SGS), School of Rehabilitation Science (SRS), and relevant professional bodies.

ACCOUNTABILITY:

The PTEC is accountable to:

- Graduate Council through the FHS Graduate Policy and Curriculum Committee (GPCC).
- Council, SRS.

FUNCTIONS:

The PTEC:

- Discusses/recommends and decides on Physiotherapy Program policies and procedures.
- Implements directions and policies from the University, GPCC, SRS Council.
- Forwards, to the appropriate body, recommendations requiring approval.
- Seeks input from the Standing committees of the PTEC, as applicable.
- Shares information from the Standing committees of the PTEC.
- Undertakes special projects as required (e.g., environmental scans, professional or community activities).

COMPOSITION:

a) Chair:

- MSc (PT) Assistant Dean or designate.

b) Voting Members:

- One (1) *faculty member; appointed by the Assistant Dean (PT) to a three-year term and renewable once.
- One (1) contracted (but not stipend) faculty member of the PTCC; appointed by the Assistant Dean to a three-year term and renewable once.
- Department Education Coordinator (DEC) or designate.
- Director of Clinical Education (DCE) or designate.
- Year 1 student representative.
- Year 2 student representative.
- Chair, PT Admissions Committee (PTAC) or designate.
- Chair, PT Curriculum Committee or designate.
- Chair, Program Evaluation Committee or designate.

c) Non-voting:

- SRS Program Manager.
- MSc (PT) Program Coordinator.

d) Ex-officio:

- Vice-Dean, FHS and Executive Director, SRS.
- Vice-Dean, FHS, Associate Dean of Graduate Studies, (Health Sciences).

e) Quorum:

- Five (5) voting members plus Chair.

DECISION-MAKING:

The PTEC will operate by consensus for decision-making and approvals. A formal vote will be called when the PTEC is unable to reach consensus or when the matter being discussed requires further approval of GPCC or at the discretion of the Chair. In this instance, a simple majority (50% + 1) of those in attendance is required for approval or a recommendation to pass.

MEETINGS:

a) Schedule:

- Four (4) to six (6) per year, as needed.

b) Agenda:

- Will be finalized by the Chair.
- Will be pre-circulated to all members prior to the meeting.

c) Minutes:

- Recorded by the PT Program Coordinator, in consultation with the Chair.
- Minutes to be circulated to the Committee for approval at the next meeting.

Standing Committees (each has its own terms of reference)

- Master of Science (Physiotherapy) Admissions Committee (PTAC)
- Master of Science (Physiotherapy) Curriculum Committee (PTCC)
- Master of Science (Physiotherapy) Program Academic Study Committee (PASC)
- Master of Science (Physiotherapy) Student Scholarship and Awards Committee (PTSSAC)
- Master of Science (Physiotherapy) Program Evaluation Committee (PTPEC)

AD HOC WORKING GROUPS:

- As needed.

**Faculty = teaching track, tenure track, contractually limited appointment*

PTEC Terms of Reference to be Reviewed by Committee annually	
Approved	
Revised	January 16, 2013; approved by SRS Council, February 13, 2013
Revised	November 25, 2015
Updated: July 15 2018	
PTCC Review	Reviewed: July 18, 2018
PTEC Approval	Approved: November 14, 2018

**Master of Science (Physiotherapy) Curriculum Committee (PTCC)
TERMS OF REFERENCE**

PURPOSE:

The Master of Science (Physiotherapy) Curriculum Committee (PTCC), a standing committee of the Master of Science (Physiotherapy [MSc (PT)]) Education Committee (PTEC), is responsible for curriculum related matters of the MSc (PT) Program, and manages curriculum planning, implementation, evaluation, and revision.

ACCOUNTABILITY:

- The PTCC is accountable to the PTEC.

FUNCTIONS:

The PTCC:

- Implements the curriculum within the academic regulations and policies and procedures of the University, School of Graduate Studies (SGS), Faculty of Health Sciences (FHS), and MSc (PT) Program.
- Discusses information that affects curriculum-related matters, including course content and evaluation revisions, information from other academic programs, professional and regulatory bodies, health care environment, community, university activities; and, develop and implement plans to optimize relationships.
- Undertakes special projects (*i.e.*, curriculum mapping, curriculum renewal, internal reviews, accreditation), and prepare related documentation.
- Implements directions from the PTEC, SGS, FHS, and University.
- Forwards recommendations requiring decision and approval by the PTEC and Graduate Council, through the FHS Graduate Policy and Curriculum Committee (GPCC).
- Determines and recommends to the MSc (PT) Assistant Dean, human, learning (*i.e.*, equipment, text), curriculum resources.
- Provides professional development for member.

