Occupational Therapy Program Handbook

Master of Science

Occupational Therapy

McMaster University

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Contents

MSc (OT) PROGRAM ADMINISTRATION 2
INTRODUCTION TO THE PROGRAM 6
INTRODUCTION TO THE HANDBOOK & OTHER SOURCES OF INFORMATION 6
1. ORIENTATION TO THE PROGRAM AND CURRICULUM 7
1.1 MISSION AND VISION (MSc in Occupational Therapy) 7
1.2 PROFESSIONAL AND EDUCATIONAL FOUNDATIONS 8
1.3 THE CULTURE OF OCCUPATIONAL THERAPY PROFESSIONAL PREPARATION AT McMASTER 12
3.6 ESSENTIAL SKILLS AND ATTRIBUTES REQUIRED FOR THE STUDY OF OCCUPATIONAL THERAPY . 15
1.4 CURRICULUM DESIGN 15
1.5 NORTHERN STUDIES STREAM (NSS) 17
1.6 LEARNING RESOURCES 17
1.7 STUDENT EVALUATION 19
1.8 ACADEMIC INTEGRITY POLICY 20
1.9 RESEARCH INTEGRITY & PLAGERISM POLICIES 21
1.10 COPYRIGHT POLICY AT MCMASTER UNIVERSITY 22
1.11 GRADUATE EXAMINATIONS POLICY 22
1.12 STUDENT APPEALS PROCEDURES 22
2. ACADEMIC REGULATIONS 22
2.1 PROGRAM REQUIREMENTS AND NON-ACADEMIC REQUIREMENTS 23
2.2 SAFETY AND SECURITY ON CAMPUS 24
2.3 IDENTIFICATION BADGES AND PASS CARDS 25
3. PROGRAM EXPECTATIONS AND PROCEDURES 26
3.1 PROCESS FOR REPORTING INJURIES 26
3.2 ABSENCES 26
3.3 RESCHEDULING OF EXAMINATIONS 27
3.4 RELIGIOUS HOLIDAYS 27
3.5 STORM PROCEDURES AND CLASS/EXAM CANCELLATIONS 28
4. GENERAL STUDENT INFORMATION 28
4.1 CHANGE OF ADDRESS/NAME 28
4.2 EMAIL INFORMATION 28
4.3 CONFIRMATION OF ENROLMENT LETTERS 28
4.4 CONFIRMATION OF GRADUATION LETTERS 29

4.5 TRANSCRIPTS 29
4.6 REFERENCE REQUESTS DURING AND POST PROGRAM 29
4.7 SRS LEARNING RESOURCE ROOM 29
4.8 LOCKERS 29
4.9 POSTING ANNOUNCEMENTS 29
4.10 PHOTOCOPYING/FAXING 30
4.11 ROOM BOOKINGS IN IAHS 30
5. STUDENT SERVICES AND RESOURCES 30
5.1 INDIGENOUS STUDENTS HEALTH SCIENCES OFFICE (ISHS) 30
5.2 GRADUATE STUDENTS ASSOCIATION 30
5.3 DRUG INSURANCE AND DENTAL PLAN INFORMATION 30
5.4 EQUITY AND INCLUSION OFFICE (EIO) 31
5.5 LIBRARY SERVICES 31
5.6 OFF-CAMPUS RESOURCE CENTRE 32
5.7 OMBUDS OFFICE 32
5.8 SCHOOL OF GRADUATE STUDIES: SKILLS TRAINING 32
5.9 STUDENT ACCESSIBILITY SERVICES (SAS): ACCOMODATIONS STUDENTS WITH DISABILITIES 32
5.10 STUDENT SUCCESS CENTRE 33
5.11 STUDENT WELLNESS CENTRE 33
5.12 STUDENT MENTAL HEALTH AND WELL-BEING STRATEGY 33
5.13 INTERNATIONAL STUDENT SERVICES 33
6. FINANCIAL INFORMATION 34
6.1 STUDENT FINANCIAL AID AND SCHOLARSHIPS 34
6.2 FINANCIAL ASSISTANCE PROGRAMS 34
6.3 SCHOLARSHIPS AND BURSARIES 34
6.4 INTERNAL AWARDS, BURSARIES and SCHOLARSHIPS 34
6.5 CONVOCATION AWARDS 35
7. POLICIES, PROCEDURES AND GUIDELINES 36
7.1 FACULTY OF HEALTH SCIENCES POLICIES 37
7.1.1 POLICE RECORDS CHECK 37
7.1.2 PROFESSIONAL BEHAVIOUR GUIDELINES 37
7.1.3 WORKPLACE INJURY AND EXPOSURE TO INFECTIOUS/ENVIRONMENTAL HAZARDS IN THE CLINICAL SETTING FOR LEARNERS IN THE FACULTY OF HEALTH SCIENCES 37

7.2 GUIDELINE FOR REVIEW OF STUDENT PERFORMANCE AND PROGRESS..... 38
7.3 GUIDELINE FOR LEAVES OF ABSENCE FOR STUDENTS IN THE MSC(OT) PROGRAM..... 38
7.4 GUIDELINE FOR LEAVE OF ABSENCE FOR A GRADUATE STUDENT WHO IS A NEW PARENT..... 42
7.5 CONDUCTING RESEARCH AND COURSE REQUIREMENTS IN THE HOME/COMMUNITY ENVIRONMENT: GUIDELINES FOR SCHOOL OF REHABILITATION SCIENCE STUDENTS 45
7.6 ROLE OF FACULTY ADVISORS IN THE OCCUPATIONAL THERAPY PROGRAM..... 48
8. McMASTER OCCUPATIONAL THERAPY PROGRAM ORGANZATIONAL CHART..... 49
9. TERMS OF REFERENCE 49

INTRODUCTION TO THE PROGRAM

Welcome to the McMaster University Occupational Therapy Program. Occupational therapists support individuals, groups, or organizations to perform the occupations that they consider to be important. Occupational therapy has developed theories and models for professional practice, which are supported by clearly articulated values and beliefs. All people have the potential to think and act as participants in their lives. Therefore, occupational therapists recognize that people are active participants in therapy rather than patients who are being treated.

The McMaster Occupational Therapy program follows uses a similar approach in preparing students to become competent occupational therapy practitioners, where students are active participants within a self-directed, problem-based educational environment.

The McMaster University School of Rehabilitation Science, in which the Occupational Therapy Program is located, was established on the strengths of the highly respected Mohawk College diploma programs in Occupational Therapy and Physiotherapy (Westmorland, Salvatori, Tremblay, Jung & Martin, 1996), the BHSc degree completion program offered at McMaster, and on McMaster University's international reputation for innovation in medical education (Saarinen & Salvatori, 1994). The launching of an entry-level master's program in 2000 was part of a natural evolution in the profession, and it was based on the creative historical path taken by the School.

Although the foundations of curriculum design and educational methodology were preserved from implementation in 1990, the content is under continual revision, refinement, and consolidation, with input from our local community and professional associations. In 2012, a new curriculum design was implemented, based upon new knowledge, insights, and feedback from those invested in this program – students, occupational therapy faculty members and colleagues from our practice communities. In 2014, the program adopted a new framework: Steps and Pillars integrated the educational and professional conceptual frameworks that guided both what was taught and how it was conveyed. In 2022 we revised the Steps and Pillars to the current helix model. The revised model builds on previous strengths, recognizes the inter-relatedness of our educational and professional foundations throughout the program and formally recognizes the integration of justice, equity, diversity, and inclusion in the Program.

INTRODUCTION TO THE HANDBOOK & OTHER SOURCES OF INFORMATION

This **Program Handbook** provides McMaster Occupational Therapy Program students with the following important concepts:

- Background on the foundations that guide program and curriculum development and implementation
- An outline of specific academic regulations
  General Program information

The **Clinical Education Handbook is a supplement to the Program Handbook,** outlines information, policies and procedures related to Occupational Therapy Practicum – Fieldwork Education) and is distributed to students prior to their first clinical placement.

The *class module* on **Avenue to Learn** will outline the goals and objectives of each term. The *course module* on **Avenue to Learn** will provide the schedule of classes and describe the objectives and specific information for the courses within each term.

It is the student's responsibility to be familiar with the information in the Program Handbook, University policies and procedures outlined in this Handbook, the Graduate Calendar (https://academiccalendars.romcmaster.ca/index.php - School of Graduate Studies Calendar 2022-23), and the University Senate Policy Statements (https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/). The 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.

If there is any discrepancy between this document and the SGS Calendar or the University policies, the SGS Calendar or the McMaster University Senate policies shall prevail.

Students and faculty are encouraged to look at the SGS Calendar for information about:

- Graduate study at McMaster
- General regulations of the School of Graduate Studies
- University regulations
- Graduate fees and financial assistance
- University regulations affecting graduate students
- University services
- Fellowships, scholarships, bursaries, and other awards
- University governing bodies
- Student appeals; and
- Degree programs (including degree requirements)

A complete guide to services provided at McMaster University can be found on the School of Graduate Studies website at https://gs.mcmaster.ca/.

Upon entry to the program, students are required to complete a Program Agreement Form, acknowledging an understanding and agreement of the terms and conditions outlined in the Graduate Calendar.

1. ORIENTATION TO THE PROGRAM AND CURRICULUM

1.1 MISSION AND VISION (MSc in Occupational Therapy)

The mission of the MSc (Occupational Therapy) Program is to prepare graduates with requisite knowledge, skills, and professional behaviours to practice as entry-level occupational therapists in a range of institutional and community settings within Canada and globally. Students will achieve an understanding of the influence of family, society, culture, and physical environment as they explore the concepts of occupation and health across the lifespan. Graduates will be prepared to function as independent practitioners, members of interdisciplinary teams, as critical consumers of research, as leaders in their profession, and as lifelong self-directed learners.

The mission is grounded in our professional and educational frameworks, which also serve to shape the Program beliefs and values and provide the foundation for the curriculum design.

We **believe** in:

- Lifelong learning
- Commitment to our communities
- Accountability, responsibility
- Excellence
- Justice, equity, diversity, and inclusion
- Integrity and respect
- Interdisciplinary collaboration
- Evidence-based practice and education

The MSc(OT) Program **values** education which:

