McMaster University

HEALTH SCIENCES

Occupational Therapy Program Handbook

Master of Science

Occupational Therapy

McMaster University

2023 - 2024

srs-ot.healthsci.mcmaster.ca

Contents

The History of the MSc (OT) Program

Welcome to the McMaster Occupational Therapy Program. 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 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 clinical 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 curriculum to incorporate the 2021 Competencies for Occupational Therapists in Canada and 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 inclusion and Indigenous reconciliation in the Program. Integration of the most current competencies for occupational therapy practice in Canada represents the Programs commitment to ensuring the curriculum is based on current practices.

The McMaster OT Program was last accredited (2016) by the Canadian Association of Occupational Therapists (CAOT) and is approved by the World Federation of Occupational Therapists (WFOT). The Program also passed (2016) the Institutional Quality Assurance Program (IQAP) of McMaster University.

Introduction to the Handbook and Important Sources of Information

The Program Handbook is designed to help students find the information that they most often need. In addition to the Handbook, here are a few key sources of information:

- The Graduate Calendar (academiccalendars.romcmaster.ca/index.php)
- University Senate Policy Statements (secretariat.mcmaster.ca/university-policies-procedures-guidelines/)
- A complete guide to services provided at McMaster University can be found on the School of Graduate Studies website at gs.mcmaster.ca.

If there is any discrepancy between this document and the Graduate Calendar or any University policies, the Graduate Calendar and/or the McMaster University Senate policies shall prevail (as per the Graduate Course Management Policy (secretariat.mcmaster.ca/app/uploads/Graduate-Course-Management-Policy-2022.pdf)

Upon entry to the program, students are required to acknowledge in wiring that they understand and agree to the terms and conditions outlined within this document and in the Graduate Calendar.

Contact information for the OT Program Administration Team can be found here: srs-ot.healthsci.mcmaster.ca/contact/

1.0 Orientation to The Program and Curriculum

1.1 OT Program Mission and Vision

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 internationally. 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 and Indigenous reconciliation
- 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:
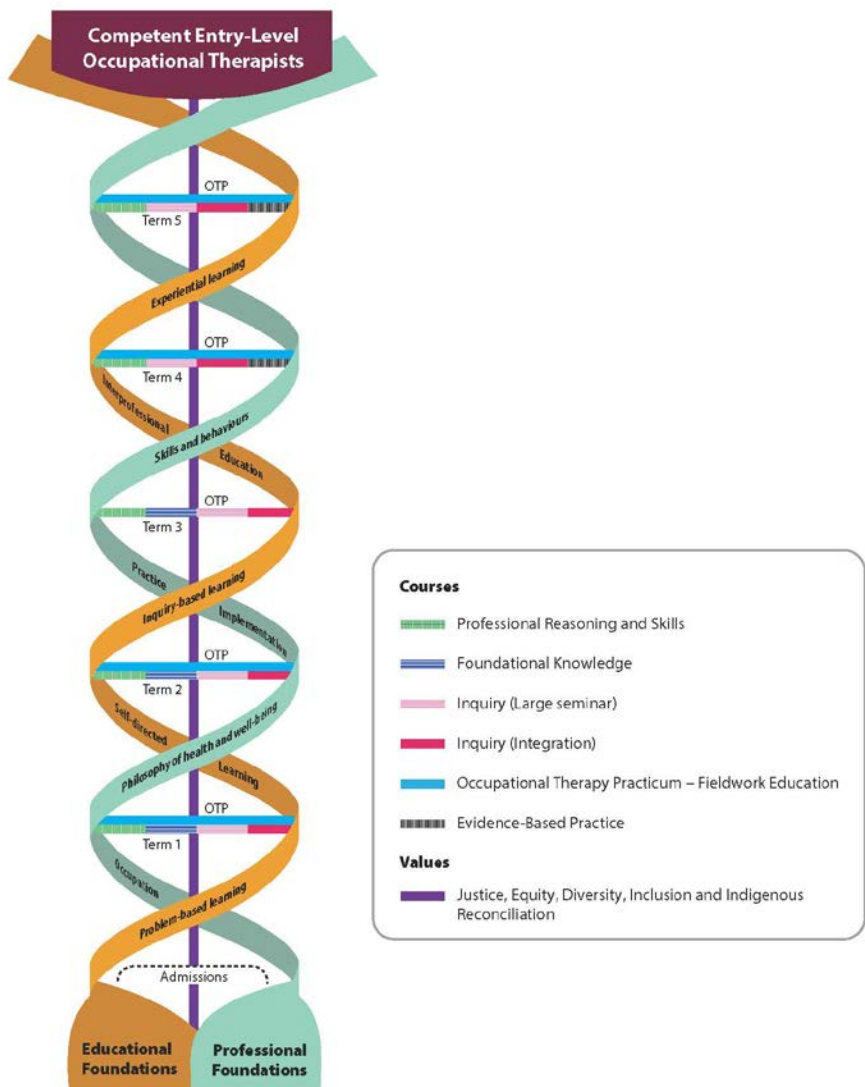
The Educational Foundations

