



School of
Rehabilitation
Science
REACHING FURTHER

Program Handbook

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

**McMaster University
2022-2023**

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McMaster University, 2022

Approved by the Graduate Admissions and Study Committee (GASC) August 10, 2022

McMaster University recognizes and acknowledges that it is located on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the “Dish with One Spoon” wampum agreement.

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For further information, please consult the School of Rehabilitation Science (SRS) website:
<https://healthsci.mcmaster.ca/srs-pt>

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](#).

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 to 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, except for 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 consider 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 to understand the underlying principles of therapy.

The Master of Science (Physiotherapy) Program at McMaster University has completed the accreditation review process administered by Physiotherapy Education Accreditation Canada (PEAC). PEAC is an incorporated body under the Canada Not-for-profit Corporations Act and operates as the accrediting agency for physiotherapy education programs in Canada. The status of Accreditation - Fully Compliant was granted to the program on September 21, 2021 for the period until October 15, 2027.

Accreditation-Fully Compliant Definition:

- A program is in compliance with 100% of the accreditation criteria within the Accreditation Standards.
- There are no criteria in non-compliance.
- There could be identified concerns that the program must improve upon and report back about in Progress Reports.
- If progress is not made, the program's accreditation status could be changed to partially compliant or probationary at any time in the six-year accreditation cycle.

More details regarding the definitions of the levels of accreditation are available at <https://www.peac-aepc.ca/english/accreditation/levels-of-accreditation.php> or by contacting Physiotherapy Education Accreditation Canada, Suite 26, 509 Commissioners Road West, London, Ontario, N6J 1Y5, (226) 636-0632, www.peac-aepc.ca

Students are eligible for complimentary membership in the Canadian Physiotherapy Association and will be informed about how to sign up for this membership in their first unit of study.

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

All physiotherapists in Canada must be registered with the appropriate provincial regulatory body to practice in that province. Each regulatory body has a separate and distinct registration process; however, in all circumstances, a degree in physiotherapy is required. In Ontario, completion of the Physiotherapy Competency Examination (PCE, Canadian Alliance of Physiotherapy Regulators) as well as additional examinations may be required. Please refer to the College of Physiotherapists of Ontario website for most current details about registration requirements: <https://www.collegept.org/>

Canadian Alliance of Physiotherapy Regulators
1243 Islington Ave., Suite 501
Toronto, ON M8X 1Y9
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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 [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.

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

Ontario Council of University Programs in Rehabilitation Sciences (OCUPRS), published May 2019
Available at: <https://cou.ca/reports/study-of-physical-therapy-physiotherapy/>

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 PT 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 PT are described in the 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 2017 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. 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 [Physiotherapy Education Accreditation Canada \(PEAC\) Accreditation Standards](#).

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.

It is the responsibility of each student to investigate and understand what additional requirements are required for registration / licensure in the jurisdiction where they choose to practice post-graduation from the MSc(PT) Program. This might include but is not limited to a multiple-choice examination, practical skills assessment or behavioural review that are identified

An offer of admission to a PT program should not be interpreted as evidence that the PT 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.

Due to 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 to elicit information effectively and efficiently, 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 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 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 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 PT 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 their 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.

Reference: Essential Skills and Attributes Required for the Study of Physical Therapy / Physiotherapy, OCUPRS approved, Dec 2018; published May 2019. Available at: <https://cou.ca/reports/study-of-physical-therapy-physiotherapy/>

**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, management, and implementation across health care settings (*Communication, *Physiotherapy Expertise, *Professionalism)
Collaborate in a professional, ethical, legal, and compassionate manner to optimize health care delivery. (*Collaboration, *Communication, *Management, *Professionalism)
Demonstrate a commitment to society and physiotherapy through advocacy and advancement of the profession. (*Communication, *Leadership, *Physiotherapy Expertise, *Scholarship)
Critically evaluate and effectively apply evidence as a basis for physiotherapy practice in relation to evaluation, diagnosis, prognosis, and management, and to contribute to the body of knowledge in physiotherapy. (*Management, *Scholarship)
Function as effective knowledge exchange brokers using a variety of communication mediums, including verbal and written communication, and technology. (*Communication, *Collaboration, *Professionalism, *Scholarship)

Student Outcomes

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

* 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.

MSC (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 one elective in one of the last two units.

Unit I – Foundation of Physiotherapy Practice

Unit II – Essentials of Physiotherapy Practice I

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

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

Unit V – Transition to Independent Practice

Please refer to **page 80** 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.
- All students in the MSc(PT) Program are also required to take one (1) elective in the second year of the Program. Students will select their elective from a list of pre-approved options.

COURSE DESCRIPTIONS

Course descriptions can be found in the [SGS Calendar](#).

MSC (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 (<https://piper.healthsci.mcmaster.ca>). Interprofessional collaboration is a part of many of the clinical education placements. In addition to interprofessional experiences, there are opportunities for interprofessional learning (e.g., with students from the PTA program).

Clinical Education

Students spend a 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 can 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 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 Leads 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), 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, videos, 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 and /or 1G). 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.

COMMUNICATION RESOURCES

A variety of electronic resources will be used to communicate to/with students in the Program. The technology will include, but is not limited to: McMaster email, Microsoft Teams, Zoom, Avenue to Learn (A2L)* and MedSIS. It remains the student's responsibility to ensure they are familiar with these platforms and to communicate any difficulties with accessing / using these resources to the Program as soon as possible

* Students are responsible for monitoring all A2L course shells.

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 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 their 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 many students during one examination period. The OSCE can be used as a formative or summative measure of student performance and 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, that are typically five (5) minutes in length, with an additional one (1) minute to travel between stations and read the OSCE scenario; in some instances, longer stations that are 10 minutes, with an additional two (2) minutes to travel between stations and read the OSCE scenario may be implemented.

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. These stations 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 OSCE if late and/or if they do not have their student ID. See "Rescheduling of Examinations Section" for other examination policies.

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 their 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. Starting with the Class of 2024, the ACP has been revised, and the ACP 2.0 will be implemented 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 over 30 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 (e.g. 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 several 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 to Learn \(A2L\)](#) and 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](#).

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**. 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 and 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, please visit: <https://hr.mcmaster.ca/app/uploads/2018/11/injury-incident-report-fillable-1-36.pdf>

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*.

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 2022-2023 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, 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](#).

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 2022-2023 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](#).

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 of rescheduling due to extenuating circumstances may be directed to the Program Manager.

NOTES:

- Students will not be permitted to enter an OSCE or practical exam if late and /or if they do not have their student ID.
- Students who arrive late to in person exams, will only be permitted to enter the room IF other learners have not yet left the examination room; They will not be provided with additional time for arriving late.
- Exams conducted virtually and off site may require that the student login at the appropriate time to start the exam. It is each students' responsibility to maintain an awareness of times and dates of all exams.
- Students who miss completing an examination, unless there are extenuating circumstances, will be assigned a grade of 0 for that exam.
- A process document that outlines the steps to take if a student is unable to access the Internet during an examination is posted on A2L

RELIGIOUS HOLIDAYS/OBSERVANCE

Please refer to the [Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances \(RISO\)](#)

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.

ACCOMMODATIONS FOR CHRONIC CONDITIONS AND DISABILITIES

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

[The Academic Accommodation of Students with Disabilities Policy](#) 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.

STUDENT ACCESSIBILITY SERVICES (SAS)

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

Location: MUSC B107 (Lower Level)

Phone: 905-525-9140, ext. 28652

Email: sas@mcmaster.ca

Website: <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 and to avoid tripping hazards.
- Backpacks / bags should be kept tucked under plinths / student stations

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. Facial hair should be kept 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 always wear closed toed shoes 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.
 - 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.***

NOTES:

***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.**

***This dress code is subject to change (e.g. based on Public Health and /or University direction). Changes will be communicated to students in a timely manner to allow for pre-planning to occur.**

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 (please email ptclined@mcmaster.ca).

- 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.

NOTE: Replacement/exchange of the toolkit bag due to poor quality will not be accepted after October 14, 2022.

- 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.
- Place dirty laundry in the soiled laundry cart / bag.
- Each student must use their own clean hand towel from the linen cart and place on the pillowcase prior to lying down
 - 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 (304, 405 OR 406A):

- Dispose of all dirty laundry in the soiled linen cart/bag.
- 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 equipment has been borrowed from another room, return the equipment to its proper place ASAP.

PRIVATE PRACTICE SPACE (406A)

- This space is available for students in in the MSc(PT) Program to have a chance to practice with a clinical lab partner prior to classes starting in private space (i.e. removing a hijab for practice with another female learner)
- Room (406A) will be available for sign up, with a maximum of 6 students per sign up. The sign up is done by student group on A2L

Additional details for how to sign up for this space will be provided in each Unit Handbook.

USING THE LABORATORIES OUTSIDE OF CLASS TIME*:

**In specific situations (i.e. outbreak of COVID-19), the use of classroom spaces, including laboratories, outside of class time will be directed / limited by Public Health and University Guidelines. The MSc(PT) Program will communicate changes to the process below as required.*

- 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 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.

Notes:

- Independent access to the laboratories outside of class time may be restricted due to circumstances beyond the control of the MSc(PT) Program (i.e. COVID-19 pandemic). Access limitations will be communicated to students when they are made known to the program
- Clinical Laboratory rules apply at all times when students access the laboratories outside of class time.

EQUIPMENT SIGN OUT*:

**In specific situations (i.e. outbreak of COVID-19), the use of classroom spaces, including laboratories, outside of class time will be directed / limited by Public Health and University Guidelines. The MSc(PT) Program will communicate changes to the process below as required.*

- Equipment is available for student use and practice to support learning and skill development.
- There is a limited amount of general equipment that is always available for students to practice with in Lab spaces (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 a member of the PT Admin Team after each use. Note: equipment that is required to be signed out with the Curriculum Assistant is not generally available for weekend practice or outside of office hours.
- Borrowed equipment is not to be removed from IAHS 405 (i.e. students are not able to take a piece of equipment to a different practice space or home for the weekend)
- Students are required to report any damaged or non-functioning equipment to the Curriculum Assistant/Program Manager as soon as they are aware of the damage.

GENERAL USE EQUIPMENT (Lab 405):

- A small selection of equipment is available for student use in a designated location within the 405 lab space.
- 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 (i.e. equipment cannot be taken home to practice with) 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, perfumes, colognes, and other similar products are not to be worn to ensure that those members of our community who have allergies to 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 or clinical facility visit and/or to leave and/or change and return.

ACADEMIC REGULATIONS

The University has defined its expectation of students in both the academic and non-academic life of the University community and developed policies and procedures to ensure that all members of the community receive equitable treatment.

The University Regulations affecting graduate students are available in the [SGS Calendar](#).

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 academic 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. Clinical placement courses are reported as "Pass / Fail".

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
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

If 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 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

McMaster University SafetyApp

This free app can be downloaded for iOS and Android Platforms. The app includes the following features:

- Safety alerts, including campus closures and emergency instructions.
- A list of contact information for emergency and non-emergency safety concerns.
- A “Friend Walk” option that allows someone to watch you travel your route home, which enhances the existing SWHAT.
- Maps that show where crimes have happened on and close to campus.
- Support resources and emergency plans.