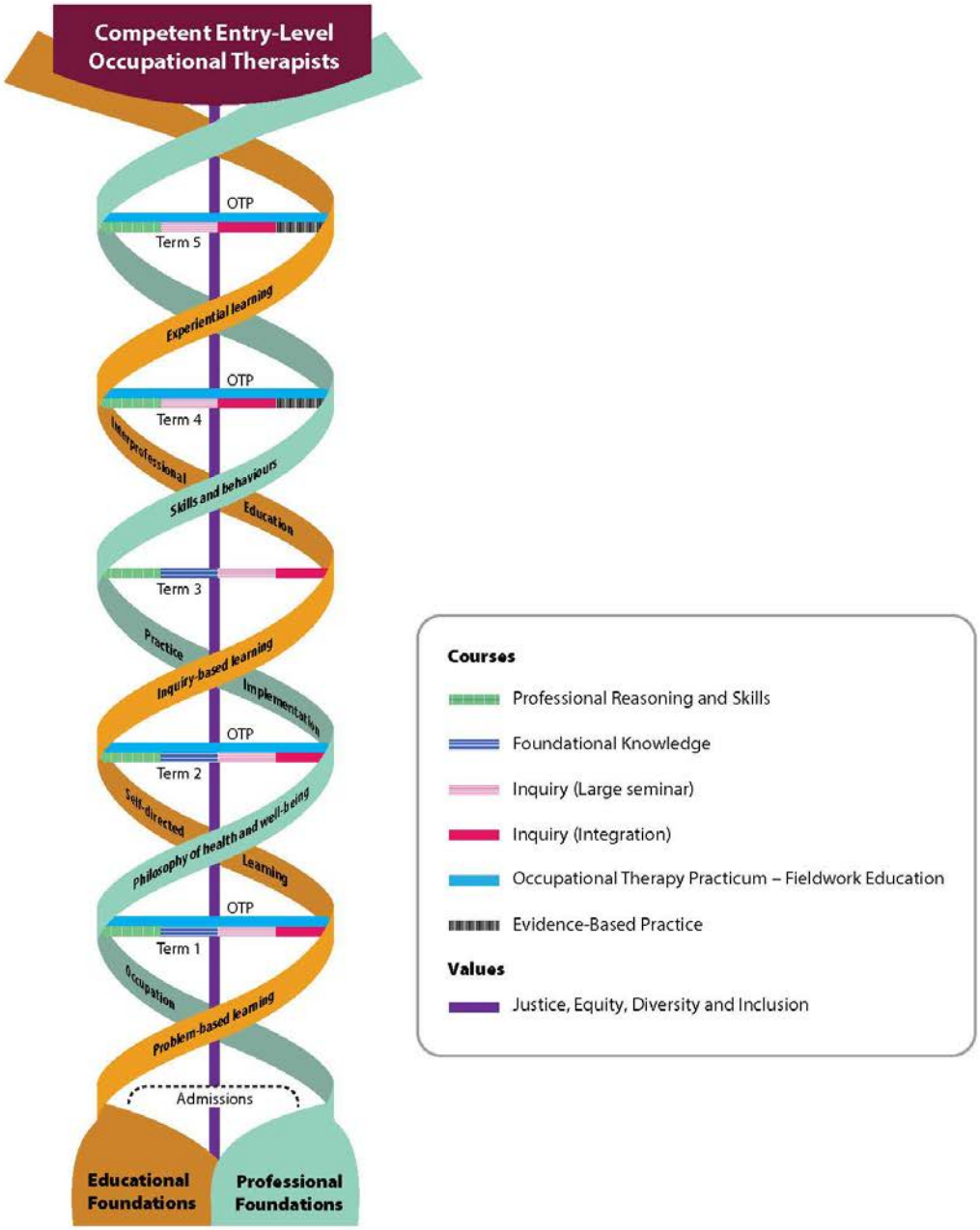
- Places an equal emphasis on both content and process
- Provides a relevant context in which students can direct their own learning
- Recognizes students as resources for one another
- Promotes the development of lifelong learning skills
- Embodies a respectful, positive, energetic, inclusive, and collaborative learning environment in which both faculty and students are involved actively in the learning process
- Involves partner institutions and community agencies in the development of curriculum and the education of students
- Provides a forum on an ongoing basis for the critical evaluation of teaching and learning activities in relation to students, faculty, curriculum content, and performance of graduates

The **vision** of the McMaster Occupational Therapy Program is:

Champions of innovation, leadership, and scholarship, promoting health and participation through occupation.

1.2 PROFESSIONAL AND EDUCATIONAL FOUNDATIONS

The McMaster Occupational Therapy Program is based on conceptual frameworks grounded in the educational preparation of health professionals (the Educational Foundations) and professional foundations of occupational therapy practice (Professional Foundations). Together these conceptual frameworks are integrated throughout the curricula as illustrated by the model below:


Competent Entry-Level Occupational Therapists
OTP
Term 5
Experiential learning
OTP
Term 4
Interprofessional
Skills and behaviours
Education
Term 3
Practice
Inquiry-based learning
Implementation
OTP
Term 2
Self-directed
Philosophy of health and well-being
Learning
OTP
Term 1
Occupation
Problem-based learning
Admissions
Educational Foundations
Professional Foundations
Courses
Professional Reasoning and Skills
Foundational Knowledge
Inquiry (Large seminar)
Inquiry (Integration)
Occupational Therapy Practicum – Fieldwork Education
Evidence-Based Practice
Values
Justice, Equity, Diversity and Inclusion

The Educational Foundations

The Educational Foundations includes the philosophies, theories and approaches that are drawn upon to guide delivery of education in the Occupational Therapy Program (i.e., the Educational Foundations summarize 'how we teach'). There are five distinct, yet highly inter-connected Educational Foundations. Each is described briefly here:

Problem-based learning (PBL), as a conceptual framework, 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. In contrast to the common approach of using a problem for application after learning has taken place, problem-based learning requires that the learner encounter a problem first as the initial stimulus for learning. The learner thus becomes actively involved in the learning process, can shape it to meet personal needs based on prior knowledge and experience, can engage in independent study appropriate to their unique learning style, and can integrate information from many sources, including student peers, for use in dealing with future problems.

Small group learning is a natural extension of problem-based learning. To maximize small group learning, we believe it is important to bring students from various educational and work experience backgrounds together so that the heterogeneity of the group itself becomes a valuable learning resource. The transfer of knowledge is enhanced using problems that encourage students to not only learn content, but also to develop strategies to recognize the 'analogy' or 'principle' that can then be transferred to new problems and contexts.

Self-Directed Learning (SDL), as outlined by Knowles (1975), clearly assigns the major responsibility for learning to the student. Within the framework provided by the goals and objectives of the program, students determine their own learning goals, how best to achieve their objectives, how to select learning resources, and how to measure their own progress. Faculty facilitate learning by asking questions, stimulating critical thinking, challenging the students' point of view, providing feedback, and evaluating student performance. Students are encouraged to think and discover during the process of gaining new knowledge, and not simply memorize facts. Self-directed learning is a component of life-long learning, which is an expectation for all occupational therapists as practitioners within a regulated health profession. Self-directed learning provides students with the essential skills needed to work within changing practice contexts.

Inquiry Based Learning is a student-centered, active learning approach focused on questioning, critical thinking and problem solving. Although it shares features with problem-based learning, the approach is most often used in large-group classes to take an inquisitive and exploratory approach to understanding ideas. Students are engaged in learning that may begin with lecture or presentation by faculty, but readily moves into group discussions, team-based learning, or student presentations to support competency development.

Inter-Professional Education is defined as "occasions when two or more professions learn with, from and about each other to improve collaboration and quality of care" (The Center for Advancement of Interprofessional Education (CAIPE), 1997). The Occupational Therapy Program has identified interprofessional education as a mandated activity for all students. Opportunities have been built into the formal curriculum for students to achieve inter-professional competencies. Student occupational therapists are also encouraged to further their

development of these competencies through offerings in the Program of Interprofessional Education and Research (PIPER), in the Faculty of Health Sciences at McMaster University. PIPER offers learning opportunities to all students in the Faculty of Health Sciences to develop strong collaborative and team skills for future practice. The PIPER model provides students with four IPE competencies (understanding their own role, understanding the role of other professions, collaboration, and team effectiveness) and three levels of activities (exposure, immersion and mastery).

Experiential Learning engages students in numerous "hands on" learning experiences throughout their education. This includes classroom and community-based (fieldwork) sessions that are part of university-based terms. In addition, fieldwork offers rich experiential learning opportunities over 28 weeks in four different settings. An important component of experiential learning is reflection; it is only through reflection on what was done, accomplished, observed, or learned that a student can more readily generalize and build on the learning. Throughout university-based and fieldwork courses, students are expected to engage in reflections which support them to consolidate and generalize their development as professionals.

Cutting across the occupational therapy program's Educational Foundations is the adoption of universal design for learning (UDL) principles. In UDL, the focus is on creating a learning environment that optimizes the learning environment by considering variability in learners, the need to optimize opportunities for students to engage in knowledge and skill development and to demonstrate their outcome achievement. Since 2016, the occupational therapy program has adopted UDL principles, which has included more explicit description of learning outcomes for every evaluation, offering alternative methods of evaluation, and incorporating flexible delivery when possible (e.g., by recording lectures and posting for students).

The Professional Foundations

The Professional Foundations describe what is taught in the program, including theories, models, frameworks, and bodies of knowledge that students need to understand and apply in practice. The four foundations, that move from broad to specific content, are defined in below:

Occupation includes theories and approaches that assist occupational therapists in understanding how and why clients experience occupational issues. Occupation is the central concept in occupational therapy and it "refers to groups of activities and tasks of everyday life, named, organized and given value and meaning by individuals and a culture" (Canadian Association of Occupational Therapists (CAOT), 2017, p. 1).

Philosophy of Health and Well-Being is broad and includes definitions and determinants of health and well-being. This foundational information helps students understand factors that contribute to health, including the biological sciences (e.g., anatomy and physiology) and social sciences (e.g., psychology and sociology), along with determinants of health.

Practice Implementation includes theories and approaches that assist occupational therapists in addressing clients' occupational issues in practice. These theories and approaches provide content and structure for occupational therapy services. Practice implementation also includes process models of how occupational therapists engage with clients from referral, through assessment, intervention, and discharge.

Skills & Behaviors include professional competencies that students work towards achieving throughout the program (e.g., Competencies for Occupational Therapists in Canada (2021), interprofessional practice competencies, evidence-based practice competencies, etc.).

The concepts of ***justice, equity, diversity, and inclusion*** are central to all aspects of the Program. Program activities in this area are guided by the McMaster EDI Framework for Strategic Action, and use the EDI Action Objectives to as a framework for activities. Implementation is further supported by the McMaster OT Program Anti-Racism, Anti-Bias and Anti-Oppression (ARABAO) Sub-committee which works to help improve the cultural relevance and critical appraisal of the Program and develop community responsibility. Strategies like Universal Design for Learning have been incorporated in the Program since 2016 and are an example of our commitment to supporting learners with diverse needs.

The helix represents how the Educational and Professionals Foundations wind throughout the Program, informing activities from the admissions process, through each course in each term, with justice, equity diversity and inclusion as a central tenet to all these activities.

1.3 THE CULTURE OF OCCUPATIONAL THERAPY PROFESSIONAL PREPARATION AT McMASTER

Our cultural beliefs and expectations:

Faculty members relate to students as future colleagues – thus collaborative relationships are formed, and first names are used. However, as faculty we evaluate the students and therefore the professional expectations of honesty, mutual respect and trust are essential elements for which we all must strive.

- We use the term "student occupational therapists" deliberately. This term indicates the respect faculty have for our students and recognizes that students are already entering the profession of occupational therapy in a learner capacity. This term also reinforces the expectations of mutual regard and respect that we nurture and inculcate within the program.
- Foundational knowledge is not "taught". Foundational knowledge courses ensure that students have exposure to the areas of biological, social and research sciences to identify their learning gaps. Student learners are responsible to identify learning gaps and seek the necessary understanding to address the gaps. Faculty and community clinicians assist students in determining the resources they need.
- Structure within a problem-based learning (PBL) environment is not obvious. A PBL curriculum model is based on three key components: clear objectives, clear assessment tools and expectations, and accessible learning resources. These environmental components provide the shell; the integration of learning and understanding is accomplished through student/faculty discussions, large and small group sessions, clinical skills labs, and fieldwork experiences.
- We have advisors for academic issues. An advisor can help students in sorting out the priorities and designing overall learning plans. Advisors also provide ongoing input to the students' portfolios, and they can help students locate resources within the university.
- We believe in inclusive education acknowledging, respecting, and accommodating individual differences and diversity of learning needs.

- We work closely with our clinical community, as many OT clinicians are tutors, preceptors, and guest instructors. We believe strongly in community partnerships. We also need to respect the demands placed on community clinicians and give them time to respond to our requests.
- We believe that learning can be fun. We aim for elements of both play and work in our program.