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 goals, 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 clinical placement sessions that are part of university-based terms. In addition, clinical placements offer 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 courses including clinical placements, 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 learning environments that optimize 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 and 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, inclusion, and Indigenous reconciliation** 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 (UDL) 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 Curriculum Design

McMaster University's Occupational Therapy (OT) Program is based in Hamilton, Ontario, Canada with in-person program delivery either on campus or in clinical placement settings (within McMaster catchment area). The faculty determine when online or virtual curriculum delivery may be used, including clinical education.

Students are expected to attend in-person classes and clinical placement and will not be offered the option of attending online instead. If students are unable to attend class, they are expected to access additional resources to ensure they have learned the content.

The Program is organized into five (5) terms of study, with four (4) clinical placement courses throughout the curriculum. The Program runs over six (6) university-based terms, for a total of 24 months.

Classes and problem-based tutorial (PBT) groups are typically scheduled during university business hours between 8:00 am ET –10:00 pm ET; some evening classes, tutorials, and placement hours are likely to occur.

Curriculum Design MSc (OT)
Updated May 2023

JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
								Term 1 Wellness, Health & Occupation 761 Foundational Knowledge I 771 Inquiry & Integration 781 Professional Reasoning and Skills			**Practicum** *791 Occupational Therapy Practicum I
Term 2 Person, Environment & Occupation 762 Foundational Knowledge II 772 Inquiry & Integration 782 Professional Reasoning & Skills			**Practicum** *792 Occupational Therapy Practicum II		**Term 3** Disability & Occupation 763 Foundational Knowledge III 773 Inquiry & Integration 783 Professional Reasoning & Skills			**Term 4** Complexities of Practica I: Children, Youth & Adults 774 Inquiry & Integration 784 Professional Reasoning & Skills 744 Evidence Based Practice			
Practicum *795 Occupational Therapy Practicum III		**Term 5** Complexities of Practice II: Older Adults & Transition to Practice 776 Inquiry & Integration 786 Professional Behaviour and Reasoning Skills 746 Evidence Based Practice					**Practicum** *796 Occupational Therapy Practicum IV	**CONVOCATION:** November			

*Denotes half course

The first year of this two-year program consists of 11 courses: 9 full courses and 2 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 full courses**, which provide students with an opportunity to gain knowledge in biological, social and research sciences needed for occupational therapy practice.
- **Two (2) clinical placement 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 on understanding 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) clinical placement 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.

All courses are required except those relating to remediation [OCCUPTH 798 and 799]. Only McMaster University occupational therapy courses count toward the MSc (OT) degree. Typically, courses within each term must be taken concurrently.

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.

1.4 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.