For more information visit the [Security Services website](#).

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
Phone: (905) 525-9140 ext. 24281
Website: <http://security.mcmaster.ca>

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 the [McMaster Students Union website](#).

McMaster Security Services ext. 88 or 905-522-4135

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. A map of red assistance poles across the McMaster campus is located on the [Security Services website](#).

Emergency Siren Alert System (Lockdown Procedures)

To review the emergency training guide please visit the [Security Services website](#).

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 SafetyApp.
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 or 905-522-4135

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 the [McMaster Students Union website](#).

STORM PROCEDURES

View the [McMaster University Storm Emergency Policy and Procedures](#) for more information.

Note that the policy applies to campus locations within the City of Hamilton and City of Burlington. Regional campuses will follow the direction of local affiliated universities. The policy does not apply to students attending a placement at a non-McMaster campus location. The students are asked to follow the direction of their placement supervisors or employers.

If Hamilton is affected by a major storm, the Provost, or in their absence, the Associate Vice-President (Faculty), or in their absence the Vice President, Administration, in consultation with the Director, Security and Parking Services, will make the decision to close the University and notify the Director of Public and Community Relations.

The information will be communicated via the [University's Daily News website](#), on the [University's home webpage](#), the McMaster University Safety App, and via the University's [Facebook](#) and [Twitter](#) pages.

Local Hamilton media will also be notified. No one other than Public Relations is authorized to call the media about the closing of McMaster University, and local radio and TV have been asked not to pay attention to other calls. Every effort will be made to confirm a closing by 5:30 am.

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 [Office of the Registrar](#) via their online chat Monday – Thursday.

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 \$15 and is non-refundable, and paid at the beginning of first year as part of the Program Fee. Students who withdraw in good standing, take a leave of absence, or are withdrawn from the MSc(PT) Program are required to hand this badge back to the Program when the request for a leave / withdrawal is submitted.

The fee to replace the card is \$50 and is non-refundable. To obtain a replacement card, please contact the PT Program Coordinator at ptprog@mcmaster.ca.

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.

If a student withdraws from the Program, the Program ID badge must be returned to the Program.

GENERAL STUDENT INFORMATION

CONTACT INFORMATION

The McMaster University [SGS Calendar \(Section 1.3\)](#) indicates, it is the student's responsibility to:

- Maintain current contact information with the University, including address, phone numbers, and emergency contact information.
- Use university provided email address or maintain a valid forwarding e-mail address
- Regularly check official University communication channels. Official University communications are considered received if sent by postal mail, fax, or email to the student's designated primary email account via their @mcmaster.ca alias
- Accept forwarded emails may be lost and that an e-mail is considered received if sent to student's @mcmaster.ca account

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-pt2023@mcmaster.ca

Year 1 PT: h-pt2024@mcmaster.ca

Student email accounts are activated after MacID activation and course enrollment in Mosaic. Email accounts are active until January 31st of the year following graduation. Further information on student email accounts can be found on the [University Technology Services website](#).

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 V academic and/or placement courses (whichever is later).

For the period between the completion of Unit V 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 Office of the Registrar and students can find further information on their [website](#).

TRANSCRIPTS

Transcripts may be ordered through your student account within Mosaic. More information can be found on the [Office of the Registrars' website](#).

REFERENCE REQUESTS DURING AND POST PROGRAM

Students and alumni who would like to request a reference from SRS faculty and staff are required to make the request in writing and provide a minimum of 5 business days notice if a letter is required.

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. There is a self-service (paid) printing service offered on the 4th floor of IAHS. Costs and details are provided at the site of the copier.

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.

Student council initiatives that require room space in IAHS and /or any McMaster building / common space require approval from the Student Group Event Management – please contact the Program Manager for more details.

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

SCHOOL OF REHABILITATION SCIENCE REPORTING FLOW CHART

Consultation, Resolution and Reporting Options for Violations of the Discrimination and Harassment Policy*

School of Rehabilitation Science, McMaster University *<https://secretariat.mcmaster.ca/app/uploads/Discrimination-and-Harassment-Policy.pdf>

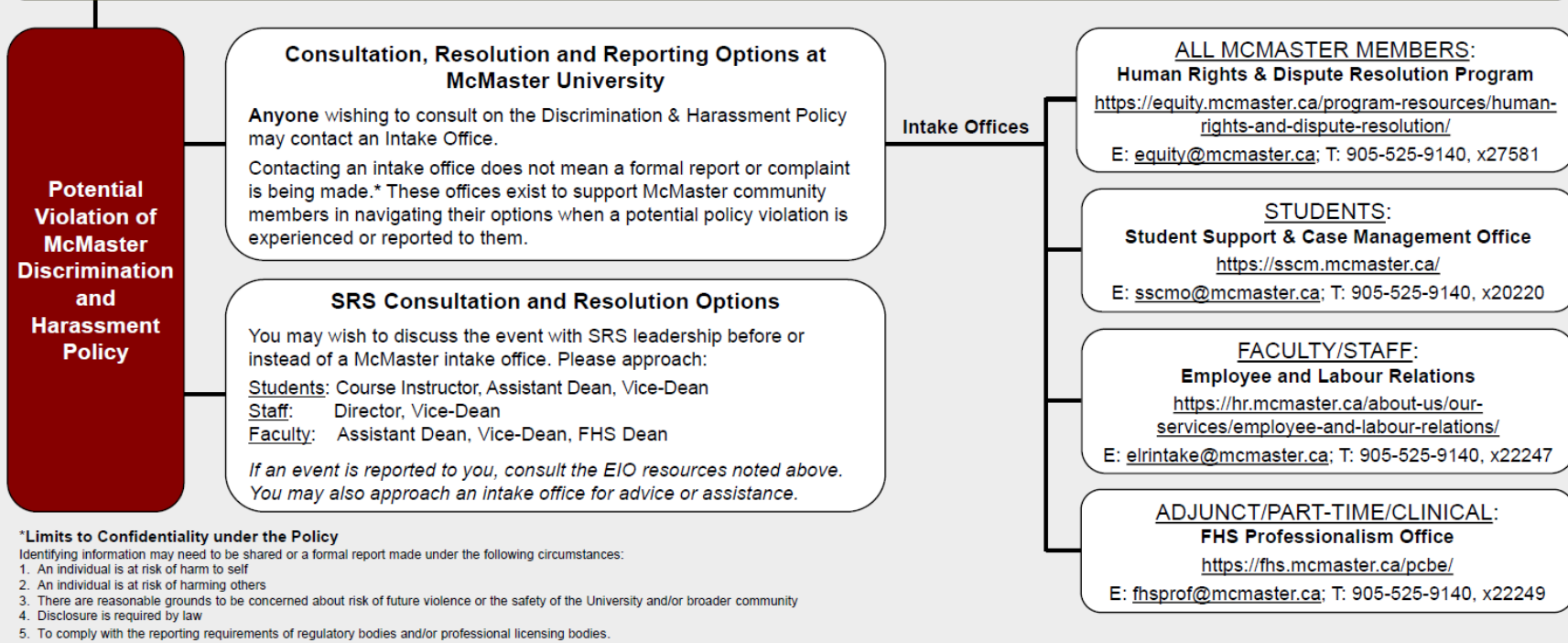
Version Date: Nov. 12, 2021

All McMaster Community Members are responsible for contributing to an environment that is free of Discrimination and Harassment. This guide is intended to provide at-a-glance guidance on options available for consultation, reporting and resolution for McMaster members who experience a potential violation, or to whom a potential violation is reported.

McMaster's Equity and Inclusion Office (EIO) has created the following resources to inform you of your options. Please review:

BLUE FOLDER (Discrimination & Harassment Policy): <https://equity.mcmaster.ca/app/uploads/2021/03/Blue-Folder-McMasters-Discrimination-Harassment-Policy.pdf>

GOLD FOLDER: (Sexual Violence Prevention and Response Office (SVPRO)): <https://svpro.mcmaster.ca/app/uploads/2020/11/Gold-Folder.pdf>



HUMAN RIGHTS – EQUITY AND INCLUSION OFFICE

The Equity and Inclusion Office is a central resource where expertise is proactively drawn upon by administrators, faculty, staff and students to advance unit-specific and institutional equity, diversity, inclusion and accessibility goals; to enact inclusive excellence principles; and to establish respectful living, learning, and working environments that are free from harassment and discrimination and sexual violence including through timely and procedurally fair investigative and alternate dispute resolution processes.

Equity and Inclusion Office
Location: University Hall, Rm 104
Phone: 905-525-9140 ext. 27581
Email: equity@mcmaster.ca
Website: <https://equity.mcmaster.ca/>

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

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

BLACK STUDENT SUCCESS CENTRE (BSSC)

The Black Student Success Centre is dedicated to supporting and championing the holistic (academic, personal and professional) success and overall well-being of Black/African descent students and fostering a positive Black student and athlete experience. The Centre is a safe space where students can meet, share, socialize and access specialized support and services.

Location: PGCLL (M07)
Phone: 905-525-9140 ext. 217786
Email: bss@mcmaster.ca
Website: <https://blackstudentsuccess.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.

GSA

Location: Refectory Building, Level 2

Phone: (905) 525-9140 ext. 22043

Email: macgsa@mcmaster.ca

Website: <https://gsa.mcmaster.ca/>

STUDENT WELLNESS CENTRE

The Student Wellness Centre is the place on campus to address student wellness needs. The Student Wellness Centre provides a range of counselling options, medical services, and wellness programs to support students.

Student Wellness Centre

Location: PGCLL 210/201

Phone: 905-525-9140 ext. 27700

Email: wellness@mcmaster.ca

Website: <https://wellness.mcmaster.ca/>

MENTAL HEALTH RESOURCES

Good2Talk: <https://good2talk.ca/>

Empower Me: <https://gsa.mcmaster.ca/services/empower-me/>

Taoconnect: <https://ca.taoconnect.org/login> *

WellTrack: <https://mcmaster.welltrack.com/>

*Register using your McMaster email

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, visit the [Ontario Ministry of Health website](#).

International students are required to participate in the University Health Insurance Plan (UHIP) For further information, contact

International Student Services
Location: Gilmour Hall, Room 110
Phone: 905-525-9140 ext. 24254

Website: <https://studentsuccess.mcmaster.ca/international-students/>

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).

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 in the Library@IAHS as a study space.

3. LIBRARY RESOURCES FROM HOME

For information on how to access the McMaster library resources from home, visit the [McMaster Library website](#).

MAC OFF-CAMPUS

The Mac Off-Campus website 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.

McMaster Housing & Conference Services
Email: macoffcampus@mcmaster.ca
Website: <http://offcampus.mcmaster.ca>

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.

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

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 Resources. For more information about skills training, visit the resource page on the [School of Graduate Studies website](#).

MCMASTER OFFICE FOR THE DEVELOPMENT OF ENGLISH LEARNERS (MODEL)

MODEL offers English-language training, workshops, and support, developed by ESL and EAP experts to meet the needs of McMaster students of all academic backgrounds and levels of English language proficiency. This service is for both undergraduate and graduate students who may be struggling with the English Language.