COMPOSITION:

a. Chair:

- One (1) *faculty member; appointed by the Assistant Dean (PT) to a three-year term and renewable once.
- Votes only in a tie-breaking situation.

b. Voting Members:

- MSc (PT) Assistant Dean or designate.
- All MSc (PT) *faculty
- Contracted (but not stipend) sessional lecturers

c. Non-Voting:

- MSc (PT) Curriculum Assistant
- Invited guests

d. Quorum:

- Eight (8) voting members plus 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 or when the matter being discussed requires further approval of PTEC or GPCC or at the discretion of the Chair. In this instance, a simple majority (50% + 1) of those in attendance is required for approval or a recommendation to pass.

MEETINGS:

a. Schedule:

- Nine (9) per year.
- 2.5 hours in length.
- Typically held on the third Wednesday of the month, unless otherwise noted.
- Meetings are not held in August or December or the month of the MSc (PT) Program’s Annual Retreat.

b. Agenda:

- Will be finalized by the Chair.
- Will be pre-circulated to all members prior to the meeting.

c. Minutes:

- Recorded by the Curriculum Assistant in consultation with the Chair.
- Minutes to be circulated to the Committee for approval at the next meeting.

AD HOC WORKING GROUPS:

- As needed, *i.e.*, Clinical Laboratories Coordinators’ group, Unit Lead group, Problem Based Tutorial Coordinators’ group.

**Faculty = teaching track, tenure track, contractually limited appointment*

PTCC Terms of Reference to be reviewed annually	
Created	
Reviewed	June 19, 2013, SRS Council September 11, 2013
Reviewed	November 25 2015
Revised July 4 2018	
Reviewed by PTCC	July 18, 2018
Approved by PTEC	November 14, 2018

**Master of Science (Physiotherapy) Academic Study Committee (PASC)
TERMS OF REFERENCE**

TERMS OF REFERENCE CURRENTLY UNDER REVIEW 2019

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 Vice-Dean (FHS), Associate Dean, Graduate Studies, (Health Sciences)

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 unit of study
- Recommend promotion of students from unit to unit
- Make recommendations for remediation and required withdrawals, as described in “Guideline for Review of Student Performance and Progress” (Physiotherapy Program)
- Refer students to university offices, *e.g.*, Office of Academic Integrity, the Student Code of Conduct office, Professionalism Office, etc., as required and mandated by University policy, and assist these Offices in implementing their recommendations
- Determine if breaches of the Professional Behaviour Code for Graduate Learners, (Health Sciences) have occurred, and make recommendations in response to such breaches
- Review and approve student requests for 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
- Program Coordinator

d) Ex-officio, Non-voting

- Vice-Dean, Faculty of Health Sciences and Executive Director, School of Rehabilitation Science
- Vice-Dean, Faculty of Health Sciences, Associate Dean, Graduate Studies, (Health Sciences)

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 unit 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 units
- The Chair of the PASC may convene additional 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

PASC Terms of Reference reviewed annually	
Revised	January 21, 2011, Approved February 16, 2011
Revised	February 6, 2013; Approval PTCC February 20, 2013; Approval PTEC March 20, 2013; Approved SRS Council May 8, 2013
Revised	Approval PTEC November 25, 2015
Revised	Approval PTCC January 18, 2017; Approval PTEC January 18, 2017

Master of Science (Physiotherapy) Evaluation Committee (PTPEC) TERMS OF REFERENCE

PURPOSE:

The Master of Science (Physiotherapy) Program Evaluation Committee (PTPEC), a standing committee of the Master of Science (Physiotherapy [MSc (PT)]) Education Committee (PTEC), develops and monitors indicators of Program success in meeting the identified student and program outcomes.

ACCOUNTABILITY:

The PTPEC is accountable to the PTEC.