Self-Directed Learning (SDL) is a key educational foundation and:

- Is a critical part of lifelong learning.
- Can be sabotaged in many ways. It is important for students to develop a way to identify their own learning style and preferences as early on as possible to ensure that work gets done on time. SDL can be sidetracked by social demands, time management concerns and other personal expectations. We aim for the 'just right challenge' in the program, as this can become the motivator for learning.
- Constantly requires us to evaluate and monitor how well we are managing to learn, keep up with required timelines and identify the scope and breadth of what we are learning. The critical question is often "Is this enough?".
- Demands that we seek opportunities/resources to further our learning.

There are expectations for students in graduate studies:

- Expectations for students in our master's level program to perform as graduate students, which differ from expectations of undergraduate students.
- Writing skills are central and cannot be ignored. Good writing means two different things in this program; academic writing will become polished through written assignments; professional writing, such as documentation and reports, will become honed through the integration of practical skills with writing skills.
- Integration of theory and practice is a critical and central expectation of master's level education and our professional practice.
- Evidence-based practice will become a cornerstone of everything students do. Using evidence to guide actions and decisions is essential; students will learn what constitutes evidence and that it is often much broader than they realize.

There are cultural expectations of a professional program:

- The Occupational Therapy program educates "therapists", which therefore incorporates socialization of a professional within all learning opportunities.
- There are components of core knowledge, skills and attitudes that are needed and are not negotiable. The outcome of our program is based on key competencies, set out by our national association and regulatory bodies.
- Our curriculum is based on several core constructs involving professional behaviours and attitudes.
- Occupational Therapy Practicum – Fieldwork Education opportunities build upon what is learned within the university-based portion of the program; practicum - fieldwork education experiences are closely aligned and related to university-based learning.
- Feedback is a critical form of learning and evaluation and should be:

- Balanced (sandwiched if appropriate: positive-constructive-positive)
- Used to identify gaps in learning
- Not “personal”
- Part of collaborative learning, thus potentially benefiting everyone
- For all: student as learner, faculty (includes tutors, preceptors) as facilitator and ongoing learner
- Similar to the clinical skills of conveying information and feedback to clients and teams.

Our culture influences evaluation and grading:

- A grade of ‘B’ denotes that a student is at a “competent” level of performance; ‘B’ is considered a good, average, acceptable grade at a master’s level.
- Faculty members consider what competent means for each assignment, using the current Canadian professional competencies.
- The process of learning is as important as content – therefore faculty are always evaluating how a student is thinking. This element of “clinical reasoning” is essential for professional practice.
- Multiple choice question tests are rarely used. The focus is on clinical reasoning and evaluation methods that fit with PBL and self-directed learning principles.
- We are always looking for elements of linking evidence to outcomes.
- Elements of writing and referencing (APA Style) are always part of the evaluation of written work.

Faculty have expectations of students:

- Take responsibility for your own learning.
- Build on previous experience.
- Determine the best way to learn for yourself, based on personal learning style.
- Come to faculty with specific learning issues or concerns. Use other university services to support your learning throughout the two years. Openness and honesty are critical and helpful to everyone.
- Use faculty for enhanced learning; gain basic information from a textbook or article then come to faculty for clarity and further understanding.

We also have expectations of ourselves as Faculty:

- We as faculty should give students feedback about their learning behaviours – we 0provide our perspective, what we observed or would like to observe, etc., as this will facilitate students learning and growth.
- We can provide students with some knowledge, using and encouraging SDL strategies. We may give students resources to get started.
- Most faculty members are both OTs and teachers, and we therefore must adhere to regulatory requirements of our profession and standards of the university.
- Faculty must keep up to date on professional and educational research and trends and incorporate these trends into the curriculum.

- The faculty members bring OT principles to “practice” with students as ‘clients’, (e.g., promote autonomy, ensure informed decision making, use an approach to teaching that supports the student’s ability to implement their plans to achieve their educational goals).
- Differences and diversity need to be respected.
- Balance is important for both students and faculty, therefore faculty are not expected to be available 24 hours a day or 7 days a week, and usually are not expected to respond to requests the same day.
- Faculty are not “living in the (same) moment” as students are, and therefore are not expected to be cognizant of the ‘immediate’ nature of an issue from a student’s perspective without some clarification.

3.6 ESSENTIAL SKILLS AND ATTRIBUTES REQUIRED FOR THE STUDY OF OCCUPATIONAL THERAPY

By: Ontario Council of University Programs in Rehabilitation Sciences (OCUPRS) (Published May 26, 2019)

The purpose of this document is to describe the skills and attributes required for success in completing a university program in Occupational Therapy. Students interested in pursuing a graduate degree in Occupational Therapy are encouraged to review the following document that outlines the requisite attributes to undertake a master’s program in occupational therapy.

For the full document see: https://cou.ca/wp-content/uploads/2019/05/orpas_ot_essential_skills_and_attributes.pdf

1.4 CURRICULUM DESIGN

The curriculum is offered as a full-time, two-year, entry level master's program, with opportunities to gain practice exposure within a northern context. Classes and problem-based tutorial (PBT) groups are typically scheduled during university business hours between 8:00 am – 9:00 pm; some evening classes or tutorials are likely to occur. The curriculum is divided into five university-based terms of study with four practicum – educational fieldwork courses integrated throughout the 24-month period. See below for a chart of the university-based and practica - fieldwork education courses over two years of study.

Curriculum Design MSc(OT)
Updated May 2019

<table>
<tr><th>JAN</th><th>FEB</th><th>MARCH</th><th>APRIL</th><th>MAY</th><th>JUNE</th><th>JULY</th><th>AUG</th><th>SEPT</th><th>OCT</th><th>NOV</th><th>DEC</th></tr>
<tr><td colspan="8"></td><td colspan="3">Term 1
Wellness, Health & Occupation
*761 Foundational Knowledge I
771 Inquiry & Integration
781 Professional Reasoning and Skills</td><td>Practicum
*791 Occupational Therapy Practicum I</td></tr>
<tr><td colspan="3">Term 2
Person, Environment & Occupation
*762 Foundational Knowledge II
772 Inquiry & Integration
782 Professional Reasoning & Skills</td><td colspan="2">Practicum
*792 Occupational Therapy Practicum II</td><td colspan="2">Term 3
Disability & Occupation
*736 Foundational Knowledge III
773 Inquiry & Integration
783 Professional Reasoning & Skills</td><td></td><td colspan="4">Term 4
Complexities of Practica I:
Children, Youth & Adults
774 Inquiry & Integration
784 Professional Reasoning & Skills
744 Evidence Based Practice</td></tr>
<tr><td colspan="2">Practicum
*795 Occupational Therapy Practicum III</td><td colspan="4">Term 5
Complexities of Practice II:
Older Adults & Transition to Practice
776 Inquiry & Integration
786 Professional Behaviour and Reasoning Skills
746 Evidence Based Practice</td><td colspan="2">Practicum
*796 Occupational Therapy Practicum IV</td><td colspan="4">CONVOCATION: November</td></tr>
</table>

*denotes half course

Clinical Education integrates elements of inquiry, skills acquisition, professional preparation, small group and independent learning. Course descriptions can be found in the Graduate Calendar (https://academiccalendars.romcmaster.ca/preview_program.php?catoid=46&poid=23894&returnto=9236). Detailed course information is provided on Avenue to Learn and provided at the beginning of each term and course.

The first year of this two-year program consists of 11courses: 6 full courses and 5 half courses (Terms 1-3):

- **Three (3) Inquiry and Problem-Based Tutorial (Inquiry and Integration) full courses**, within which knowledge acquisition and integration will take place in the context of large plenary groups and small tutorial groups.
- **Three (3) skills laboratories (Professional Reasoning and Skills) full courses**, which provide students with opportunities to gain the skills necessary to assess and address clients' occupational performance issues and to observe, explore and engage in the direct application of learned skills and reasoning.
- **Three (3) Foundational Knowledge half courses**, which provide students with an opportunity to gain knowledge in biological, social and research sciences needed for occupational therapy practice.
- **Two (2) Practicum – Fieldwork Education half courses**, which provide students opportunities to apply, integrate and further develop knowledge, skills and behaviours in settings in which occupational therapy services are provided. Development of competencies in these courses is focused on knowledge application, and transition/reflection on action stages.

The second year consists of eight courses: 6 full courses and 2 half courses:

- **One (1) Evidence-Based Seminar full course** in Term 4, which utilizes large and small group formats combined to focus on skills in being a consumer of evidence.
- **One (1) Evidence-Based full course** in Term 5, during which each student will complete their independent evidence-based project and participate in other independent learning to support initial skill development in generating evidence.
- **Two (2) Advanced Inquiry and Integration full courses**, during which the students will focus upon understanding of advanced practice concepts and enhanced clinical reasoning abilities in large group and tutorial sessions.
- **Two (2) Advanced Skills Laboratories (Professional Reasoning and Skills) full courses**, in which the students will develop advanced practice skills and experience the direct application of those skills in real world environments.
- **Two (2) Practicum – Fieldwork Education half courses**, which provide students with opportunities to further develop and master occupational therapy competencies in clinical settings. These settings engage students in various settings including direct, consultative, community development, and role emerging practice. Development of competencies in these courses is focused on consolidation / reflection in action stages and is aimed at culmination of students' demonstration of readiness to enter clinical practice.

1.5 NORTHERN STUDIES STREAM (NSS)

The Northern Studies Stream (NSS) was established in 1991 to specifically address the shortage of OTs, PTs, and SLPs in Northwestern Ontario through various recruitment and retention initiatives. This is a joint initiative between McMaster University and the Northern Ontario School of Medicine (NOSM). NOSM coordinates student placements across northern Ontario for a multitude of health disciplines.

The goals of the current NSS are threefold:

- To increase student awareness and knowledge of the health determinants that are unique to northern and rural communities
- To increase student awareness of health issues, culture, and health practices relevant to the Indigenous Peoples living in northern and rural Ontario
- To increase student skills in addressing professional practice issues while engaging in clinical education and living in a northern and/or rural community

Based on 30 years of experience, NSS is focused on providing clinical education opportunities for students across northern Ontario. Each year, students in the McMaster OT Program will have the opportunity to apply for a practicum – fieldwork education placement in northern Ontario.

Student occupational therapists typically receive information about and are provided opportunities to apply for the Northern Ontario Clinical Education in their first term.

1.6 LEARNING RESOURCES

Learning resources that support students in the program fall into three broad categories:

1. Health Care Problems or “learning scenarios” are a central resource
2. People Resources
3. Reference Resources

Health Care Problems (learning scenarios)

Health care problems, used in small group tutorials as well as many large group sessions, are the principal stimuli for learning. They are designed to reflect the important health issues faced by individuals, groups and communities served by occupational therapists. While primary attention is given to the local communities in the Hamilton-Wentworth region and Northwestern Ontario, attention is also paid to provincial, national, and international populations.

Health care problems are reviewed and revised annually by curriculum planners, course coordinators, students, curriculum committees and other content experts.

Problem scenarios are the primary learning resources in the Problem-Based Tutorials (PBT). The problem scenarios may focus on an individual, a particular community or population, or a professional issue. Problem scenarios are also used in other courses as the impetus for learning.

“People” Resources

Standardized patients are individuals who are trained to simulate a health care problem. In Problem-Based Tutorials and in classroom based experiential learning opportunities they offer students the chance to learn and practice skills such as interviewing, assessment, treatment, or to explore attitudes, values, and professional behaviour. Standardized patients are also trained to provide immediate and constructive feedback to students.

Community members, consumers and clients: serve as the primary resource for learning in the professional clinical placement courses, but they are also involved in university-based courses.

The OT program has utilized ‘consumers’ and community members with disabilities in our curriculum for many years. Community members participate in our courses in a variety of ways i.e., as guest speakers or as ‘clients’ for exams, as volunteers for various experiential learning experiences.