MODEL
Location: LR Wilson Hall, Room 4043
Phone: 905-525-9140 ext. 23718
Email: meld@mcmaster.ca
Website: <https://meld.humanities.mcmaster.ca/model/>

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
Location: Gilmour Hall (GH) 110
Phone: 905- 525-9140, ext. 24254
Email: studentsuccess@mcmaster.ca
Website: <http://studentsuccess.mcmaster.ca/>

FINANCIAL INFORMATION

STUDENT SERVICES – OFFICE OF THE REGISTRAR

The Office of the Registrar provide support and information related to financial aid (i.e. OSAP / Government Aid) as well as other awards, and fees.

Office of the Registrar
Location: Gilmour Hall (GH) 108
Website: <https://registrar.mcmaster.ca/>
Contact the Office via online chat on their website

FINANCIAL ASSISTANT PROGRAMS

Ontario Student Assistance Program (OSAP) – OSAP is for Ontario residents only. Students must apply annually through the OSAP website. Step-by-step guides to applying for OSAP can be found on the [Office of the Registrar's website](#).

Out of Province and Out of Country Student Loans' Programs – To find out more information on government aid programs outside of Ontario please visit the [Office of the Registrar's website](#).

BURSARIES, SCHOLARSHIPS, AND TRAVEL AWARDS

For a list of funding opportunities offered to graduate students at McMaster please refer to the [School of Graduate Studies website](#).

Students who apply to General Bursaries through Aid and Awards, will automatically be considered for donor bursaries and donor academic grants offered through the School of Graduate Studies, provided you meet the bursary and /or academic grant specific criteria. Applications can be made in Mosaic through AwardSpring. Details can be found on the [Office of the Registrar's website](#).

MCMASTER INTERNAL AWARDS (Bursaries, Scholarships and Travel Awards)

The application process for McMaster Internal Awards is available through 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 Academic Grant** – The Anne Hall Memorial Academic Grant 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: TBA

- 2. Alan Nolet Physiotherapy Academic Grant** – Established in 2018 by Mr. Alan Nolet, BKin (Class of '96) and BHS in Physiotherapy (Class of '98). To be granted to graduate students enrolled in the Physiotherapy Program who demonstrate financial need and a B+ average in the previous academic year. Preference will be given to students who demonstrate a passion for teamworks and

collaboration. To be awarded by the School of Graduate Studies on the recommendation of the Assistant Dean of the Master of Science Physiotherapy Program.

Value: TBA

- 3. Dr. Carmen Kirkness-Asche Memorial Scholarship** – Established in 2019 by friends and family of Carmen-Kirkness-Asche. To be awarded by the School of Graduate Studies to a student(s) enrolled in year two of the Rehabilitation Science Physiotherapy Program, who on the recommendation of the Master of Science Physiotherapy Student Scholarships and Awards Committee demonstrate excellent academic achievement and leadership in the previous academic year. Preference will be given to students conducting research in orthopedics.

Value: TBA

- 4. 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 our club, Fran Colter, who was a pioneer in the field of physiotherapy at Chedoke Hospital, Hamilton. To be awarded by the School of Graduate Studies to students enrolled in the School of Rehabilitation Science Physiotherapy Program who demonstrates financial aid. Preference will be given to female students.

Value: TBA

- 5. 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. Award recipients will be asked to voluntarily contribute a 250-word statement of how this award and travel contributed to their graduate experience, which may be posted on the Graduate Studies and GSA websites and other media sources.

Value: Up to \$500.00

- 6. 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](#), [Six Nations in Ontario](#). In addition, the McMaster Indigenous Students Health Sciences Office (ISHS) posts information related to bursaries and scholarships on their [website](#).
- 7. International Students** – International students with extenuating circumstances who require financial assistance are asked to see a Student Loans Officer at Student Financial Aid and Scholarships Office.

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

Please note that awards are subject to change based on fiscal constraints

- 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 students entering second year of the program. A 'Call for Applications' is sent out to 1st year students and posted on A2L.

Value: \$15,000.00 over three terms

- 2. MSc Physiotherapy Program Entrance Scholarship** – In recognition and support of our new student leaders, the PT Program offers entrance scholarships to students who have demonstrated

leadership and academic excellence. A 'Call for Applications' is sent out to 1st year students and posted on A2L.

Value: TBA

- 3. MSc Physiotherapy Program Leadership Scholarship** – The Physiotherapy Program values student leadership. In recognition and support of our student leaders, the Program offers scholarships to 1st year students who demonstrate outstanding leadership in academic, clinical and community contexts/environments. A 'Call for Applications' is sent out to 1st year students and posted on A2L.

Value: \$7500.00

- 4. MSc 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 for Applications' will be posted on A2L. This travel award will only be available during the year that the conference takes place.

Value: TBA

- 5. MSc 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 for Applications' will be posted on A2L. This travel award will only be available during the year that the Congress takes place.

Value: TBA

- 6. Program Academic Study 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 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 2nd year students 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 for Applications' is sent out to 2nd year students and posted on A2L. The award will only be available as scholarship funds permit.

Value: TBA

EXTERNAL AWARDS

Students are encouraged to review award opportunities available through external organizations such as:

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. 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 SCHOLARSHIPS AND 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 PASC.

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

1. **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: Complimentary membership in all CPA divisions and a certificate

2. **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. * This award is not issued annually, and availability is determined by the Hamilton District of the Ontario Physiotherapy Association.

Value: TBC

3. **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 gift card to the McMaster bookstore (recipient will be notified of the value of the award).

4. **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: \$75 and Professional Recognition Certificate

5. **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

6. **The Canadian Physiotherapy Association, 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.

7. **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

8. **The National Orthopaedic Division (NOD) Award** – The award will be given to a student who has demonstrated exceptional leadership and an interest in orthopaedics. Each year, one award will be offered to a graduating student who: (1) Has completed the requirements of an entry to practice physical therapy program in Canada; and 2) Is deemed to be the highest ranked student based on a combination of the candidate's demonstration of leadership, advocacy, and interest in orthopaedics.

Prize: A certificate towards a syllabus course offered by the NOD (valued at \$250)

9. **The Canadian Academy of Manipulative Physiotherapists (CAMPT) Award** - The CAMPT is Canada's member organization of the International Federation of Manipulative Physical Therapists (IFOMPT). CAMPT's role is to promote advancements and excellence in orthopaedic manual therapy in Canada. All Fellows of CAMPT uphold an international standard of practice in orthopaedic manual physical therapy. This award is presented to the top-performing student in the orthopaedic elective course.

Value: \$200

10. **Oncology Division Graduation Award (Division of the CPA)** - The Oncology Division of the Canadian Physiotherapy Association offers the award to a student in the MSc(PT) graduating class who demonstrates academic excellence in the area of oncology physiotherapy and/or leadership and community engagement in the area of oncology.

Prize: A complimentary one-year membership to the Oncology division upon registration as a member of the CPA, as well as a \$100 gift card.

11. **Paul W Stratford Manuscript Award**

The Paul W. Stratford Manuscript Award is given to the student research and evidence based practice (REBP) team with the highest-marked Research and Evidence-based Practice manuscript. Each manuscript will be graded by the course coordinator and total scores will be calculated. The 3 manuscripts with the highest grade will be sent to 3 additional reviewers for voting. The manuscript that receives the most votes will be awarded the prize. Please see the Unit 5 Handbook for more details.

MCMASTER UNIVERSITY: POLICIES, PROCEDURES AND GUIDELINES

If there is a discrepancy between the policies below and the SRS policies, the SGS Policy prevails. Throughout the year, policies and procedures may be reviewed and may be revised. Students will be informed *via* email and are advised to check Avenue to Learn, the 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 the [University Secretariat website](#).

ACADEMIC INTEGRITY POLICY

The following quotes the *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](#).

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. Procuring, distributing or receiving an examination, test or course materials that are in preparation or storage for an academic assessment; 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. Always consider this when researching, reviewing text, writing and completing assessments in your program.

STUDENT EXPECTATIONS FOR PARTICIPATION IN VIRTUAL CLASSES

McMaster is committed to an inclusive and respectful community. These principles and expectations extend to online activities including electronic chat groups, video calls and other learning platforms. If you are concerned about your virtual classroom experiences, the Equity and Inclusion Office (EIO) is available to advise and assist students who may be experiencing any equity, accessibility, inclusion, harassment, discrimination or sexual violence concerns. You can reach the EIO at equity@mcmaster.ca. Thank you for joining us in ensuring that our McMaster online communities are spaces where no one feels excluded and everyone is able to enjoy learning together.

Students who have access to authorized recorded lectures in a course may use these recordings only for personal or group study and should not reproduce, share or upload the recording to any publicly accessible web environment. Similarly, notes, slides, evaluations and tests are for personal use and should not be shared with others outside of a course.

Students attending virtual courses are encouraged to develop a plan in case of emergency or other distress. Students should be aware that instructors will not know the physical location of a student.

The plan should include but is not limited to the following;

- Know the location of the nearest exit in case of fire or the need to evacuate.
- Ensure that a first aid kit is available for incidents or injuries which may require first aid.
- Prepare for medical emergencies by having a cell phone available or an individual who can provide emergency assistance; ensure that this individual is aware of the student's location.
- Individuals off campus with immediate safety concerns should call 911.
- Individuals on campus (i.e. living in residence) should call McMaster Security at 905-522-4135.

The University is not responsible for the availability of cell phones, first aid kits or any other items as part of a student emergency plan. Students will be responsible for all necessary supports as part of their individual plan.

POSITION STATEMENT ON THE PROMOTION OF EQUITY, DIVERSITY, AND INCLUSION IN THE MSc(PT) PROGRAM AT MCMASTER

The following statements are expressed to inform and guide a process of eliminating oppressive educational practices and content and maximize attention to an equitable learning experience. The MSc(PT) Program is committed to leveraging the broadest definition of inclusivity such that all individuals feel they are reflected in the content, faculty, staff, student body and environment through:

1. Encouraging self-awareness and personal growth processes, regarding values and beliefs, such that we can explore different perspectives, amplify voices of those with lived experiences of discrimination, while grounding our approaches in openness, compassion, and respect.
2. Creating and promoting spaces [within and outside the classroom] to support reflection and development of our own knowledge about local, national, and global issues through recognizing social inequity, privilege and promoting social justice.
3. Engaging in and supporting dialogue on all topics of health professional education, through active listening and respect, even when those conversations may be challenging and/or uncomfortable.
4. Establishing an environment where everyone feels they experience equitable education and opportunities to be successful.
5. Promoting a continuous process of critical reflection, learning and development for individuals and groups.
6. Facilitating processes that lead to continuous quality improvement informed by feedback from all stakeholder groups, including but not limited to the Program's admission process and curriculum renewal.