FUNCTIONS:

1. Collects, analyzes and synthesizes program evaluation and re-evaluation and evaluation of impact data.
2. Advises the PTEC in the area of program development based on program evaluation and re-evaluation data and evaluation of impact data.
3. At the request of the PTEC, reviews and makes recommendations on program development and evaluation issues, while ensuring that the recommendations are in keeping with: the vision, mission, outcomes and goals and curricular framework of the MSc (PT) Program; professional accreditation requirements; institutional quality assurance requirements; advancements in physiotherapy and education evidence; physiotherapy practice or trends; and, relevant concerns of stakeholders.
4. Liaises with the MSc (PT) Curriculum Committee (PTCC), as needed, to ensure consistency in development and implementation across the curriculum, based on program evaluation data.
5. Consults with relevant stakeholders or experts as needed.

COMPOSITION:

a. Chair:

- One (1) *faculty appointed by the Assistant Dean (PT) for a three-year term and renewable once.
- Votes only in tie-breaking situation.

b. Voting Members:

- MSc (PT) Assistant Dean or designate.
- One (1) *faculty member; appointed by the MSc (PT) Assistant Dean to a three-year term and renewable once.
- MSc (PT) Department Education Coordinator.
- MSc (PT) Director of Clinical Education.

c. Non-voting Members:

- Non-applicable

d. Quorum:

- Majority of voting members plus the Chair

DECISION-MAKING:

The MSc (PT) Program Evaluation Committee will operate by consensus for decision-making and approvals. A formal vote will be called when the Committee is unable to reach consensus or when the matter being discussed requires further approval of PTEC or Graduate Council, through the Faculty of Health (FHS) Graduate Policy and Curriculum Committee (GPCC) or at the discretion of the Chair. For this instance, a simple majority (50% + 1) of those in attendance is required for approval or a recommendation to pass.

MEETINGS:

a. Schedule:

- Two (2) to three (3) meetings per year.
- Additional meetings may be called.

b. Agenda:

- Will be finalized by the Chair.
- Will be circulated to all members prior to the meeting.

c. Minutes:

- Recorded by the PT Program Coordinator, in consultation with the Chair.
- Minutes to be circulated to the Committee for approval at the next meeting.

AD HOC WORKING GROUPS:

- As needed.

MSc (PT) Program Evaluation Committee Terms of Reference to be reviewed annually	
Created: July 16, 2018	
Reviewed by PTCC	July 18, 2018
Approved by PTEC	November 14, 2018

Master of Science (Physiotherapy) Student Scholarships and Awards Committee (PTSSAC) TERMS OF REFERENCE

PURPOSE:

The Master of Science (Physiotherapy [MSc PT]) Student Scholarships and Awards Committee (PTSSAC), a standing committee of the MSc PT Education Committee (PTEC), is responsible for reviewing, overseeing, recommending, and celebrating, student success in their educational endeavors through awards and scholarships.

ACCOUNTABILITY:

- The PTSSAC is accountable to the PTEC.

FUNCTIONS:

The PTSSAC:

- Oversees applications, screening, and selection for student scholarships and awards;
- Reviews selection criteria for student scholarships and awards.
- Reviews any written statement of concern submitted by student award applicants and makes recommendations regarding a response.

COMPOSITION:

a. Chair:

- MSc (PT) Assistant Dean or designate.

b. Voting Members:

- One (1) *faculty; appointed by the Assistant Dean (Physiotherapy) to a three-year term and renewable once.
- Director of Clinical Education (DCE).
- School of Rehabilitation (SRS) Program Manager.

c. Non-Voting Member:

- MSc (PT) Program Coordinator.

d. Quorum:

- Majority of voting members.

DECISION-MAKING:

The MSc (PT) Student Scholarships and Awards Committee will operate by consensus for decision-making and approvals. A formal vote will be called when the Committee is unable to reach consensus or when the matter being discussed requires further approval of PTEC or GPCC or at the discretion of the Chair. For this instance, a simple majority (50% + 1) of those in attendance is required for approval or a recommendation to pass.

MEETINGS:

a. Schedule:

- Up to four (4) meetings per year, as needed.

b. Agenda:

- Will be finalized by the Chair.
- Will be pre-circulated to all members.
-

c. Minutes:

- Recorded by the MSc (PT) Program Coordinator, in consultation with the Chair.
- Minutes to be circulated to the Committee for approval at the next meeting.

CONFLICT OF INTEREST:

- Committee members are required to disclose any real or perceived conflict of interest in all discussions and in the decision-making process of selecting students for scholarships and awards.