Other resource people include faculty in the School of Rehabilitation Science, the Faculty of Health Sciences and other Faculties in the university, tutors, OT clinical education preceptors, expert clinicians, community health professionals, and student peers. Students are also encouraged to contact and visit community agencies as part of their information searches.

Reference Resources

Using health care problems as the basis for learning, students are expected, on an individual or group basis, to identify specific learning issues/needs that arise from the "problem" under study. Exploring issues in the Inquiry Seminar courses or investigating topics for written papers also require the use of resources.

Reference resources fall into several categories:

i. *Books, journals, and government documents*: available through the library network with the primary resources located in Health Sciences Libraries, and many available online.

ii. *Audio-visual materials (photographs, videotapes, slides, audiotapes, and films)*: available in the Health Sciences Libraries, within the School of Rehabilitation Science, and some available via Avenue2Learn.
iii. *Computer Resources*:, the Internet, various databases for searching the literature, several e-learning modules/packages, and other electronic resources.
iv. *Anatomy and pathology resources*: include a large number of protected wet specimens, plastic models, and self-study modules.

1.7 STUDENT EVALUATION

Student performance is evaluated on a regular basis throughout the program using a variety of evaluation tools that are consistent with the basic principles underlying Problem-Based Learning (PBL), Self-Directed Learning (SDL), Experiential Learning, Interprofessional Education, and Inquiry-Based Learning.

The evaluation process includes both formative and summative assessments, and, as such, provides valuable feedback to students to enhance their learning. While formative assessments provide students the opportunity to receive feedback on different steps of the process that will underlie their future practice, summative assessments permit students to ascertain the extent to which they have mastered the background knowledge and skills essential for clinical reasoning. Evaluations also serve to assure faculty, students, clients, occupational therapy bodies and society that graduates possess the required knowledge, skills, and professional behaviours to function as competent professionals upon graduation.

As no single evaluation method can assess all domains of learning or competence, various methods must be used in combination. The choice of any one evaluation tool is based on its educational value (e.g., formative or summative), its measurement properties (e.g., reliability, validity, generalizability), and its feasibility (e.g., time needed, resources required, costs). Detailed information about evaluations is provided in course syllabi.

Examples of Student Evaluation Tools:

A selection of the student evaluation tools used in the OT Program are described below:

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 term. The final student mark is based on that student's knowledge, use of learning resources, group participation and facilitation, clinical reasoning, critical appraisal skills, and evaluation skills (i.e., self-assessment, peer-assessment, and tutor evaluation). Typically, each component of an individual student's tutorial performance is deemed either "satisfactory" or "unsatisfactory", and an overall satisfactory or unsatisfactory rating is also assigned. A rating of satisfactory in tutorial performance is required for a student to pass the Inquiry and Integration course of each term.

Written exams use various formats including multiple-choice, short- and long-answer questions to assess students' foundational knowledge and/or clinical reasoning. Exams may also involve a practical component, incorporating student documentation of clinical observations, intervention plans etc. The practical format permits a greater degree of realism between student evaluation and day-to-day demands of occupational therapy practice.

Essays or scholarly papers are used to evaluate knowledge, critical appraisal skills, critical thinking, analysis, and synthesis skills. Besides testing students' understanding of principles or relationships, essays also foster independent thinking and learning. Furthermore, they both develop and can be used to evaluate students' writing skills. Essays are assessed on content, organization, style, and mechanics. A problem write-up focusing on a particular case scenario/client problem is a variation of the traditional essay.

Direct observation is used primarily to evaluate technical/behavioural skills such as interviewing, assessment techniques, and/or use of therapeutic interventions. This type of practice examination forms the basis of the Objective Structured Clinical Examination (OSCE), among other practical examinations. Direct observation is frequently used in clinical placements to assess student performance as well.

Presentations are used throughout the program. A healthcare professional must be articulate, able to defend an opinion or position, and be able 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 terms. Poster or podium presentations are used to present results of students' evidence-based practice projects.

Clinical education (course) evaluation is completed using T*he Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT)* (Bossers, et al., 2007). This evaluation tool is used to evaluate student performance during all clinical education (course) experiences incorporating both a numeric rating scale for seven essential competencies, an overall rating of the student's performance and a visual analogue scale (VAS) to evaluate individual students' learning objectives. The CBFE-OT reinforces the student's role as an active leader in her/his process of learning. In clinical education (course) settings, the CBFE-OT guides the student in meeting the program objectives and in pursuing individual areas of interest. The CBFE-OT is a document established by the student, then negotiated, refined, and approved by the OT Preceptor. It specifies and describes seven essential competencies that form the basis of a student's assessment. Beyond the seven essential competencies, students create individual learning goals that state 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 CBFE-OT reconciles the essential requirements of the program (the seven essential competencies) with the student's individual goals and objectives. It enables the student to individualize their own way of achieving personal learning objectives, and how their progress towards achieving them will be measured. Objective measurement of the attainment of essential competencies through the integration of skills, knowledge and professional behaviours is primarily guided by the competencies from the Canadian Association of Occupational Therapists - Profile of Occupational Therapy Practice in Canada (2012):.
http://caot.in1touch.org/document/3653/2012otprofile.pdf

Bossers, A., Miller, L. T., Polatajko, H. J., & Hartley, M. (2007). Competency Based Fieldwork Evaluation for Occupational Therapists CBFE-OT 2007 Edition. Nelson Education, Canada

1.8 ACADEMIC INTEGRITY POLICY

The McMaster Academic Integrity Policy defines academic dishonesty as follows:

"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 (https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/.).

The following illustrates four examples of academic dishonesty:

1. Plagiarism, (e.g., the submission of work that is not one's own or for which other credit has been obtained)
2. Improper collaboration in group work
3. Copying or using unauthorized aids in tests and examinations
4. Re-submission of an assignment that has been graded as part of a previous course

Issues of academic integrity are taken very seriously within the Occupational Therapy Program. Problems with integrity in an academic professional preparation program are frequently a sign of problems to come in professional practice, related to unprofessional conduct. Always consider this when researching, reviewing text, writing and completing assessments in your program.

Turnitin.com - Use of Originality Checks for Written Submissions

In the Occupational Therapy Program, we want to ensure that students are given opportunities to evaluate their ability to write with academic integrity, and to learn through this process. Certain evaluations within our program ask that papers be submitted and checked using a web-based academic integrity service (turnitin.com). Students will be able to view the results of the originality check and can re-submit a revision before the paper is marked, as long as this is done before the due date. Note that only the final submission will be graded. Students who choose not to submit their work through this folder (and turnitin.com) will be offered an alternative means to submit their paper (see specific assignment information for details).

The paragraph above follows the university policy related to the use of turnitin.com which can be found at https://www.mcmaster.ca/academicintegrity/turnitin/students/index.html.

1.9 RESEARCH INTEGRITY & PLAGERISM POLICIES

"The University states unequivocally that it demands research integrity from all of its members. Research misconduct, in whatever form, is ultimately destructive to the values of the University and society; furthermore, it is unfair and discouraging to those who conduct their research with integrity." (McMaster University Research Integrity Policy, page 1).

The Research Plagiarism Checking Policy is meant to be read in conjunction with the Research Integrity Policy and the Academic Integrity Policy and can be found at https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/ The Research Plagiarism

1.10 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 found at: https://copyright.mcmaster.ca/app/uploads/2018/06/Fair-Dealing-Policy-Nov-2013.pdf.

1.11 GRADUATE EXAMINATIONS POLICY

The Graduate Examinations Policy is intended to clearly communicate the university's expectations regarding examinations and mid-terms in graduate courses and the responsibilities of both students and instructors. As per the Graduate Calendar, full-time students are expected to be on campus except during times of approved vacation. As such, students must be available for any examinations required for their classes. Any requests for an examination to be re-scheduled should be sent directly to the instructor of the course. The full policy can be viewed at: https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/

1.12 STUDENT APPEALS PROCEDURES

Formal Student Appeals Procedures are outlined in the Student Appeal Procedures document found at:

https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/quick-link-students/

As noted within the policy, students are encouraged to communicate with the Assistant Dean before seeking review under the formal procedures.

In the event a student wishes to submit an appeal, students are requested to speak with the University Secretary or designate in advance of submitting an application.

2. ACADEMIC REGULATIONS

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

The University Regulations affecting graduate students are available at:

https://academiccalendars.romcmaster.ca/index.php.

Students in the OT program, in addition to meeting the academic regulations of the School of Graduate Studies, must follow their specific program regulations.

Registration in the MSc(OT) Program implies acceptance on the part of the student of the objectives of that program and the method by which progress towards those objectives is measured.

GRADUATE COURSE LOAD

All courses are required (except for OCCUP TH 798 and 799). All course work toward the MSc(OT) degree must be completed as McMaster University courses. Typically, courses within each term must be taken concurrently.

Please note: Students must also complete SGS 101 & 201 within their first term at McMaster University. Failure to complete SGS 101 & 201 within the first term will result in the inability to register for the following term.

The MSc(OT) Program offers a dual degree option in collaboration with Rehabilitation Sciences. For program fulfilment requirements for students enrolled in the dual degree option please see the Dual Degree section of the Graduate Calendar: https://academiccalendars.romcmaster.ca/preview_program.php?catoid=42&poid=22611&returnto=8770.

GRADING SYSTEM

The official results of graduate courses are reported as letter grades. Instructors may record grades for individual components of the course either as letter or numeric grades as shown below.

McMaster Graduate Studies Grade Scale

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

Final grades will be posted on Mosaic once they have been approved after the end of the term.

2.1 PROGRAM REQUIREMENTS AND NON-ACADEMIC REQUIREMENTS

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

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

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

- Clinical Sites (e.g., Health Screen)

These requirements are reviewed regularly and are subject to change. Please be aware that a $50 late charge may be applicable when program requirements and non-academic requirements are submitted past provided deadline. Additionally, failure to submit requirements may result in a referral to the Professionalism Advisory Panel per the McMaster Professional Behaviour Code of Conduct for Learners.

Please also refer to the Education Policies for Faculty of Health Sciences Programs: https://fhs.mcmaster.ca/pcbe/policies.html

ANATOMY LAB TRAINING

The Anatomy Facility within the Education Program in Anatomy is under the auspices of the Chief Coroner of Ontario. This is therefore a restricted area with access limited to those who have a legitimate need to work with cadaveric material. This access is limited because of the regulations defined by the Chief Coroner as per the Coroner's Act. Furthermore, the University has a responsibility to those donors (and to their families) who bequeathed their bodies to us to ensure appropriate use.

Students are required to undergo training before they are allowed access to the Anatomy facility. This training session is mandated; this means it is NOT optional. Once students have received proper orientation to the use and handling of human material their access card will then, and only then, be activated. The anatomy program staff enforce this requirement strictly. Those students without an activated card will not be allowed access to attend resource sessions. At any one-time Anatomy Staff know how many people are in the lab by virtue of the scan cards. Therefore, students should also not attempt to gain access using another person's access card. This behaviour will not be tolerated and will be referred to the appropriate authorities.

2.2 SAFETY AND SECURITY ON CAMPUS

The McMaster Emergency Guidebook contains information about how to deal with any emergency on campus. Please review the Guidebook at: https://security.mcmaster.ca/services/campus-emergency-guide/

Emergencies may include, but are not limited to, fire, campus violence, medical emergencies, suspicious packages, etc.

You can also visit https://security.mcmaster.ca/services/campus-emergency/ for more information about Campus Emergencies.

McMaster Security Services ext. 88

McMaster Security Services are sworn Peace Officers - appointed under the authority of the Ontario Police Services Act. Their appointments give them the powers of a Peace Officer and enable them to enforce the Criminal Code of Canada, Federal and Provincial statutes, and Municipal by-laws on the University Campus when on foot, bike or car.