Example of a Current Strategy:

One way that all members of the McMaster Physiotherapy Community can contribute to establishing an inclusive and equitable learning environment is through the thoughtful preparation of any presentation content. To support the development of presentations which occur as part of the MSc(PT) Program, the following guidelines for staff, faculty, students and guests are recommended:

1. Always use patient first language (i.e. A person who has suffered from a stroke and not a stroke survivor)
2. Be thoughtful of all images (photos / stock art / images) included;

- a. If you are not sure if an image is appropriate, default to not including an image at all.
 - b. If you are including images of individuals: ensure they are reflective of a diverse group of learners.
3. When making a presentation about a case scenario, do not make assumptions about the client(s) more than what has been provided (e.g. choose images to reflect the demographics that align with the description of the client in the case scenario)
4. Be open and receptive to discussions about presentation content – including dialogue about why an image may have elicited a specific response from others in attendance
5. When conducting background research and developing your presentation, consider how patients/clients of different cultures, religions, ethnicities, genders or sexualities may present
6. Prior to presenting your information to a large group, consider whether unconscious bias or assumptions exist. All efforts should be made to address these potential issues prior to delivering the information.
7. Where possible, include evidence and resources that includes/considers communities that are systematically excluded from current structures.
8. Always use a variety of inclusive pronouns i.e. she/he, him/her or they/them.

APPEALS PROCEDURES

McMaster University appeals procedures are outlined in the [Student Appeal Procedures](#) document.

CODE OF STUDENT RIGHTS AND RESPONSIBILITIES

When students enroll at the University they agree to abide by the [Code of Student Rights and Responsibilities](#) and have an obligation to familiarize themselves with the code.

COPYRIGHT POLICY AT MCMASTER UNIVERSITY

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

GRADUATE EXAMINATIONS POLICY

The [Graduate Examinations Policy](#) is intended to communicate clearly the university's expectations with regard to examinations (final and mid-unit) 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.

UNIVERSAL DESIGN AND WRITTEN EXAMINATIONS IN MSC PT PROGRAM

The MSc(PT) Program is committed to implementing principals of universal design to maximize every student's potential for success. As such, all students will be granted double time to complete each written examination in the MSc(PT) Program, including written OSCE stations. Students who require additional accommodations for examinations will be required to engage with Student Accessibility Services for a formal accommodation plan.

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.

For more information, please contact:

Office of Academic Integrity
Location: Gilmour Hall (GH), 231
Phone: (905) 525-9140, ext. 24303
Email: acinteg@mcmaster.ca
Website: <https://www.mcmaster.ca/academicintegrity/>

DISCRIMINATION & HARASSMENT 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. For more information, please review the [Discrimination & Harassment Policy](#).

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. For more information, please review the [Sexual Violence Policy](#).

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

POLICE RECORDS VULNERABLE SECTOR CHECK (VSC)

All students accepted and enrolled within the Program are required to provide a Police Records Vulnerable Sector Check (VSC) as a condition of admission, and 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 VSC at all times in the Program, including the for the entire duration of each placement, therefore, a student may need to update their VSC more frequently than annually. The VSC is considered valid for one year from the date of issue from Police Services and must be updated on an annual basis. For more information, please visit the [Professionalism Office’s website](#).

PROFESSIONAL BEHAVIOUR CODE OF CONDUCT FOR GRADUATE LEARNERS

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.

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 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 of an injury or exposure to an infectious or environmental hazard does occur, compliance with the procedures outlined in this document (see [INJURIES: PROCESS FOR REPORTING](#)) 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.

MSc(PT) PROGRAM: POLICIES, PROCEDURES AND GUIDELINES

MASTER OF SCIENCE PROGRAM PHYSIOTHERAPY McMaster University

Complete Title: Guideline for Review of Student Performance and Progress

Date Developed: May 26, 2004

Last Revised: February 17, 2011

January, 2015

June 21, 2017

February 7, 2020

June 7, 2022

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

PT Education Committee – June 21, 2017

PT Education Committee – June 12, 2020

PT Education Committee – June 7, 2022

Guideline Owners:

Assistant Dean (PT)
Program Manager

PREAMBLE:

The Program Academic Study Committee (PASC) is responsible for reviewing MSc(PT) Program student performance and progress and recommends to the Assistant Dean (Physiotherapy) 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 responsibilities are to recommend:

- Informal remediation;
- Formal remediation, specifically enrolment in a remediation course; and/or
- Program withdrawal;
- PASC Award winners

GUIDELINE:

The PASC typically meets at the end of each academic component of the Unit prior to the start of clinical placements 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 Unit (*i.e.*, after the completion of the clinical placement component; Final PASC) to recommend final course grades.

The PASC also determines award winners for the Physiotherapy Program Academic Standing Committee Awards, which are based on the Essential Competency Profile for Physiotherapists in Canada. The PASC members select the award winners by a majority vote.

Student Progression in the Program:

To continue in the program:

- Students must achieve a total of at least a grade of least B- in each course. Students who do not achieve a minimum of a B- 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 for the PBT course. This recommendation will be considered by the PASC as part of its deliberation.

- Students must "PASS" the Objective Structured Clinical Exam (OSCE) at the end of each academic unit
 - A "PASS" is defined as obtaining a grade of 70% or better with no more than one major safety / professionalism or two minor safety / professionalism occurrences
 - Students who receive one major safety/professionalism or two minor safety/professionalism occurrences will be identified at the PASC at an awareness level for tracking across the Program and advised of the occurrence(s) by the course coordinator
 - Students who receive two or more major safety/professional occurrences or an overall OSCE grade below 70% will be brought forward to the PASC for consideration.
 - The Clinical Laboratory Course Coordinator(s) will make a recommendation at the PASC, prior to the student entering clinical placement, regarding a pass or remediation or a failing grade for the CL course.

- Students must receive a recommendation of "credit" or "credit with exceptional performance" in the Clinical Education courses at final evaluation by the clinical instructor (CI). Any student who receives a recommendation of "no credit" or "credit with reservation" by the CI will be referred to PASC.
 - The Director of Clinical Education (DCE) will make a final grade recommendation for consideration by the PASC in these circumstances

- The DCE will also make a grade recommendation for any student who has:
 - received a recommendation of credit or credit with exceptional performance, but who has not met the required benchmarks on the Canadian Assessment of Clinical Performance (ACP) outlined for the placement in the Clinical Education Handbook (See criteria for when students brought forth to PASC)
 - displayed unprofessional or unsafe clinical behaviour regardless of the grade recommendation
 - comments on the final ACP /ACP 2.0 that highlight significant concern

- achieved less than 7/10 on their learning contract at the final evaluation because of lacking clinical skills or knowledge
- experienced a situation as otherwise identified in the Program and Clinical Education handbook or Graduate Calendar (i.e. withdrawal of a placement)
- Students who have rating scales on the final ACP / ACP 2.0 that do not meet the expected benchmarks, but do not meet the criteria to formally present to PASC will be brought forther to PASC at an awareness level for tracking across the Program and advised on the occurrence(s) by the DCE

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, the student will be assigned a "FAIL" (F) grade for the course.
3. The PASC will recommend if the student is eligible for informal or formal remediation. The following factors or combination of factors will be considered when determining eligibility for formal remediation: gap between current performance and program academic expectations, pattern of behavior, and above mentioned relevant deliberation considerations. This list is not meant to be exhaustive.

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
 - a. A student can select whether or not to participate in informal remediation. Informal remediation will not be reflected on the student's transcript but notation of this recommendation will be kept as part of the student's Program file, and may be considered in future circumstances

Formal Remediation

- b. If PASC recommends that the student is eligible for formal remediation and if the student chooses to undertake the remediation, s/he will register for the appropriate remediation course or will be required to submit a petition for a 'no course leave of absence' which will place the student on a leave of absence until the course is next offered.
- c. If the student successfully completes the remediation or re-take of the course, a grade of "PASS" (P) will be assigned.
- d. If the student is unsuccessful in completing the course, a grade of "FAIL" (F) will be assigned. **A "FAIL" assigned in a remediation or re-take of the course will be considered as a second fail in the Program.**

- e. **A student is normally allowed to undertake one remediation course during the program.**
- 5. In certain situations, the PASC will recommend if forward feeding (conveying information to a future evaluator), is required as part of remediation and/or to ensure safety and supported student learning. 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 not be eligible for remediation, the PASC will make a recommendation for required withdrawal to the Vice Dean, Health Sciences, Associate Dean of Graduate Studies (Health Sciences)

A student is not eligible for remediation if they:

- a. fails two courses in one Unit (constitutes 2 course failures)
- b. have 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 repeating a course requiring a no course leave of absence until the course is next offered) 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 or retaking a course which requires a no course leave of absence until the course is next offered) - 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 to complete Program requirements. If the duration of their studies is increased, the student will typically be unable to graduate at the upcoming fall convocation.

- 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, Health Sciences, Associate Dean of Graduate Studies (Health Sciences), who will make a decision on behalf of the Graduate Admission and Study Committee.

PASC Awards

Program Academic Standing Committee (PASC) awards, are awarded five times over the duration of the curriculum for each cohort of students. There are 7 awards available for each academic term. Specifically, award winners are identified at the PASC meeting that directly follow the end of the academic courses.

Students and /or faculty can nominate a peer /themselves or a student respectively for any one of the 7 awards. Nominations can be submitted for multiple awards, but each requires a separate letter of nomination (peer / self) or verbal nomination (faculty). The use of a majority vote by PASC members will be used to determine the awardee in the event that there are multiple nominations for the same award. The PASC Chair will vote only in the event of a tie.

The award winners are notified at the beginning of the next academic term (units 1-4) or via email at the end of unit 5 (last term of study)

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 (PHYSIOTHERAPY) PROGRAM
McMaster University**

PROCESS FOR STUDENT REVIEW OF EXAMS

Date Developed:	June 17, 2020
Last Revised:	June 25, 2020 March 15, 2021 June 17, 2022
Approval:	PT Curriculum Committee – June 17, 2020 March 17, 2021 June 20, 2022 PT Education Committee – June 25, 2020 March 24 2021 June 23 2022

PREAMBLE:

The McMaster Physiotherapy Program supports student access to review completed exams with the expectation that the review of one's performance will facilitate and reinforce ongoing learning and the pursuit of self-improvement. However, there is a need to balance exam integrity with students' desire for feedback. In addition, with the large number of students in each course, reasonable limitations need to be in place to allow course instructors to balance competing requests by students and their other responsibilities.

As such, the McMaster Physiotherapy Program has established an exam review process to guide the provision of exam feedback. This process will be similar for all examinations, with slight variations for mid-unit versus end of unit examinations as well as for written versus practical examinations. If there are exceptional circumstances that need to be considered for alternative arrangements, students are asked to provide a request by email no later than **one week** after the completion of the exam, copying the following individuals: Course Coordinator, Unit Lead, and Assistant Dean.

For **all examinations**, a final exam mark will be posted on Avenue to Learn (A2L) no later than 2 weeks from the date of completion of the examination.