**Faculty = teaching track, tenure track, contractually limited appointment*

PTSSAC Terms of Reference to be reviewed annually	
Date	Approved
Created: Oct 6, 2015	
PTEC Approval	January 20, 2016
PTCC Approval	Revised: June 15, 2016
PTEC Approval	Revised: June 15, 2016
Reviewed: June 2018	
PTCC Reviewed	Revised: July 18, 2018
PTEC Approval	Revised: November 14, 2018

**Master of Science (Physiotherapy) Admissions Committee (PTAC)
TERMS OF REFERENCE**

PURPOSE:

The Master of Science (Physiotherapy) Admissions Committee (PTAC), a standing committee of the Master of Science (Physiotherapy [MSc (PT)]) Education Committee (PTEC), is responsible for admission related matters. The PTAC oversees, manages, evaluates and makes recommendations for changes to the admissions process for the Program.

ACCOUNTABILITY:

The PTAC is accountable to the PTEC.

FUNCTIONS:

The PTAC:

6. Reviews admission policies and procedures.
7. In accordance with the School of Graduate Studies (SGS) admissions policies and procedures, provides oversight to the recommendation process to the Vice-Dean, Faculty of Health Sciences (FHS), Associate Dean of Graduate Studies (Health Sciences), for offers of admission to the MSc (PT) Program.
8. Reviews admissions related data and published information.
9. Evaluates the MSc (PT) admission process.
10. Provides regular reports to the PTEC.

COMPOSITION:

e. Chair:

- One (1) *faculty member; appointed by the MSc (PT) Assistant Dean for a three-year term and renewable once.
- Votes only in tie-breaking situation.

f. Voting Members:

- MSc (PT) Assistant Dean or designate.
- One (1) *faculty member; appointed by the MSc (PT) Assistant Dean for a three-year term and renewable once.
- One (1) contracted but not stipend faculty member; appointed by the MSc (PT) Assistant Dean for a three-year term and renewable once.
- MSc (PT) Program Coordinator.

g. Non-voting Members:

- Non-applicable

h. Quorum:

- Majority of voting members and Chair.

DECISION-MAKING:

The PTAC will operate by consensus for decision-making and approvals. A formal vote will be called when the Committee is unable to reach consensus or when the matter being discussed requires further approval of PTEC or GPCC or at the discretion of the Chair. For this instance, a

simple majority (50% + 1) of those in attendance is required for approval or a recommendation to pass.

MEETINGS:

d. Schedule:

- Four (4) to six (6) meetings per year.
- Additional meetings may be called.

e. Agenda:

- Will be finalized by the Chair.
- Will be pre-circulated to all members.

f. Minutes:

- Recorded by the MSc (PT) Program Coordinator, in consultation with the Chair.
- Minutes to be circulated to the Committee for approval at the next meeting.

AD HOC WORKING GROUPS:

- As needed.

CONFLICT OF INTEREST:

- Committee members are required to disclose any real or perceived conflict of interest in any discussions and in the decision-making process of selecting students for admissions.

*Faculty = teaching track, tenure track, contractually limited appointment

PTAC Terms of Reference to be reviewed annually	
Revised: July 15, 2018	
Reviewed by PTCC	July 18, 2018
Approved by PTEC	November 14, 2018

Class of 2020 Sessional Calendar

SESSIONAL DATES FOR CLASS OF 2020 – PHYSIOTHERAPY

JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
							<u>Aug 27-29, 2018</u> Orientation to the Program	<u>Sept 4 to Dec 21 2018</u> Year 1 – Unit 1 Orientation to the Program PBT, CL, PTPrac, REBP begin PBT, CL, PTPrac, REBP end Exam Week PASC University Holiday Break			
<u>Jan 2 to Feb 15, 2019</u> Year 1 – Clinical Practice I** In-class Instruction: PASC		<u>Feb 19 to May 29, 2019</u> Year 1 – Unit II PBT, CL, PTPrac, REBP begin PBT, CL, PTPrac, REBP end Exam Week PASC			<u>June 3-Aug 12, 2019</u> Year 1 – Clinical Practice II** and Break PASC		<u>Aug 19 to Nov 1, 2019***</u> Year 1/2 – Unit III PBT, CL, PTPrac, REBP begin PBT, CL, PTPrac, REBP end Exam Week PASC		<u>Nov 4 to Dec 20, 2019***</u> Year 2 – Clinical Practice III** PASC University Holiday Break		
<u>Jan 6 to Apr 6, 2020***</u> Year 2 – Unit IV PBT, CL, PTPrac, REBP begin PBT, CL, PTPrac, REBP end Exam Week PASC			<u>Apr 8 to June 12, 2020***</u> Year 2 – Clinical Practice IV** PASC		<u>June 15 to Aug 28, 2020***</u> Year 2 – Unit V Academics PBT, CL, PTPrac, REBP begin PBT, CL, PTPrac, REBP end Exam week PASC		*Convocation November 2020				