For on-campus emergencies dial Ext. 88 from any campus phone. Dial 905-522-4135 from non-campus phones. Use the McMaster Safety App to directly contact McMaster Security Services.

A full list of on-campus emergency numbers can be found at https://security.mcmaster.ca/services/campus-emergency-guide/ under Emergency Numbers.

SafetyAlterus Mobile App

The Alertus Mobile App for smartphones provides push notifications for emergency alerts to your Apple or Android device during emergencies on campus. More information is available at: https://security.mcmaster.ca/safety-app/

Emergency First Response Team (EFRT) ext. 88

EFRT is a volunteer organization, on call 24 hours a day, 7 days a week during the school academic year. They respond to any medical emergency on campus in a team of 3 responders, with an impressive response time of 1-22-3 minutes. All responders are certified Emergency Medical Responders, who are equipped with various medical equipment. Trained in both the Red Cross Emergency First Responder and Toronto Ambulance's International Trauma Life Support courses, these responders come equipped with oxygen, an automated external defibrillator (AED), and EpiPens. For further information, visit: https://msumcmaster.ca/service/efrt/ https://www.msumcmaster.ca/services-directory/7-emergency-first-response-team-efrt

2.3 IDENTIFICATION BADGES AND PASS CARDS

UNIVERSITY STUDENT IDENTIFICATION CARDS

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

For any information regarding ID cards including loss of ID cards, visit: https://gs.mcmaster.ca/ive-accepted-my-offer/student_id/

HOSPITAL ID BADGES/ANATOMY PASS CARD

Students are issued a hospital photo-ID badge, which also serves as the Anatomy Lab pass card, at the beginning of the program.

The fee for obtaining this card is $10 and is non-refundable.

The fee to replace the card is $50 and is non-refundable. To obtain a replacement card, please contact the OT Program Coordinator (IAHS 402) at otprog@mcmaster.ca.

The badges are to be worn when in Hamilton Health Science hospitals and when in other health care facilities for clinical placements or educational purposes.

Students must have their identification badge readily available at all times. Under no circumstances should you allow others to use your identification badge. Failure to produce identification upon request may lead to removal from the building by security staff.

If a student withdraws from the program or goes on a leave of absence, the hospital identification card must be returned to the SRS Program Manager.

3. PROGRAM EXPECTATIONS AND PROCEDURES

3.1 PROCESS FOR REPORTING INJURIES

The Occupational Therapy Program has a responsibility for the safety of all stakeholders, including students, patients, and clinical partners.

It is the expectation of the program that students will report any injuries that may affect their ability to participate in academic courses and/or clinical placement.

If a student has experienced an injury, the expectation is to email the Course Coordinator, and copy the Assistant Dean and Program Manager.

If the injury was sustained during activities related to the program (e.g., academic courses, or clinical placement etc.), students are required to report the injury immediately (within 24 hours), and complete an *Incident/Injury Report Form* which can be found here: https://hr.mcmaster.ca/app/uploads/2018/11/injury-incident-report-fillable-1-36.pdf. Instructions on how to fill out the form are found here:

https://fhs.mcmaster.ca/safetyoffice/fhsso_incident_reporting_filling.html

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

Students can also refer to the Reporting Injuries, Incidents and Hazardous Situations webpage to report use of first aid, contraventions of the Act, hazardous situations or if you experience an exposure.

3.2 ABSENCES

For further information, please refer to the SGS Calendar at:

http://academiccalendars.romcmaster.ca/index.php

For the purpose of clarity, the Occupational Therapy Program considers:

“Supervisor” = Assistant Dean

“Department Chair” = Vice-Dean, Faculty of Health Sciences and Executive Director, School of Rehabilitation Science

Students are expected to participate in class. In the rare circumstance when an occasional absence is required students must follow the below procedure:

- Missed Clinical Lab/Class: ,
    - Notify the Course Coordinator, or appropriate Faculty member in advance. If advance notice of absence is not possible, the student will inform the Course Coordinator as soon as possible afterward.
    - Ensure they have covered any missed content.
    - Note: significant absences from clinical labs or class may impact the evaluation of performance.

- Missed Problem Based Tutorial (PBT):
    - Notify the Course Coordinator, tutor, and PBT classmates in advance. If advance notice is not possible, the student will inform the Course coordinator, tutor and PBT classmates afterward of the absence.
    - Share the information they have gathered, and the prep work they have done for PBT, in advance as much as possible, so the group can use that material – each group member's contribution is important to the overall PBT process, as described above.
    - Obtain any missed materials their tutor or classmates

Absence during Clinical Placement: Please refer to the Clinical Education Course Handbook for more information regarding absences during placement.

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

3.3 RESCHEDULING OF EXAMINATIONS

In the event a student is ill, or ill or needs to reschedule an examination due to extenuating circumstances, students should email the Course Coordinator and copy the Assistant Dean and Program Coordinator/Curriculum Assistant. The Program Manager may be consulted with regard to follow up documentation if required.

Students may be required to submit appropriate medical or other documentation to support rescheduling. Students will also be required to sign the Confirmation of Academic Integrity form, confirming that they have/will not speak to their classmates about any relevant examination material. The program also reserves the right to provide the student with a different examination.

All questions related to this process may be directed to the Program Coordinator and/or Curriculum Assistant.

3.4 RELIGIOUS HOLIDAYS

Please refer to the Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances (RISO): https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/

For RISO exam accommodations, please also see the "Rescheduling of Examinations" section above. 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 term.

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

3.5 STORM PROCEDURES AND CLASS/EXAM CANCELLATIONS

In the event of severe weather, the University may close.

Should the University decide to close, Public Relations will notify local Hamilton radio stations immediately. In addition, this information can be found on the McMaster Daily News webpage at http://dailynews.mcmaster.ca and via the University's telecommunications system. Every effort will be made to notify the radio stations by 7:00 a.m., however, this may not always be possible. Public Relations will try to arrange to have McMaster University mentioned explicitly.

The McMaster University Storm Emergency Policy is available online at: https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/

Please refer to the Clinical Education Course Handbook regarding expectations to attend placement.

4. GENERAL STUDENT INFORMATION

4.1 CHANGE OF ADDRESS/NAME

It is the responsibility of the student to make changes of name, address, or telephone number on Mosaic in "Student Self Service". Name changes specifically should also be communicated to the Program Coordinator.

4.2 EMAIL INFORMATION

Information from the respective programs and the University is sent regularly to students via their McMaster e-mail account.

For information about your Student Email please visit: https://office365.mcmaster.ca/office-365-3/email-calendaring/. Email accounts remain active until January 31 of the year following graduation.

Each class will have a class distribution list so that faculty and staff may notify students about course work, deadlines or general university announcements. Students may use the distribution list to notify their respective classes about Student Council information and related student/class activities.

The email distribution lists are as follows:

Year 2 OT (Class of 2023)	h-ot2023@mcmaster.ca
Year 1 OT (Class of 2024)	h-ot2024@mcmaster.ca

4.3 CONFIRMATION OF ENROLMENT LETTERS

Occasionally a student requires a letter confirming enrolment in the program. This can be requested through Mosaic in "Student Self Service". Please contact the OT Program Coordinator if you have problems requesting the letter.

4.4 CONFIRMATION OF GRADUATION LETTERS

The program informs the College of Occupational Therapists of Ontario (or other provincial regulatory organization as requested by the student) that students are eligible to graduate immediately following the Program Academic Study Committee (PASC) meeting subsequent to Term 5 and completion of OCCUP TH*796 (Occupational Therapy Practicum IV).

For the period between the completion of studies 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.

For information about when students can commence employment after fulfilling all program requirements, the regulatory organization (e.g., College of Occupational Therapists of Ontario) should be consulted.

4.5 TRANSCRIPTS

Unofficial and official transcripts may be ordered through Mosaic in “Student Self Service”.

For further information, visit: http://registrar.mcmaster.ca/services/transcripts/

4.6 REFERENCE REQUESTS DURING AND POST PROGRAM

Students and alumni who request reference letters from School of Rehabilitation Science faculty and staff are required to fill out the Reference Request Form. Please contact the Program Coordinator at askot@mcmaster.ca to request the form. Questions and concerns may be directed to the Program Manager.

4.7 SRS LEARNING RESOURCE ROOM

OT 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 Physiotherapy, Speech Language Pathology and Rehabilitation Science Programs. The Resource Room may be used as the meeting room for the Student Council and informal group sessions. The pass code to the Resource Room is 403*.

4.8 LOCKERS

Lockers may be rented through Mohawk Building Services, located on the first floor. If you wish to rent a locker, please collect a form from the Welcome Desk opposite IAHS 143.

4.9 POSTING ANNOUNCEMENTS

The Student Engagement Office is responsible for administering the Mohawk College Posting Policy. Any posting on walls or area not designated for specific programs/ departments should be brought to the

Student Engagement Office (IAHS 144) for approval. Any posting not bearing the Mohawk stamped approval may be removed without notice.

4.10 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.

4.11 ROOM BOOKINGS IN IAHS

All room booking requests for curriculum related activities (e.g., student/group meetings) and student council initiatives should be sent via email to the Curriculum Assistant. For any activities/events/seminars/lectures outside of the outlined OT curriculum and for all outside vendors, please contact IAHS Room Bookings directly at: IAHSroombookings@mohawkcollege.ca.

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 garbage bins in the respective classrooms. A rental cost may be required for room bookings for external/non-academic requests.

5. STUDENT SERVICES AND RESOURCES

5.1 INDIGENOUS STUDENTS HEALTH SCIENCES OFFICE (ISHS)

The Indigenous Students Health Sciences (ISHS) office is solely dedicated to providing services and supports for the academic success and wellbeing of all First Nations, Inuit and Métis students in the Faculty of Health Sciences at McMaster. Examples of our programming include Elders in residence, mentorship, graduate/professional development, student leadership, and community collaborations. ISHS also engages with broader Indigenous communities and knowledge shares with non-Indigenous students, staff, faculty, and departments interested in Indigenous health.

For more information visit their website at: https://ishs.mcmaster.ca/

5.2 GRADUATE STUDENTS ASSOCIATION

The Graduate Students Association (GSA) of McMaster University advocates for the needs of the collective, acts as a resource, and provides support and services that improve the graduate student experience.

For more information visit their website at https://gsa.mcmaster.ca/

5.3 DRUG INSURANCE AND DENTAL PLAN INFORMATION

HEALTH INSURANCE INFORMATION FOR INTERNATIONAL STUDENTS

International students and their families who are not eligible for Provincial Health Insurance may apply for UHIP. For further information visit: https://iss.mcmaster.ca/.

DENTAL PLAN

Graduate students 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 visitwww.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 course placements).

5.4 EQUITY AND INCLUSION OFFICE (EIO)

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

All contacts with the centre are confidential.

Please visit https://equity.mcmaster.ca/ for more information.

5.5 LIBRARY SERVICES

HEALTH SCIENCES LIBRARY (https://hsl.mcmaster.ca/)

It is your responsibility to become familiar with the expectations for library use. You can review these regulations here: https://hsl.mcmaster.ca/about/regulations. .

LIBRARY@IAHS

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

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

LIBRARY RESOURCES FROM HOME

To access the McMaster library resources from home, students may use Off-Campus Access. If you have not already registered for an Off-Campus Access account, you can do so online.

By using Off-Campus Access, you will be able to access all electronic library resources from any computer with Internet access.

For more information, please visit https://library.mcmaster.ca/services/off-campus-access.

5.6 OFF-CAMPUS RESOURCE CENTRE

Students can search for available student housing in the McMaster Area at http://macoffcampus.mcmaster.ca

5.7 OMBUDS OFFICE

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

All contacts with the centre are confidential.