EXAM REVIEW PROCESSES

Written Examinations

a) Mid Unit Written Examinations:

1. A date will be set and published in MedSIS for an exam review session with the course coordinator. This review may happen online or in class. Students may be asked to bring / have access to the Internet and a device (e.g., personal computer / tablet) so that they can login to Avenue to Learn (A2L) during this review
 - a. There will be limited access to personal exam results during the review time where students will be able to login to A2L and view their own examination. Attendance will be tracked, and only students who are participating in the review (i.e. present in person or via web platform) will have access to their exam. During the review period the following must be observed:
 - Students must have cameras and microphones on for the entire time of the review- including when the PowerPoint is being shared.
 - Students must remain in view of cameras throughout the entire time.
 - Students must not use any devices during the review process (i.e. cell phone (texting), tablet, computer, etc.).
 - Students must remain on the call for the entire duration of the review session
2. During the exam review session, students will have limited access to their completed exams, and the course coordinator will only review exam questions where less than 65% of the class answered correctly.
 - a. To review this content, instructors will:
 - Use the examination statistics from Avenue to Learn (A2L) and present the statistics to students for the questions the majority of the class answered incorrectly (see next point)
 - Prepare a slide deck that includes: the number of questions reviewed by the course coordinator / instructor(s) because they were answered correctly by less than 65% of the class; the number of questions adjusted (ie more than 1 response was accepted or removed from the test) AND
 - One slide per question reviewed, with the correct answer and explanation / supporting evidence.
 - Students **will not have** the opportunity to discuss the content of the question or debate / appeal answers during the review process. Concerns about content should be emailed to the attention of the course coordinator after the review is completed.
3. Students will be reminded about their pledge of academic integrity and advised that they are not to photograph or record or document any part of the questions

discussed. Faculty will access the A2L 'user report' following the review session to ensure that all students logged on and off the website at the appropriate time.

4. If technical difficulties arise during the scheduled time of the review session (ie. inability to access the internet) and a student is unable to participate in the review, supporting evidence (ie. screen shot of internet being out, report from internet provider) will be required to substantiate the request for another time to review the exam with faculty.
5. After the review session, unless there are exceptional circumstances* expressed in writing (as noted above), there will be no further exam review of the mid unit written exam content by the coordinator with a student(s).

b) End of Unit Written Examinations:

The same process will be used for end of unit written examinations with the following exceptions:

1. Due to the timing of the end of unit examinations, there may be a need to schedule exam reviews during 'exam weeks' and /or during the first week of the next academic unit; this timing will vary depending on sessional dates
2. If a student fails an end of unit examination (i.e. scores less than 70% overall), a separate review time will be arranged with:
 - a) the student and course coordinator (in the event that the student still passed the course overall) OR
 - b) the student, Assistant Dean, Program Manager to review results and discuss next steps if the student did not pass the exam and the course overall.

Practical Examinations

a) Mid Term Practical Examination

Note: Written stations done on paper will not be converted to electronic resources for students to review; however, the course coordinator will be able to review the question and student response during the review sessions.

1. Communicating a date for review
 - A date for the review session with the course coordinator will be published in MedSIS.
 - If this review is done in person - students will be asked to leave all personal belongings, and external devices at the side / front of the classroom during the exam review process to ensure exam integrity
 - If this review is done virtually – it will follow the same process as the mid – unit written examination feedback noted above (i.e. cameras on)

2. During the exam review session, the course coordinator will provide general feedback about performance in each practical and written station included on the exam.
 - If this session is done in person, students will have the opportunity to view their own *written stations* responses and marks allocated to these stations.
4. Course coordinator *and* instructors will set 1:1 review sessions ** where students can present themselves to review specifics about the practical stations only. Specific directions for these drop-in times will be provided by each coordinator (i.e. students may need to sign up in advance for a specific session and /or students may be assigned a time and date based on first initial of last name etc). These drop-in sessions will occur *AFTER* the in-person review session and no later than four weeks after the examination was held.
 - a. The examiner sheets will not be shared directly with the student during these drop-in sessions, and general verbal feedback will be provided to the student by one or more of the course instructor(s)
 - b. After the drop-in times are completed, unless there are exceptional circumstances* expressed in writing (see above), there will be no further exam review of the mid unit practical exam content by the coordinator / instructor with a student(s).

*Note: If a student fails the mid-term practical examination (i.e., scores less than 70% overall), a separate review time will be arranged with the student and course coordinator to review results and discuss next steps

b) END OF UNIT Practical Examinations (i.e. OSCE)

1. A date for the review session with the course coordinator will be published in MedSIS
2. During the exam review session, the course coordinator(s) will provide general feedback about performance in every station included on the exam.
 - If this session is done in person, students will have the opportunity to view their own *written stations* responses and marks allocated to these stations. Students will be asked to leave all personal belongings, and external devices at the side / front of the classroom during the exam review process to ensure exam integrity
4. Course coordinator *and* instructors will set 1:1 review sessions ** where students can present themselves to review specifics about the practical stations only. Specific directions for these drop-in times will be provided by each coordinator (i.e. students may need to sign up in advance for a specific session and /or students may be assigned a time and date based on first initial of last name, etc.). These drop-in sessions will occur *AFTER* the in-person review session. Where possible (i.e. based on sessional dates) these will occur no later than 2 weeks after the start of the next academic unit.

- a. The examiner sheets will not be shared directly with the student during these drop-in sessions, and general verbal feedback will be provided to the student by one or more of the course instructor(s)
- b. After the drop-in times are completed, unless there are exceptional circumstances* expressed in writing (see above), there will be no further exam review of the mid unit practical exam content by the instructor with a student(s).
- c. Students who receive one major safety/professionalism or two minor safety/professionalism occurrences will be identified at the PASC at an awareness level for tracking across the Program and advised of the occurrence(s) by the course coordinator.
- d. Students who receive two or more major safety/professional occurrences or an overall OSCE grade below 70% will be brought forward to the PASC for consideration.

The Clinical Laboratory Course Coordinator(s) will make a recommendation at the PASC, prior to the student entering clinical placement, regarding a pass or remediation or a failing grade for the CL course.

**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.

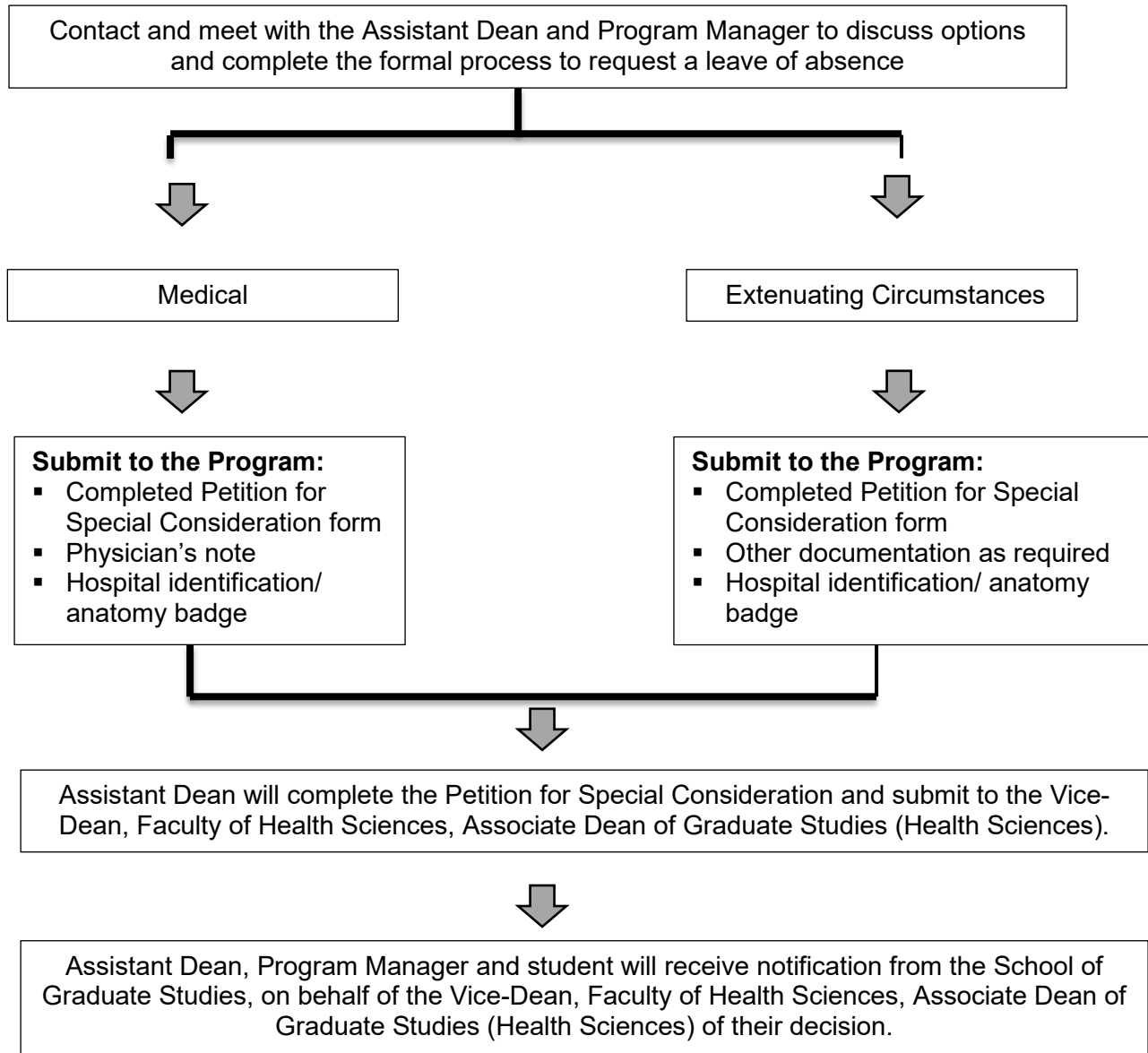
Students are to refer to the following sections of the SGS Graduate Calendar: General Regulations of the Graduate School, Financial Matters, Graduate Scholarships, Bursaries and Other Awards for information about processes, procedures and policies.

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 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. Their office will notify the Assistant Dean, Program Manager and student of their decision.

PROCESS



Procedures for Returning from a Leave of Absence:

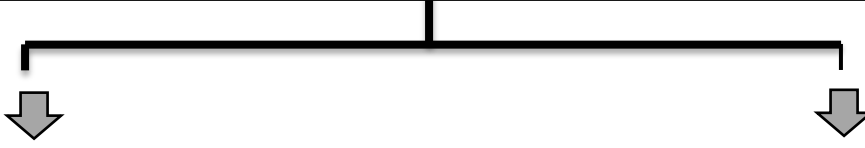
1. The student must write (email or formal letter) to the Assistant Dean no later than three months prior to the beginning of the appropriate Unit of study to which the student would be returning, indicating their intention to return.
2. If the leave of absence was granted for medical reasons:
 - A note 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 their decision.
3. 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.
4. Re-entry 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.
5. 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.
6. 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

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



Student to write to the Assistant Dean indicating their intention to return



Return from: Medical
Circumstances
Leave of Absence

Return from: Extenuating
Circumstances
Leave of Absence

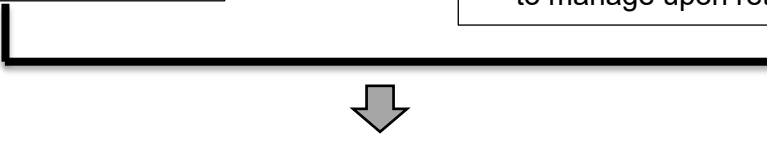


Submit to the Assistant Dean:

- Written intent to return to the Program
- Physician's note

Submit to the Assistant Dean:

- Written intent to return to the Program
- Letter from the student outlining circumstances of the leave of absence will no longer impact on studies; and the strategies and supports put in place to manage upon return.