The Program uses the McMaster Graduate Student Grading Scale as described in section 2.6.1 of the Graduate Calendar for all evaluations:

Grade	Points	Equivalent Percentages	Pass/Fail
A+	12	90-100	P+
A	11	85-89	P
A-	10	80-84	
B+	9	77-79	
B	8	73-76	
B-	7	70-72	
F	0	69 and under	F

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, 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 the Course Shell on Avenue to Learn.

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 placement (course) evaluation is completed using T*he Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT)* (Bossers, et al., 2007) completed on InPlace. This evaluation tool will be reviewed in September of Year 1.

The Program Academic Standing Sub-Committee (PASSC) meets upon completion of each university-based term and at the end of each practicum. Course coordinators put forward recommendations for student progress.

PASSC has the authority to:

- •   Recommend informal remediation,
- •   Require formal remediation through enrollment in a remediation course; and/or
- •   Make recommendations for withdrawal.

Remediation is intended to support students to address learning gaps to enable them to meet academic expectations.

Please refer to the PASSC Terms of Reference located on Avenue to Learn (A2L) for additional information.

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

1.5 Learning Resources

Learning resources support students in the Program and 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.

Roles and Responsibilities of Students, Faculty and Support Staff

Students in the Occupational Therapy Program are expected to:

- Follow the Program policies, procedures, and guidelines including those related to clinical education.
- Follow the School of Graduate Studies, Faculty of Health Science and McMaster University policies, procedures, and guidelines.
- Follow all policies and procedures of all placement facilities, including those regarding dress code and conduct.

The Occupational Therapy Program Faculty are expected to:

- Provide students with the Program curriculum.
- Give students feedback about their learning behaviours – we provide our perspective, what we observed or would like to observe, etc., as this will facilitate students learning and growth.
- Provide students with some knowledge, using and encouraging SDL strategies.
- Adhere to regulatory requirements of the profession and standards of McMaster University.
- Keep up to date on professional and educational research and trends and incorporate these trends into the curriculum.
- 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).
- Respect differences and diversity.

The Occupational Therapy Program support staff (including the Program Manager, Program Coordinator, Program Assistant, and the Clinical Education Assistant) are expected to:

- Support Term Chairs and Course Coordinators on the administrative aspects of curriculum delivery.
- Support administrative activities related to Clinical Education. The Clinical Education Assistant provides support for placement identification, matching, student evaluations and preceptor payments for all four Occupational Therapy Practicum courses.
- Support students with access to A2L, room bookings, and general Program questions.

The role of the preceptor is:

- To support and understand the MSc (OT) Program philosophy and goals, as well as be aware of curriculum content, clinical education objectives, and evaluations.
- To provide appropriate learning opportunities for the student.
- To facilitate and encourage self-directed learning by the student.

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. Resources are available for students to source in the library, on the internet, or on Avenue to Learn.

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 Avenue to Learn.
iii. *Computer Resources*: Internet, various databases for searching literature, several e-learning modules/packages, and other electronic resources.
iv. *Anatomy and pathology resources*: includes a large number of protected wet specimens, plastic models, and self-study modules.