For more information visit their website at https://www.mcmaster.ca/ombuds/.

5.8 SCHOOL OF GRADUATE STUDIES: SKILLS TRAINING

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

For more information about skills training visit: https://gs.mcmaster.ca/current-students/resources/

5.9 STUDENT ACCESSIBILITY SERVICES (SAS): ACCOMODATIONS STUDENTS WITH 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 is available at: https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/.

If you require accommodations for your academic courses (university based and/or clinical placements), please schedule 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)

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 and

exam administration, note-taking, and accommodations for courses. SAS will coordinate with the Assistant Dean and Program Manager to create an accommodation plan for students within the OT Program. Accommodations need to be activated with the Course Coordinators by the student.

All contacts with the Centre are confidential.

For more information, please visit their website at https://sas.mcmaster.ca/.

5.10 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.

For more information visit their website at https://studentsuccess.mcmaster.ca/.

5.11 STUDENT WELLNESS CENTRE

The Student Wellness Centre is the place on campus to address your wellness needs. They provide a range of counselling options, medical services, and wellness programs so that you can get the most out of your McMaster experience, academically and personally.

In the event of a crisis please visit https://wellness.mcmaster.ca/crisis-support/

For more information visit their website at http://wellness.mcmaster.ca/

If you need to schedule an appointment with the health care team visit https://wellness.mcmaster.ca/services/medical-care/.

5.12 STUDENT MENTAL HEALTH AND WELL-BEING STRATEGY

McMaster will strive to nurture and support all students to be as healthy as they can be and to reach their potential. Mental health and well-being are understood as key components to health. We will achieve this outcome through our ongoing commitment to creating an inclusive, supportive, and healthy educational environment.

For more information and resources visit https://mentalhealthstrategy.mcmaster.ca/

5.13 INTERNATIONAL STUDENT SERVICES

International Student Services is a division of the Student Success Centre that provides additional services and programs for international undergraduate, visiting and exchange students at McMaster University.

For mor information visit their website at https://studentsuccess.mcmaster.ca/international-students/

6. FINANCIAL INFORMATION

6.1 STUDENT FINANCIAL AID AND SCHOLARSHIPS

The McMaster Office of the Registrar provides services and supports to all students, relating to OSAP, bursaries, and drop-in counselling.

Visit https://registrar.mcmaster.ca/ for more information.

6.2 FINANCIAL ASSISTANCE PROGRAMS

For more information about student loans please visit https://registrar.mcmaster.ca/aid-awards//osap-government-aid/

6.3 SCHOLARSHIPS AND BURSARIES

Students are encouraged to set up an account with AwardSpring, McMaster's platform for matching students with available scholarships and bursaries. For more information visit https://registrar.mcmaster.ca/aid-awards/scholarships-and-bursaries/#tab-20.

Students with disabilities should contact the Student Accessibility Services regarding additional funding/bursaries that may be available: https://registrar.mcmaster.ca/aid-awards/scholarships-and-bursaries/#tab-10

Students of Indigenous Ancestry should contact the Indigenous Students Health Sciences Office (ISHS) regarding additional funding/bursaries that may be available.

A full list of bursaries is available from The School or Graduate Studies found here https://gs.mcmaster.ca/current-students/scholarships/

6.4 INTERNAL AWARDS, BURSARIES and SCHOLARSHIPS

Please note that awards are subject to change based on availability from donor organizations. The program will contact students when the application process opens.

1. **The Laura Babiski MemorialAcademic Grant**– Established in 2000 in loving tribute to Laura Babiski, Clinical Lecturer, Occupational Therapy, in the School of Rehabilitation Science from 1991 to 2000. This academic grant is to be awarded by the School of Graduate Studies on the recommendation of the School of Rehabilitation Science to a student in Year II of the Master of Science, Occupational Therapy Program, who has achieved: an excellence in mental health practice, demonstrated by passion for this practice area; compassion for individuals with serious mental illness and their families; recognition, advocacy and action for system change; and demonstrates financial need. Faculty within the Occupational Therapy Program nominate a student based on academic and professional clinical placement course work.
2. **The Allison (Fisher) Lall Scholarship in Occupational Therapy** - Established in 2009 by family, friends, and former classmates and professors as a loving tribute to Alison (Fisher) Lall. Alison earned her degree in Occupational Therapy in 1997. To be awarded by the School of Graduate

Studies on the recommendation of the School of Rehabilitation Science to a student in the final year of the Master of Science Occupational Therapy program who demonstrates both outstanding academic achievement and exceptional.

3. **The Mary Tremblay Academic Grant** - Established in 2009 by family, friends, and colleagues to honour Dr.Dr Mary Tremblay's significant contribution to the development of the School of Rehabilitation Science and her dedication to teaching and mentoring. To be awarded to a student registered in year two of the M.Sc. Occupational Therapy program who demonstrates financial need and who, in the judgement of the School of Rehabilitation Science, has demonstrated an aptitude and passion for disability issues.
4. **International Student**s – International students can find information about Scholarships and Awards available to them through the Student Success Centre: https://studentsuccess.mcmaster.ca/global-opportunities/scholarships-and-awards/ and through AwardSpring.
5. **Year 2 Scholarship Award** - Eligible candidates must be entering year two of the Occupational Therapy Graduate Program at McMaster University and applied for OGS in their first year of the program. This scholarship is subject to availability and may not be awarded every year.
6. **Graduate Scholarship for Indigenous Scholars** - This competition is open to eligible applicants enrolled in a Health Sciences, or Health Sciences affiliated, graduate program. For more information please visit: https://gs.mcmaster.ca/current-students/scholarships/ontario-graduate-scholarship-for-indigenous-students-ogs-i/.

6.5 CONVOCATION AWARDS

Students will be eligible for the following academic awards at graduation in November. Awards are presented at a reception on the day of convocation. All students within their second year of the program are automatically considered. Please note that awards are subject to change based on availability from donor organizations.

1. **The Canadian Association of Occupational Therapists Student Award (CAOT)**
   Established in 1992 by the Canadian Association of Occupational therapists. Awarded to the graduating student who demonstrates consistent and exemplary knowledge of occupational therapy theory, by obtaining the highest academic standing over the course of the program.
   Value: $200
2. **Indigenous Health Brighter World Convocation Award**
   This convocation award will be given in recognition of a graduating student Occupational Therapist who has demonstrated a commitment towards fostering excellence and innovation in Indigenous health. This award is granted to a graduating student who has shown a deep commitment to learning and respecting the unique health priorities among and between First Nations, Inuit and Metis Peoples through activities such as academic performance, engagement with Indigenous communities, and/or excellence in practicum settings.
   Value: $200
3. **The Ontario Society of Occupational Therapists Prize**
   Awarded to the student with the highest overall average throughout the Occupational Therapy program.

Prize: Membership to OSOT

4. **The Professional Practica Prize**
   Established originally at Mohawk College as the Muriel Westmorland Prize, and transferred to McMaster University in 1993. Awarded to the graduating student, who, in the judgement of the School of Rehabilitation Science, demonstrates excellence in clinical placements throughout the course of the Occupational Therapy program.
   Value: $100
5. **The Northern Studies Stream Book Award**
   Established in 2002. To be awarded to a graduating student in the Master of Science, Occupational Therapy Program, by the School of Graduate Studies on the recommendation of the School of Rehabilitation Science, who has demonstrated exemplary interest and effort in understanding and incorporating the healthcare issues of northern, rural and remote practice in their Northern Studies Stream academic experience, and knowledge base unique to the health care concerns of First Nation people and their communities.
   Value: $100 Chapter's/Indigo Gift Certificate
6. **The Shari Lowe Book Award**
   Established in 2001. To be awarded by the School of Graduate Studies on the recommendation of the School of Rehabilitation Science to a graduating student in the Occupational Therapy Program, who has demonstrated excellence in occupational therapy skills and has specific interest in the health of the older adult and/or has applied this to the area of case management based on clinical and/or academic performance in the area of caring for the older adult.
   Value: $100 Chapter's/Indigo Gift Certificate
7. **The COTF Future Scholar Award**
   Established in 2008 in celebration of the Canadian Occupational Therapy Foundation's 25th anniversary. It is awarded to a graduating student in the Master of Science, Occupational Therapy Program, who has demonstrated the most innovative research project.
   Value: $100
8. ***CanChild* Research Award**
   These awards were established in 2011 by *CanChild C*entre for Childhood Disability Research to encourage exploration of important issues in childhood disability. The awards are offered to the OT, PT, and SLP 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

7. POLICIES, PROCEDURES AND GUIDELINES

If there is a discrepancy between the policies below and the School of Graduate Studies policies, the School of Graduate Studies Policy prevails.

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

https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/

7.1 FACULTY OF HEALTH SCIENCES POLICIES

7.1.1 POLICE RECORDS CHECK

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

To review the full policy, please visit:

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

7.1.2 PROFESSIONAL BEHAVIOUR GUIDELINES

Students in the Occupational Therapy program are expected to be aware of their professional behaviours in all university-based and clinical settings at all times. These are described in a Professional Behaviour Code of Conduct for Graduate Learners (https://fhs.mcmaster.ca/pcbe/policies.html) in the Faculty of Health Sciences. For the purposes of this Code, Faculty of Health Sciences learners, including post graduate medical learners, shall be governed by this policy whether they are engaged in purely academic or academic/clinical activities, whether they are engaged in administrative functions associated with their learning, whether they are conducting or assisting in research, and whether the activities be on or off site, in real time or in a virtual reality online. Furthermore, the Faculty of Health Sciences Professional Behaviour Code of Conduct for Graduate Learners shall be applicable to all contexts and circumstances in which learners were, or could reasonably be, considered to be representing their educational program in either a real-world or on-line setting.

To review the full guideline, please visit:

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

7.1.3 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 and Safety for its learners and facilitating appropriate support for learners who become injured or exposed to infectious or environmental hazards during the course of their studies or clinical training. The Faculty of Health Sciences, in collaboration with its affiliated teaching hospitals believes that a robust Occupational Health & Safety education program for learners, as well as staff and faculty, will reduce the risk of injury and hazardous exposure. In the event that an injury or exposure to an infectious or environmental hazard does occur, compliance with the procedures outlined on the Safety Office website will ensure that learners receive appropriate support, treatment and follow-up and that all required documentation of the incident is completed, and forms forwarded to the appropriate individuals and authorities. Visit https://fhs.mcmaster.ca/safetyoffice/fhsso_incident_reporting.html for more information.

Learners must report the injury/incident using the form found at
https://fhs.mcmaster.ca/pcbe/policies.html

7.2 GUIDELINE FOR REVIEW OF STUDENT PERFORMANCE AND PROGRESS

Progress of all students is reviewed by the Program Academic Standing Sub-Committee (PASSC). PASSC meets at regular intervals with additional meeting scheduled as needed throughout the academic year. Please see The Master of Science (Occupational Therapy) Program Academic Standing Sub-Committee (PASSC) in Section 9.

7.3 GUIDELINE FOR LEAVES OF ABSENCE FOR STUDENTS IN THE MSC(OT) PROGRAM

MASTER OF SCIENCE (MSc)

OCCUPATIONAL THERAPY (OT) PROGRAM

McMaster University

Complete Title: Guideline for Requesting/Returning from a Leave of Absence in the MSc Occupational Therapy Program

Date Developed: June 11, 2018

Approved by: OT Education Committee – June 27, 2018

Guideline Owners: Assistant Dean, (OT) and Program Manager

G U I D E L I N E

Preamble:

A leave of absence may be granted to students within the MSc Occupational (OT) Program, by the School of Graduate Studies (SGS), on the acknowledgment of the Program, for health reasons or other extenuating circumstances. If granted, the duration of a leave of absence is up to one year.