Assistant Dean will notify the student to confirm that the return from a leave of absence has been approved.



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*

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.

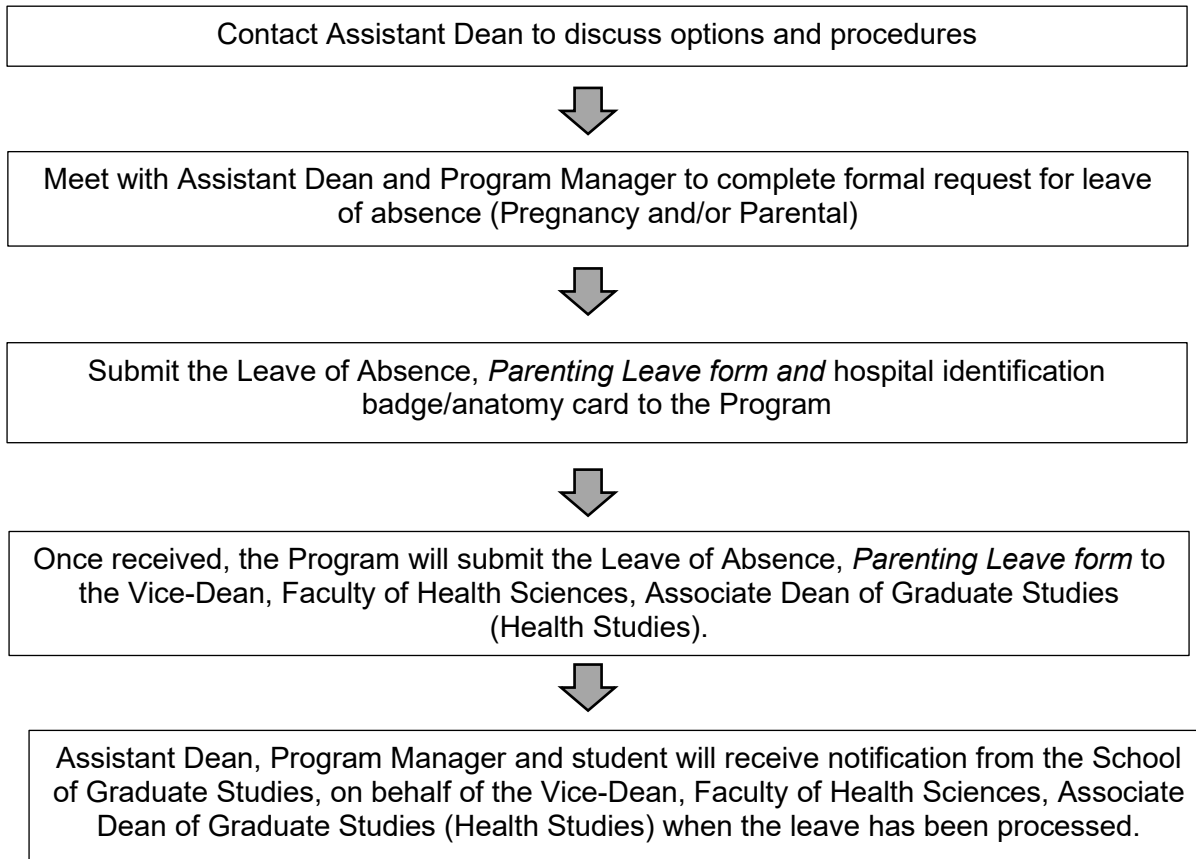
Leaves of absence are granted by the School of Graduate Studies (SGS), and if granted, the duration of the parenting leave of absence will take into consideration the nature of the PT Program.

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. Their office will notify the Assistant Dean, Program Manager and student when the leave has been processed.

PROCESS



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

- 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 their intention to return.
- 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.
- 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 Check, 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 their intention 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

Revision September, 2021

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](#), 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 most cases, these will be safe. These guidelines have been developed 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 you do not want to share your cell phone number, please block the number.
 - 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 to 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
 - Your telephone number

- Date and time of the visit, including anticipated time of completion
- Establish a plan with your supervisor / a housemate / friend to check in at the end of the visit, once you have left the participant's location and are safely travelling away from the appointment
- If you are lost, telephone the participant for directions and/or seek assistance.
- Dress professionally, avoiding low cut tops, and / or pants.
- Only bring necessary items to the visit.
- 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.
- Have your student ID badge or name tag out and visible when you arrive at the door. Identify yourself and your role.

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

- 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 the individual.

Reasons to leave the participant's home:

A student should immediately leave the participant's home if any of the following are observed:

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

When leaving always face the participant. Drive away in your vehicle and inform your supervisor/course coordinator.

After the visit:

- Leave the vicinity and choose another locale to park / pull over if you wish to discuss/review your assessment.
- Do not sit in your vehicle and go over the results of the assessment in front of the participant's location.
- **If you completed the visit by yourself**, call and /or email your supervisor / a 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 PHYSIOTHERAPY PROGRAM

Approved by the PT Education Committee: June 8, 2022

Incoming students, starting with the CO2024, within the Physiotherapy Program will have the opportunity to voluntarily submit preferences (top 5 choices) for 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 Physiotherapy Program is a professional entry-level Program, with graduate level expectations. Faculty Advisors are available (by meeting request) to support students in developing strategies in transitioning to professional and graduate requirements.

Typically, it is the student's responsibility to initiate a meeting with an advisor if the student feels in need of academic guidance. From time to time, advisors may request a meeting to discuss the student's academic progress.

Role of the Faculty Advisor

- Advise students assigned to their FA group about issues that may affect academic progress and suggest appropriate strategies for success, refer as necessary (i.e. Assistant Dean/Program Manager)
- Provide support and guidance to students assigned to their FA group regarding academic progress
- Engage with students assigned to their FA group in relation to self-regulation assignments and feedback across the curriculum. This will include:
 - Reviewing self-regulation documents completed by students in the FA group across the curriculum
 - Meeting with the FA group virtually or in person to discuss and provide feedback related to self-regulation components

ATTENDANCE REQUIREMENTS FOR MSC(PT) PROGRAM

GENERAL ATTENDANCE PREAMBLE:

- With limited exceptions, all students must attend a minimum of 80% of each course's sessions/classes.
 - Those who do not attend a minimum of 80% will be presented to the Program Academic Study Committee (PASC) for review
 - A session/class includes the mid unit / end of unit exam and /or a small group PBT session
 - Exam review sessions are not mandatory and thus do not count towards the minimum attendance requirement
- Students are required to follow the procedures for in person and virtual class attendance as outlined below.
- Students who are at risk of not meeting the minimum of 80% attendance will be notified by the Course Coordinator in advance of not meeting this requirement (e.g., when a student is two (2) sessions away from meeting this minimum based on the total sum of the classes for each course), with the Assistant Dean (Physiotherapy) copied on the communications.

- If required, the student and Assistant Dean (Physiotherapy) will meet to review next steps prior to not meeting the minimum of 80% attendance
- Students who are not feeling well / have an exceptional reason for missing a class/session (virtual or in-person) should inform the course coordinator in advance of the class. **Students are responsible for catching up on missed material with peers.**
 - An absence due to not feeling well / exceptional reasons will still be marked as an absence

ANY IN PERSON CLASS or exams:

- Students are expected to attend all scheduled in person classes or exams
- Students are required to 'scan in' at the beginning of class; students who do not scan in will be marked as absent for the class (even if they can provide proof they were there)
 - If the QR code is not working at the time of arrival, please contact the course coordinator immediately to note your attendance and to identify next steps
- There **will not be** a live ZOOM provided for students to attend / engage in any aspect of an in-person session unless there is an exceptional circumstance that warrants the availability of this (i.e., change in public health guidelines)
- In person classes will not be recorded

VIRTUAL CLASS:

- Virtual classes will not be recorded
- Students are expected to attend all scheduled virtual classes
- Attendance will be taken from the ZOOM log to determine if the student was present for the entire session/ class

SOCIAL MEDIA POLICY

The MSc(PT) Program is aware that students have a presence on a variety of social media platforms (i.e. Twitter, Instagram, Facebook etc.). To ensure that the privacy of clients, other health care providers, students, amongst others, are protected, the MSc(PT) Program has developed guidelines related to the use of social media for students to provide direction about the use of social media during academic and placement periods. At all times, students are expected to adhere to the [Faculty of Health Sciences Professional Code of Conduct for Graduate Learners](#) as well as [McMaster University guidelines](#) as they relate to interacting in online communities.

Prior to sharing aspects of your clinical placement or academic experiences on personal social media accounts or any other public platforms, you must:

Clinical Placement

1. Ensure you are adhering to clinical site policies **as many clinical sites prohibit the sharing of any and all placement related content and experiences through public/social platforms**. Students are strongly encouraged to have written communication confirming that the social media post is approved by the clinical instructor and /or clinical site contact. IF approved - you must ensure you abiding by clinical site confidentiality policies at all times.
2. Ensure you maintain confidentiality of all parties at all times. Sharing **any** patient related information including pictures of your patients in any posted content is **prohibited**.
3. If your post will disclose any site-specific information (e.g., site name) you must have written consent from your Destination Contact/ Clinical Instructor to do so.
4. Consider that shared content is often permanent and not private, and therefore are accessible to other professionals and the persons you serve. This means you are to be thoughtful about the images and content you choose to share via social media.
5. Not post any information related to concerns related to a placement site or clinical instructor. Students must follow the established processes to provide the Program / site with feedback.