* November 2020 Convocation date to be finalized by Senate, Feb/March 2020

** Clinical Placement dates subject to change depending on clinical facility availability.

***Provisional – subject to change particularly for Year 2 dates

Unit 1 Academics	14 weeks plus exam week	Clinical Placement I	5 weeks plus break
Unit 2 Academics	13 weeks plus exam week	Clinical Placement II	7 weeks plus break
Unit 3 Academics	10 weeks plus exam week	Clinical Placement III	7 weeks
Unit 4 Academics	12 weeks plus exam week	Clinical Placement IV	8 weeks
Unit 5 Academics	10 weeks plus exam week		

Definitions: PASC = Program Academic Study Committee. Please refer to the PT Program Handbook for more information regarding Academic Review processes, and the PASC Terms of Reference.

PT Class of 2020 Sessional Dates; Approved by PTCC: July 18, 2018; Updated September 6 2018

Class of 2021 Sessional Calendar

SESSIONAL DATES FOR CLASS OF 2021 – PHYSIOTHERAPY

JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	
							<u>Aug 26-28, 2019</u> Orientation to the Program	<u>Sept 3 to Dec 20 2019</u> Year 1 – Unit 1 Orientation to the Program PBT, CL, <u>PTPrac</u> , REBP begin PBT, CL, <u>PTPrac</u> , REBP end Exam Week PASC University Holiday Break				
<u>Jan 2 to Feb 14, 2020</u> Year 1 – Clinical Practice I** In-class Instruction: Jan 2-4 PASC Feb 21		<u>Feb 24 to May 29, 2020</u> Year 1 – Unit II PBT, CL, <u>PTPrac</u> , REBP begin PBT, CL, <u>PTPrac</u> , REBP end Exam Week PASC			<u>June 3-July 28, 2020</u> Year 1 – Clinical Practice II** and Break PASC		<u>Aug 17 to Oct 22, 2020***</u> Year 1/2 – Unit III PBT, CL, <u>PTPrac</u> , REBP begin PBT, CL, <u>PTPrac</u> , REBP end Exam Week PASC		<u>Oct 28 to Dec 24, 2020***</u> Year 2 – Clinical Practice III** PASC University Holiday Break Dec 25-Jan 3, 2021			
<u>Jan 4 to Apr 5, 2021***</u> Year 2 – Unit IV PBT, CL, <u>PTPrac</u> , REBP begin PBT, CL, <u>PTPrac</u> , REBP end Exam Week PASC			<u>Apr 7 to June 8, 2021***</u> Year 2 – Clinical Practice IV** PASC		<u>June 14 to Aug 27, 2021***</u> Year 2 – Unit V Academics PBT, CL, <u>PTPrac</u> , REBP begin PBT, CL, <u>PTPrac</u> , REBP end Exam week PASC		*Convocation November 2021					

* November 2021 Convocation date to be finalized by Senate, Feb/March 2021

** Clinical Placement dates subject to change depending on clinical facility availability.

***Provisional – subject to change particularly for Year 2 dates

Unit 1 Academics	14 weeks plus exam week	Clinical Placement I	6 weeks plus break
Unit 2 Academics	13 weeks plus exam week	Clinical Placement II	7 weeks plus break
Unit 3 Academics	10 weeks plus exam week	Clinical Placement III	7 weeks
Unit 4 Academics	12 weeks plus exam week	Clinical Placement IV	8 weeks
Unit 5 Academics	10 weeks plus exam week		

Definitions: PASC = Program Academic Study Committee. Please refer to the PT Program Handbook for more information regarding Academic Review processes, and the PASC Terms of Reference.

PT Class of 2021 Sessional Dates; Updated July 30, 2019