Students are referred to the SGS Graduate Calendar (https://academiccalendars.romcmaster.ca/content.php?catoid=46&navoid=9200#2-5-7_leaves_of_absence) on leaves of absence for matters related to use of university facilities, scholarships, and tuition.

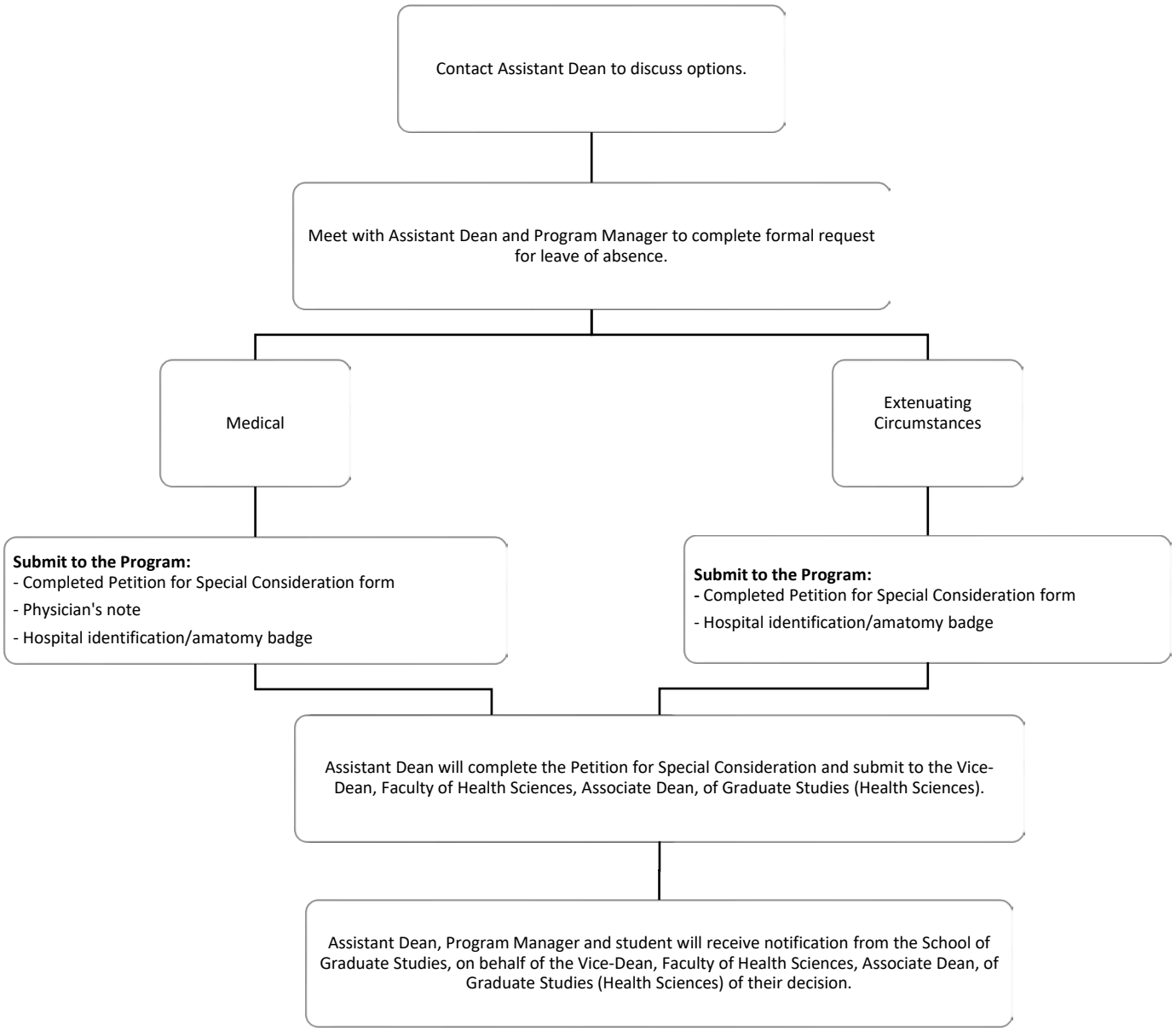
Procedures for Requesting a Leave of Absence (Medical or Personal/Extenuating Circumstances):

1. Students are to contact the Assistant Dean to discuss options and procedures, prior to submitting written documentation or the Petition for Special Consideration.
2. The student will meet with the Assistant Dean and Program Manager to complete the formal process to request a leave of absence. 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 (medical and/or personal leave of absence) to the Program, by completing the Petition for Special Consideration Form (available on the of SGS website).
    a. For the request of a medical leave of absence, a physician's note is required to accompany the Petition for Special Consideration submission.
4. The student will also 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.
5. Once submitted to the Program, the Assistant Dean will complete the Petition for Special Consideration form which will include:
6. Acknowledgement that the leave of absence has been reviewed with the student;
7. The term of study to which the student is eligible/anticipated to return and;
8. Any courses that should be removed from the student record during the leave of absence timing.
9. The Assistant Dean/Program Manager will submit to the Vice-Dean, Faculty of Health Sciences, Associate Dean, of Graduate Studies (Health Sciences):
    a. The original copy of the Petition of Special Consideration;
    b. And the original copy of the physician's note provided by the student as/if applicable;
10. 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. The office will notify the Assistant Dean, Program Manager and student of their decision.

PROCESS: Requesting a Leave

Procedures for Returning from a Leave of Absence:

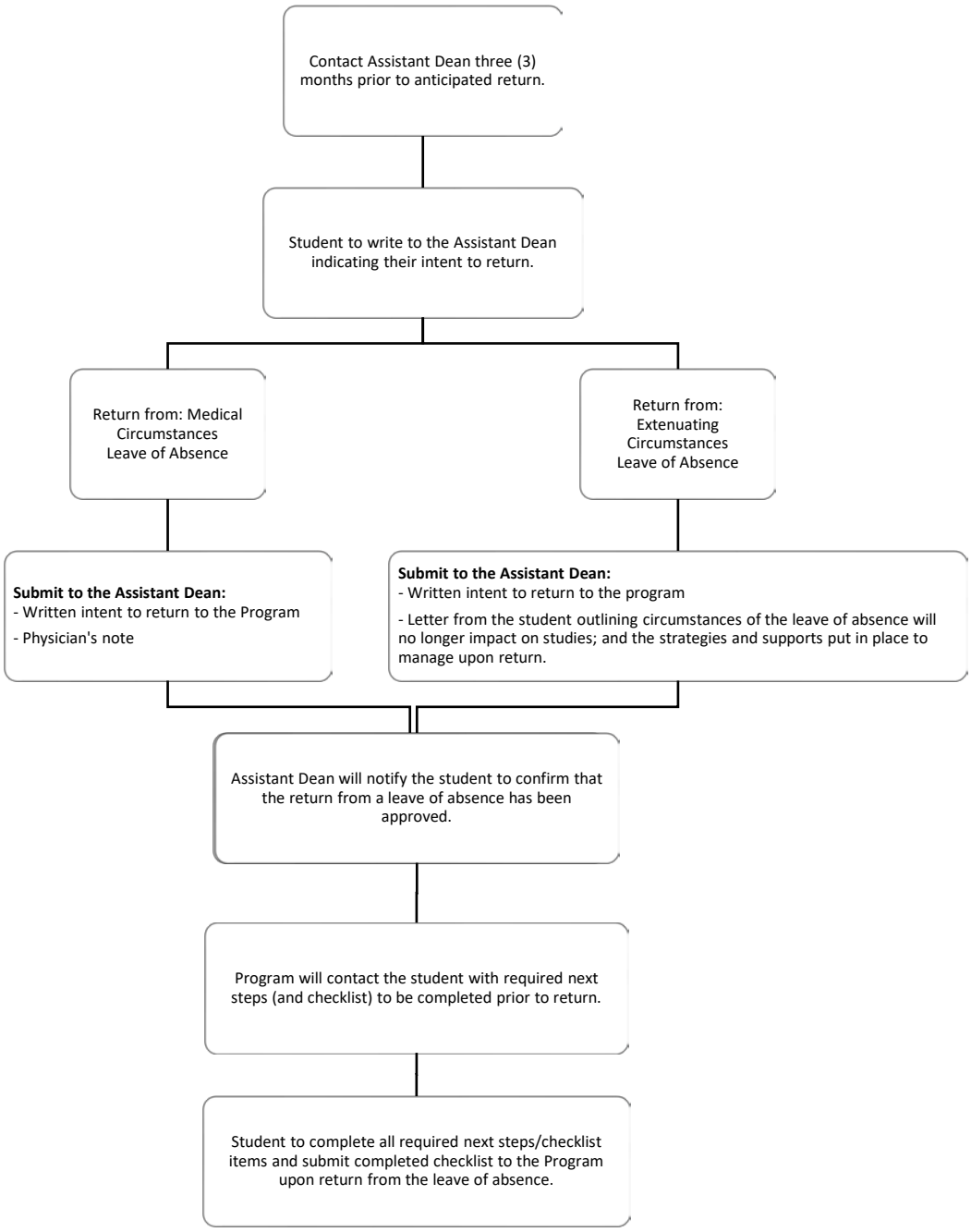
1. The student must write the Assistant Dean no later than three months prior to the beginning of the appropriate term of study to which the student would be returning indicating their intention to return.



If the leave of absence was granted for medical reasons:

1. 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.
    a. This note or letter must be dated within at least three months of the student's written request to return to the Program.
    b. 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.
2. If the leave of absence was granted for extenuating circumstances the letter from the student must demonstrate that:
    a. The circumstances for which the leave was granted will no longer impact on studies and;
3. Strategies and/or supports have been put in place to manage upon return to successfully resume studies.
4. Reentry to the Program will depend on evidence of readiness to return, reviewed by the Assistant Dean, in consultation with the Program Academic Study Committee (PASSC) 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 resumption of studies on the pre-specified date, the Assistant Dean will notify the student to confirm that a return from the leave of absence in the specified term 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 heck, Health Screening, updated hospital identification/anatomy badge, registration processes etc.)
7. 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 from Leave



Related Policies and Procedures:

School of Graduate Studies - *Leaves of Absence Regulations* (McMaster University)

7.4 GUIDELINE FOR LEAVE OF ABSENCE FOR A GRADUATE STUDENT WHO IS A NEW PARENT

MASTER OF SCIENCE (MSc)

OCCUPATIONAL THERAPY (OT) PROGRAM

McMaster University

Complete Title: Guideline for Leave of Absence for a Graduate Student who is a new parent in the MSc (OT) Program

Date Developed: June 11, 2018

Approved by: OT Education Committee – June 27, 2018

Guideline Owners: Assistant Dean, (OT) Program Manager

GUIDELINE

Preamble:

Students within the MSc Occupational Therapy (OT) Program, may be eligible for a parenting leave of absence if they are expecting a child, whether by adoption, or 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 OT Program.