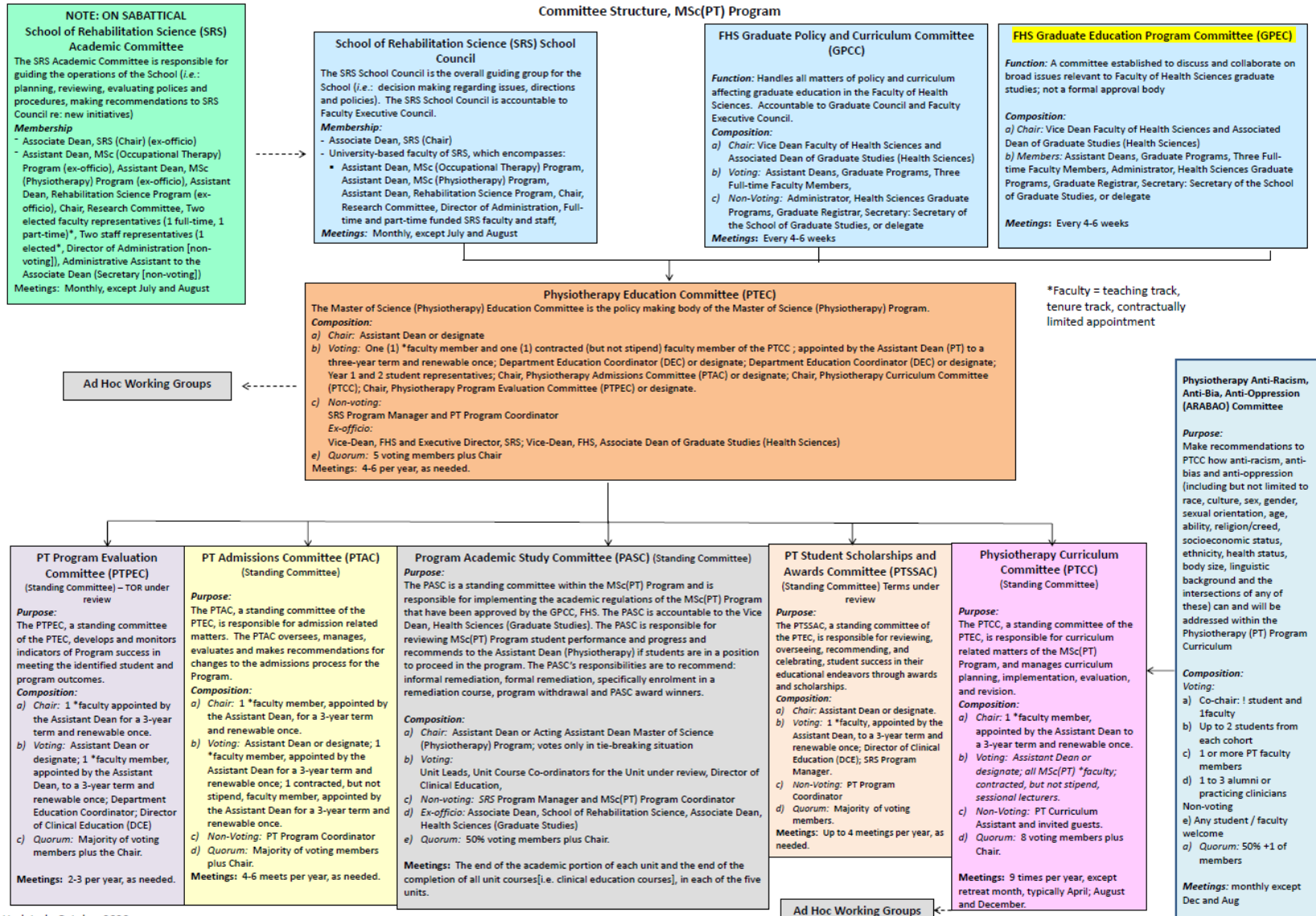
Academic Component

1. Ensure that your posts do not breach academic integrity responsibilities (i.e. exam content, course outlines)
2. To have explicit, written consent prior to posing pictures/images of peers, faculty or staff which indicates learners can share these images/photos on their personal social media accounts
 - a. Students are encouraged to remember that even if a post is not linked back to the MSc(PT) Program directly, identifying yourself as a McMaster learner or wearing apparel that may link you to the MSc(PT) Program in the social media account means that you are held accountable to the Professional Code of Conduct and University Regulations for conduct of learners.
3. Submit any content that they wish to be considered for the MSc(PT) Program social media pages to the Year 1 and Year 2 Social Media Representatives who will vet this with the MSc(PT) Program to ensure:
 - a. students are following all current public health guidelines in the photos being shared
 - b. the guidelines above have been adhered to

The Program has the final decision on the content that will be posted on the Program's social media pages.

MSC(PT) PROGRAM COMMITTEES

MSC(PT) COMMITTEE STRUCTURE



Ad Hoc Working Groups

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

Updated: October 2020

MSC (PHYSIOTHERAPY) EDUCATION COMMITTEE (PTEC) TERMS OF REFERENCE

PURPOSE:

The Master of Science Physiotherapy Education Committee (PTEC) is the policy making and 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)
- SRS Council

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 PTEC standing committees as applicable.
- Shares information from PTEC standing committees.
- 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:

- 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.
- Chair, PT Student Scholarships and Awards Committee or designate.
- Chair, PTEC will vote in the event of a tie

c) Non-voting:

- SRS Program Manager
- One (1) PT Administrative Staff

d) Ex-officio, non-voting:

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

- e) Quorum:
 - Majority of voting members (50%) 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, quorum is required for approval or a recommendation to pass.

MEETINGS:

- a) Schedule:
 - Three (3) to five (5) meetings per year as needed.
 - Requests for an e-vote may occur outside of the scheduled meetings
- b) Agenda:
 - Created by the PT Administrative Staff member in consultation with the Chair.
 - Will be pre-circulated to all members prior to the meeting.
- c) Minutes:
 - Recorded by the PT Administrative Staff member, 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	July 18, 2018
PTEC Approval	November 14, 2018
Revised	October 26, 2020
PTCC Review	November 25, 2020
PTEC Approval	December 2020
Revised	May 2022
PTCC Review	May 2022
PTCC Approval	May 18, 2022
PTEC Approval	June 7, 2022



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 ☎ (905) 524-0069
 ✉ rehab@mcmaster.ca
 🌐 <https://healthsci.mcmaster.ca/srs>

MSc (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, quorum 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
Reviewed by PTCC	November 25, 2020
Approved by PTEC	November 27, 2020

MSc (Physiotherapy) Program Academic Study Committee (PASC) TERMS OF REFERENCE

PURPOSE:

The Master of Science (Physiotherapy) Program PASC is a standing committee of the Master of Science (Physiotherapy) Program and 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, Health Sciences, Associate Dean of 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 Units 1-4
- Recommend promotion of students from unit to unit
- Make recommendations for remediation and required withdrawals, as described in “Guideline for Remediation and Required Withdrawals” (Physiotherapy Program)
- Refer students to university offices or departments, *e.g.*, McMaster Student Affairs, Student Support and Case Management, Professionalism Office as mandated by University policy, and assist these Offices in implementing their recommendations
- Review and approve student requests for international placements, based on a recommendation from the Director of Clinical Education (DCE) and the International Practicum Advisory Committee (IPAC)
- Recommend graduation of students, upon completion of Master of Science (Physiotherapy) Program requirements
- Select recipients for the PASC awards at the end of each academic unit and 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

b) Voting:

- Unit Leads
- Course Coordinators for the Unit under review
- Director of Clinical Education

c) Non-voting:

- Program Manager
 - Physiotherapy Program Coordinator
- d) Ex-officio, Non-voting:
- Vice Dean, Faculty of Health Sciences and Executive Director, School of Rehabilitation Science
 - Vice Dean, Health Sciences, Associate Dean of Graduate Studies (Health Sciences)

- e) Quorum:
- 50% of voting members, plus Chair

DECISION-MAKING:

- The PASC will operate by consensus for recommending decisions 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. The chair will not initially submit a vote, and *in the event of a tie, the Chair of PASC will make the final recommendation to the Vice Dean, Health Sciences, Associate Dean of Graduate Studies (Health Sciences)*
- In all instances, it is the responsibility of the Chair to submit the finalized recommendations from PASC to the Vice Dean, Health Sciences, Associate Dean of Graduate Studies (Health Sciences)

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, including a leave of absence (no course) or withdrawal prior to the student undertaking the Clinical Education course within the Unit
- End of Unit PASC meeting
 - Upon the completion of each of the five (5) units of study, to recommend final course marks for all courses within the Unit
 - The PASC may recommend remediation, including a leave of absence (no course) 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 five (5) units
- The Chair of the PASC may convene meetings as needed to fulfill the committee functions

b) Minutes:

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

Created	2004
Revised	Jan 21, 2011; Approved Feb 16, 2011
Revised	Feb 6, 2013; Approval PTCC Feb 20, 2013; Approval PTEC Mar 20, 2013; Approved SRS Council May 8, 2013
Revised	Approval PTEC Nov 25 2015
Revised	Approval PTCC February 2020; Approval PTEC March 2020
Revised	Approval PTCC May 2022; Approval PTEC June 7, 2022

MSc (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 success in meeting the identified program outcomes.

ACCOUNTABILITY:

The PTPEC is accountable to the PTEC.

FUNCTIONS:

1. Collects, analyzes and synthesizes data related to program evaluation and evaluates changes based on this data.
2. Advises the PTEC on 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 of changes 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:

- One (1) PT Administrative Staff

d. Quorum:

- 50% of voting members + 1

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 Science (FHS) Graduate Policy and Curriculum Committee (GPCC) or at the discretion of the Chair. For this instance, quorum 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 assigned PT administrative staff member, 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	
Approved by PTEC	August 19, 2021
Reviewed by PTCC	November 25, 2020
Approved by PTEC	November 27, 2020
Approved by PTEC	August 19, 2021

MSc (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 (e.g. Ontario Graduate Scholarship, OGS, conference travel awards, and internal physiotherapy scholarships pending available funds annually); with the exception of the Program Academic Standing Committee (PASC) Awards which are administered by the PASC
- Reviews selection criteria for student scholarships and awards.
- Reviews 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:

- MSc(PT) Assistant Dean
- One (1) *faculty; appointed by the Assistant Dean (Physiotherapy) to a three-year term that is typically renewable once
- Director of Clinical Education (DCE)

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.
 - An alternate faculty member will be requested to review and rank an application(s) in any instance where a conflict of interest exists

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

PTSSAC Terms of Reference to be reviewed every two years or as required	
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
PTCC Reviewed	Revised: August 19, 2020
PTEC Approval	Revised: August 25, 2020

MSc (Physiotherapy) Admissions Committee (PTAC) TERMS OF REFERENCE

PURPOSE:

The Master of Science (Physiotherapy) [MSc(PT) Admissions Committee (PTAC)], a standing committee of the Master of Science (Physiotherapy) 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:

1. Reviews admission policies and procedures.
2. 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.
3. Reviews admissions related data and published information.
4. Evaluates the MSc (PT) admission process.
5. Provides regular reports to the PTEC.
6. Considers and implements best practices to increase diversity in recruitment and minimize bias in the application and selection processes.

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;
- One (1) first-year PT student; and
- One (1) second-year PT student (student representatives selected by Student Council).

g. Non-voting Members:

- Non-applicable

h. Quorum:

- 50% of voting members + 1

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:

- Created by the Program Coordinator in consultation with the Chair.
- Will be pre-circulated to all members by the Program Coordinator.

f. Minutes:

- Recorded by the MSc (PT) Program Coordinator.
- Minutes will 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
Revised	November 10, 2020
Reviewed by PTCC	November 25, 2020
Approved by PTEC	November 27, 2020

THE PT PROGRAM ADVISORY COMMITTEE ON ANTI-RACISM, ANTI-BIAS AND ANTI-OPPRESSION (ARABAO) TERMS OF REFERENCE

This committee will vision and make recommendations to the Physiotherapy Curriculum Committee (PTCC) about how anti-racism, anti-bias, and anti-oppression (including but not limited to race, culture, sex, gender, sexual orientation, age, ability, religion/creed, socioeconomic status, ethnicity, health status, body size, linguistic background, and the intersections of any of these) can and will be addressed within the Physiotherapy (PT) Program Curriculum.

Objectives are to:

- 1) Work towards shared practices, communication, and language that inform a diversity of approaches across all courses and educational initiatives within the PT Curriculum.
- 2) Collaboratively review the PT Program's curriculum, make recommendations for various course content and its spiral across units, and identify opportunities for interprofessional collaboration to the PTCC.
- 3) Provide guidance and advice to the Program about equity and diversity initiatives in a manner that is accessible to learners (e.g., orientation week and program handbook).
- 4) Recommend, organize, and/or facilitate educational workshops for physiotherapy students, faculty, and staff.
 - a) Where appropriate, these initiatives will be shared with learners, faculty and/or staff in other SRS programs either in real time and/or by sharing the recording.
- 5) Share information, resources and best practices about equity and diversity work with each other and disseminate information beyond the Committee (including but not limited to students, faculty, student council, clinical partners, and staff).
- 6) Report back to the School of Rehabilitation Science ARABAO Committee in relation to the PT Program's ARABAO work on shaping curriculum that promotes anti-bias, anti-racism and anti-oppression.
- 7) Create a safe space for physiotherapy students, faculty, and staff to exchange ideas and address issues related to anti-racism, anti-bias, and anti-oppression.

The committee will set yearly goals. The committee is accountable to the cohorts of physiotherapy students, the Physiotherapy Curriculum Committee (PTCC), the SRS ARABAO Committee, and the Vice Dean to ensure that these initiatives and shared practices are implemented in a timely fashion.

Membership

Co-chair model: one student and one faculty/staff (1-year term*, renewable)

Voting Members:

- Co-Chairs (see above)
- 2 students from each current PT cohort who are filling the elected SRS ARABAO and MSc(PT) ARABAO student positions (A minimum commitment of 1 year; maximum commitment of 2 years)
- A minimum of 2 and a maximum of 3 faculty members (2-year terms, renewable)

- A minimum of 1 and a maximum of 3 alumni and /or practising clinicians (1-year term, renewable)
- Assistant Dean

Non-Voting Members:

- 1 PT administrative staff member
- Guests are welcome to attend the meetings but will not have voting privileges in the event that a vote is called.

**Note: for the purposes of this committee, a term is defined as July 1 of the current year to June 30 of the following year.*

Appointment of Voting Members

A) Current Students and Faculty

- Faculty co-chair will be appointed annually by the Assistant Dean at the time of educational contribution assignment; faculty are encouraged to express interest during annually reviews or contract development
- Faculty:
 - 1 faculty member who also holds the SRS ARABAO representative position
 - 1-2 faculty members who have expressed interest in the Committee
- Student members:
 - 1 student from each active cohort will hold the position of:
 - SRS ARABAO Student representative
 - MSc(PT) ARABAO Student representative

In both instances students in these positions will be elected through Student Council in year one (1) of the MSc(PT) Program and will have the opportunity to continue in year 2. If a student chooses not to continue in year 2, an invitation to students in the second year cohort for a nomination into the open role will be extended.

B) Community Clinicians / Alumni members

a) Alumni

- i) Graduates from the MSc(PT) Program who were active on the MSc(PT) Or SRS ARABAO Committee during their time in the Program are invited to stay as members in the ARABO for the following year (renewable)
 - An email to all graduating members will be sent by the Program in the final month of the MSc(PT) Program to identify interest in staying involved post Program completion
 - Alumni members would be invited to attend meetings for the upcoming year, and provide feedback and input on projects over the course of this time. After each year of participation, they will have the opportunity to choose to continue to be ARABO members for the following year.

b) Community Clinicians

- i) Individuals who are practising in the community but who also hold sessional faculty appointments / part time faculty appointments will be invited to participate based on expressed interest.

Administrative

- A PT administrative staff member will be responsible for generating meeting minutes for this committee for approval at the next scheduled meeting
- Brief meeting summaries will be developed by student members and made publicly available to all students through the Avenue to Learn “Physiotherapy ARABAO Committee” course shell
- Meetings will be recorded, but only for the purposes to assist with generation of meeting minutes and will not be publicly available
- Meetings will be held every other month or as needed

Decision Making

Where possible, all decisions will be made by consensus after discussion. However, in the event that consensus cannot be achieved, voting members will be asked to submit a vote and a decision to move forward will be based on majority. Quorum for voting will be 50%+1 of members.

Confidentiality

The specific information shared and discussions during the PT Program ARABAO Committee will be confidential in nature unless otherwise directed (i.e. if individuals disclose personal experiences and /or concerns; sharing of curriculum materials such as tutor’s notes).

Independent Student Meetings

The Student Co-Chair and the Year 2 SRS Committee Representative for the MSc(PT) Program ARABAO division will help to facilitate the organization of the independent student meetings. These independent student meetings may occur between formal meetings with the purpose of supporting student engagement, participation, and learning in matters relevant to the ARABAO Committee. All matters discussed during the independent student meetings will be summarized and brought forth to formal meetings.

Student members may voluntarily join one of 3 subcommittees:

1. Social Media
2. Outreach
3. Education

Descriptions of each subcommittee can be found below:

Social Media subcommittee: The role of this group is to disseminate information related to educational articles, the celebration of cultural holidays, upcoming events, and faculty/alumni/student spotlights on behalf of the MSc(PT) ARABAO committee. This may be carried out through various outlets including, but not limited to, Instagram. Any social media post must be approved by the PT Program Curriculum Assistant before posting.

Outreach subcommittee: The role of this group is to recruit faculty members, community members, or other guest speakers for educational seminars. Additionally, this committee may identify local

community service opportunities as well as other organizations, internal or external to McMaster University, that align with the core principles of ARABAO.

Education subcommittee: The role of this group is to collect and synthesize research on topics of interest that reflect the PT student cohorts, faculty, and staff members. This includes sending out annual Google forms to each respective cohort to identify relevant themes that relate to the core principles of ARABAO.

ARABAO Terms of Reference to be Reviewed by Committee annually	
Approved	July 15, 2021 (committee)
PTCC Review	July 21, 2021
PTEC Review	December 4, 2020
PTEC Review	October 26, 2021
Revised	May 15, 2022
Reviewed by PTCC	May 26, 2022
Approved by PTEC	June 7, 2022

SESSIONAL DATES

Class of 2023 Sessional Calendar

**Dates subject to change and do not reflect any changes made due to COVID-19; updated sessional information will be posted on A2L*

CLASS OF 2023 SESSIONAL DATES - MSc PHYSIOTHERAPY SUBJECT TO CHANGE

YEAR 1													
AUG	SEPT 2021	OCT 2021	NOV 2021	DEC 2021	JAN 2022	FEB 2022	MAR 2022	APR 2022	MAY 2022	JUN 2022	JUL 2022	AUG 2022	
O - W E E K	UNIT I ACADEMICS PHYSIOTH 741, 751, 761, 771 ----- September 7 - December 10 (14 weeks) Exam Week: December 13-17 PASC: December 21				BREAK Dec 24 - Jan 2	CLINICAL PRACTICE I & BREAK PHYSIOTH 781 ----- Jan 3 - Feb 18* (6 weeks) PASC: Feb 24		UNIT II ACADEMICS PHYSIOTH 742, 752, 762, 772 ----- Feb 28 - May 27 (13 weeks) Exam Week: May 30 - June 3 PASC: June 6			CLINICAL PRACTICE II & BREAK PHYSIOTH 782 ----- June 8 - July 29* (7 weeks) PASC: August 5		UNIT III ACADEMICS Aug 11 - Oct 20 (10 weeks)

YEAR 2													
SEPT 2022	OCT 2022	NOV 2022	DEC 2022	JAN 2023	FEB 2023	MAR 2023	APR 2023	MAY 2023	JUN 2023	JUL 2023	AUG 2023	NOV 2023	
UNIT III ACADEMICS CONT'D PHYSIOTH 743, 753, 763, 773 ----- Aug 11 - Oct 20 (10 weeks) Exam Week: Oct 21-27 PASC: Oct 28		CLINICAL PRACTICE III PHYSIOTH 783 ----- Oct 31 - Dec 20* (7 weeks) PASC: Dec 22		BREAK Dec 24 - Jan 2	UNIT IV ACADEMICS PHYSIOTH 744, 754, 764, 774A ----- January 3 - March 27 (12 weeks) Exam Week: March 28 - April 3 PASC: April 5			CLINICAL PRACTICE IV & BREAK PHYSIOTH 784 ----- April 10 - June 9* (8 weeks) PASC: June 13		UNIT V ACADEMICS PHYSIOTH 745, 755, 765, 774B & Elective (701, 702, 703) ----- June 15 - August 23 (10 weeks) Exam Week: August 24-30 PASC: August 31			C O N V O C A T I O N

* Individual clinical practice dates vary, depending on clinical facility availability

** Official Convocation date to be confirmed by the Office of the Registrar, in early 2023

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 2023 Sessional Dates; Approved by PTCC January 20, 2021; Approved by PTEC January 28, 2021

Class of 2024 Sessional Calendar *Dates subject to change

CLASS OF 2024 SESSIONAL DATES - MSc PHYSIOTHERAPY

SUBJECT TO CHANGE

YEAR 1

AUG	SEPT 2022	OCT 2022	NOV 2022	DEC 2022	JAN 2023	FEB 2023	MAR 2023	APR 2023	MAY 2023	JUN 2023	JUL 2023	AUG 2023	
O-WEEK	UNIT I ACADEMICS <i>PHYSIOTH 741, 751, 761, 771</i> September 6 - December 9 (14 weeks) Exam Week: December 12 - 16 PASC: December 21				BREAK Dec 23 - Jan 3	CLINICAL PRACTICE I & BREAK <i>PHYSIOTH 781</i> ----- Jan 4 - Feb 22* (6 weeks) PASC: Feb 24		UNIT II ACADEMICS <i>PHYSIOTH 742, 752, 762, 772</i> ----- Feb 27 - May 26 (13 weeks) Exam Week: May 29 - June 2 PASC: June 7			CLINICAL PRACTICE II & BREAK <i>PHYSIOTH 782</i> June 12 - Aug 4* (7 weeks) PASC: August 8		UNIT III ACADEMICS Aug 16 - Oct 25 (10 weeks)

YEAR 2

SEPT 2023	OCT 2023	NOV 2023	DEC 2023	JAN 2024	FEB 2024	MAR 2024	APR 2024	MAY 2024	JUN 2024	JUL 2024	AUG 2024	NOV 2024	
UNIT III ACADEMICS CONT'D <i>PHYSIOTH 743, 753, 763, 773</i> ----- Aug 16 - Oct 23 (10 weeks) Exam Week: Oct 24 - Oct 30 PASC: Oct 31		CLINICAL PRACTICE III <i>PHYSIOTH 783</i> ----- Nov 1 - Dec 22* (7 weeks) PASC: Jan 3		BREAK Dec 25 - Jan 3	UNIT IV ACADEMICS <i>PHYSIOTH 744, 754, 764, 774A</i> ----- January 4 - March 29 (12 weeks) Exam Week: Apr 1 - Apr 5 PASC: April 9			CLINICAL PRACTICE IV & BREAK <i>PHYSIOTH 784</i> ----- April 10 - June 12* (8 weeks) PASC: June 14		UNIT V ACADEMICS <i>PHYSIOTH 745, 755, 765, 774B & Elective (701, 702, 703)</i> ----- June 17 - August 23 (10 weeks) Exam Week: August 26-30 PASC: September 3			CONVOCATION

* Individual clinical practice dates vary, depending on clinical facility availability

** Official Convocation date to be confirmed by the Office of the Registrar, in early 2024

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 2024 Sessional Dates; Approved by PTCC January 2022; Approved by PTEC March 2022