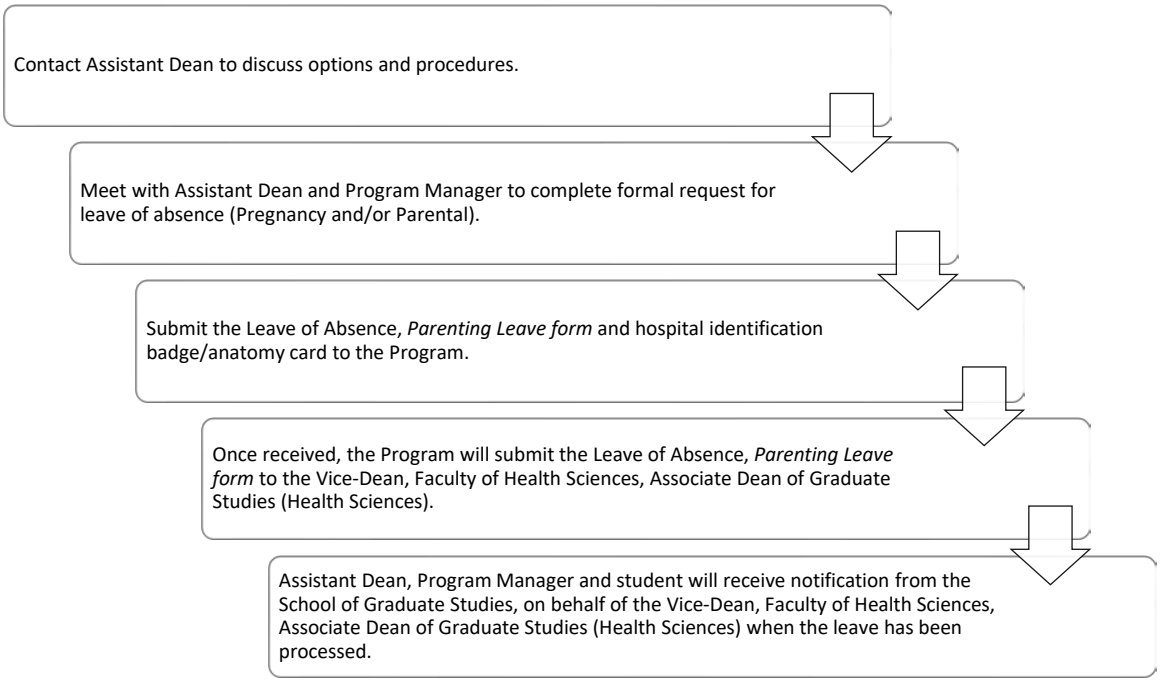
Students are referred to the SGS Graduate Calendar general regulations on leaves of absence for matters related to use of university facilities, scholarships, and tuition.

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

1. Students are to contact the Assistant Dean prior to submitting written documentation or the 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 (https://gs.mcmaster.ca/current-students/forms-and-policies-for-graduate-students-staff-and-faculty/) 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 Sciences).
5. On behalf of the SGS, the Vice-Dean, Faculty of Health Sciences, Associate Dean of Graduate Studies (Health Sciences) will review the submission. Their office will notify the Assistant Dean, Program Manager and student when the leave has been processed.

PROCESS: Requesting Leave



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

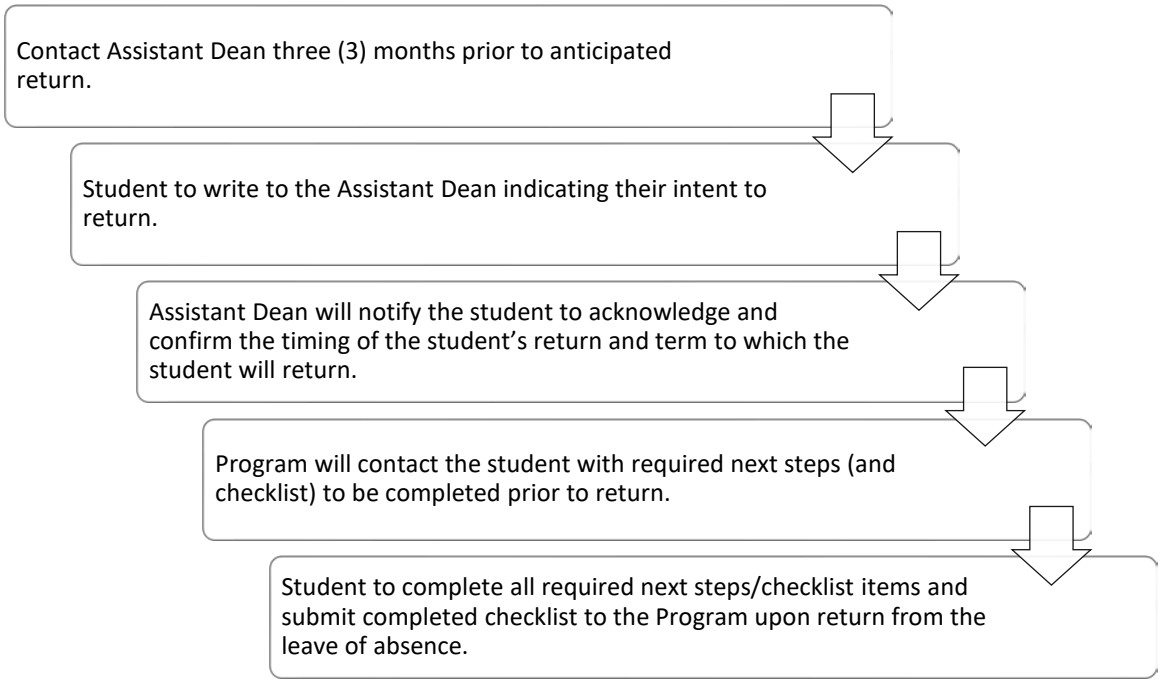
1. The student must write the Assistant Dean no later than three months prior to the beginning of the appropriate term of study to which the student would be returning indicating their intention to return.
2. The Assistant Dean will acknowledge the request by sending a written response to confirm the timing of the student's return and term to which the student will return.

3. 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.)

4. 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 from Leave



Related Policies and Procedures:

School of Graduate Studies - Leaves of Absence Regulations (McMaster University)

7.5 CONDUCTING RESEARCH AND COURSE REQUIREMENTS IN THE HOME/COMMUNITY ENVIRONMENT: GUIDELINES FOR SCHOOL OF REHABILITATION SCIENCE STUDENTS

Approved Rehabilitation Science Curriculum Committee

February 7, 2007

Draft Revision July 22, 2011 (OT and PT Programs)

Glossary:

Community members - individuals or organizations within the community

Department - School of Rehabilitation Science (SRS)

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

Purpose

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

Before the Visit:

- When scheduling your visit:
    - Remember that the individual may feel vulnerable inviting someone they don't know into their home
    - Some telephones have call display, which displays the caller's phone number to the person being telephoned. If not using a telephone within the SRS, use the "call blocking" on your telephone by dialing * 67 prior to dialing a telephone number. You should do this for every call you make from your personal telephone. There is no charge for using * 67.
    - Ask that pets be restrained or kept out of the room during the visit.
- If being in an environment where someone is smoking is a concern, ask that they not smoke during the visit, or if you can conduct the visit at another location (if possible).
    - The student should plan his or her route the location using main routes, avoiding isolated shortcuts. Students should obtain directions beforehand and can confirm the directions with the community member/participant.
- **If you are conducting the visit alone**, you should provide the supervisor/designate with the list of people you intend to visit, including the following:
    - Name
    - Address
    - Telephone number of the person being visited
    - Date and time of the visit, including anticipated time of completion

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

Upon arrival:

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

During the Visit:

- Make a quick sweep with your eyes to assess for any obstacles and escape routes, in the event you have to leave in a hurry (e.g., a fire).
- Leave your shoes on during the visit. In winter, you may choose to bring a pair of indoor shoes.
- Let the client lead you into the house/apartment or through corridors/stairs.
- Think about where you choose to sit. For instance, sit where you have a good view of the surroundings and on a firm, accessible chair.
- If they ask you to do something that you are not comfortable with (e.g., transfer in/out of a wheelchair), politely say no. Please consider the physical safety of yourself and of them.

Reasons to leave the participant's home:

- If upon arrival, you feel unsafe and uncomfortable.
- If the participant is inappropriately dressed and upon your request refuses to dress appropriately.

- If the participant appears intoxicated or under the influence of drugs.
- If other individuals pose a threat.
- If the participant becomes aggressive, threatening or abusive, remain calm during the visit, be supportive and direct but do not ignore the individual.
- Leave immediately always facing the participant. Drive away in your vehicle and inform your supervisor/course coordinator.

After the visit:

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

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

7.6 ROLE OF FACULTY ADVISORS IN THE OCCUPATIONAL THERAPY PROGRAM

Approved: OT Education Council, April 23, 2014

All students within the Occupational Therapy Program are assigned a "Faculty Advisor." The role of the Faculty Advisors is to support students in optimizing their success within the program. Student privacy is respected by advisors; however, the relationship is not privileged as in client-lawyer or health provider-patient.

The Occupational Therapy 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.

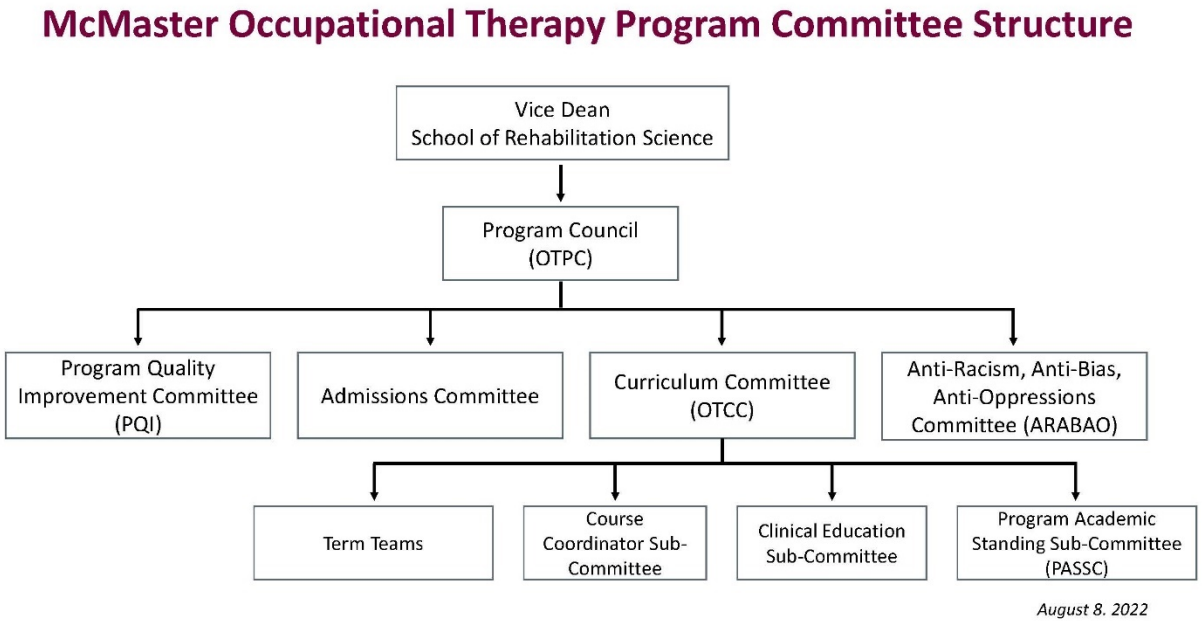
Typically, it is the student's responsibility to initiate a meeting with an advisor if the student feels in need of academic guidance. From time to time, advisors may request a meeting to discuss the student's academic progress.

Role of the Faculty Advisor

- To advise the student about issues that may affect academic progress and suggest appropriate strategies to achieve success
- To provide support and guidance regarding the student's academic progress
- The faculty advisor does not provide health services or personal counselling but can help students identify services that might be helpful to them.
- If students bring issues to advisors, they may:
- Provide students with strategies for success specific to the program

- Provide students with links to resources and supports

8. McMASTER OCCUPATIONAL THERAPY PROGRAM ORGANZATIONAL CHART



9. TERMS OF REFERENCE

Terms of Reference for the Occupational Therapy Program can be found on Avenue to Learn. For more information about the Terms of Reference contact otprog@mcmaster.ca.