1.6 Occupational Therapy Program Committee Structure
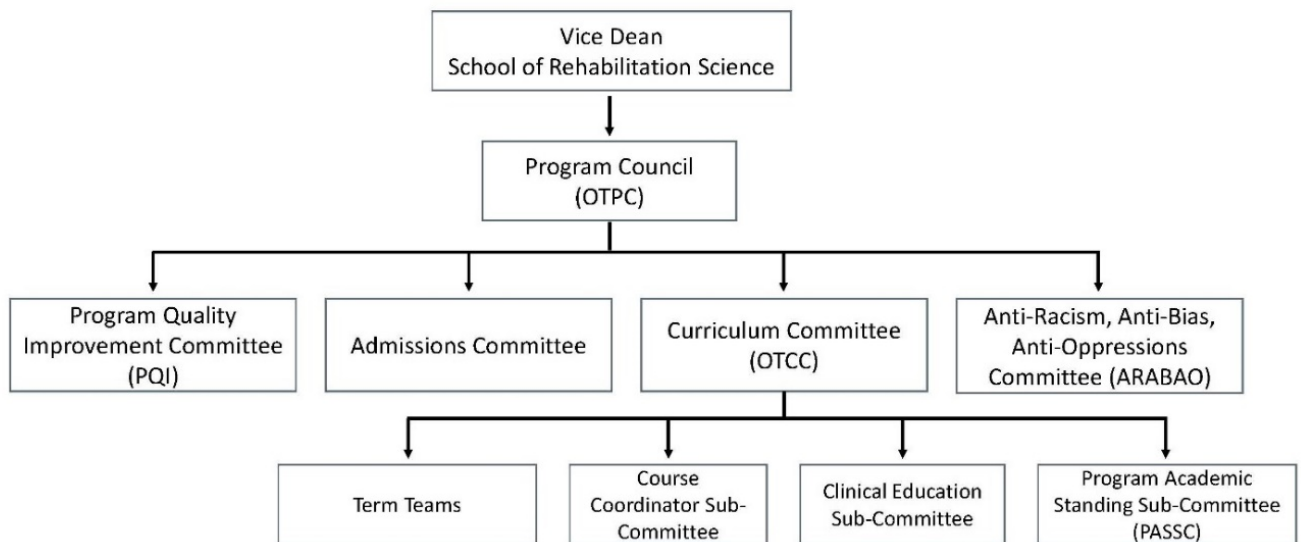
Terms of Reference for the Occupational Therapy Program committees can be found on Avenue to Learn in your Class Shell. For more information about the Terms of Reference contact the Program Coordinator.

Student members sit on the Program Council, Admissions Committee, and the Clinical Education Sub-Committee. The Program Coordinator coordinates the call for student members in the early fall of every academic year.

1.6.1 Clinical Education Sub-Committee
The Clinical Education Sub-Committee acts as a liaison between the MSc (OT) student body, community OT clinicians, and faculty members on matters related to Clinical Education. Additional information regarding the Clinical Education Sub-Committee can be found in the Terms of Reference posted on the class shell.

2.0 Clinical Education in the Occupational Therapy Program

2.1 Clinical Education Courses

Clinical Education is a mandatory component of the McMaster Occupational Therapy Program. It is a collaborative process that involves four courses structured as supervised clinical placements related to the practice of occupational therapy (OTP I, OTP II, OTP III, OTP IV, outlined above at section 1.3 Curriculum Design). The *Canadian Guidelines for Fieldwork Education in Occupational Therapy* are available at: acotup- acpue.ca/PDFs/2012%20CGFEOT%20-%20English.pdf.

The *Competency-Based Fieldwork Evaluation for Occupational Therapists* (2007) (CBFE-OT) is used to evaluate student performance on clinical placement in seven competency areas. Additional information will be provided in September of Year 1 and posted on the appropriate course shell.

Bossers, A., Miller, L.T., Polatajko, H. J., & Hartley, M. (2007). *Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT)*. Thomson Limited.

2.2 Placement Process General Guidelines

The following guidelines have been developed to ensure that clinical placement assignments occur equitably for all students.

Requirements:

1. **Students must be prepared to complete all clinical placements anywhere inside the McMaster University catchment area, even if outside of Hamilton, ON** (healthsci.mcmaster.ca/srs-ot/education/future-students/clinical-education)

   When possible, Clark Heard, OT Reg. (Ont.) offers placement opportunities to McMaster students at the Southwest Centre for Forensic Mental Health Care in St. Thomas, ON. These placements are specifically designated as McMaster placements, resulting in the in-catchment placement boundary extending to this one location and opportunity in St. Thomas. Therefore, students may be matched to this in-catchment opportunity.

2. Students, or any agent of a student (e.g., parent), must not contact any site or preceptor with the intent (implicit or explicit) of arranging, or even discussing, a potential placement. DOING SO IS STRICTLY PROHIBITED by all Canadian university OT programs. This includes contacting a site or preceptor to discuss or explore a practice area or a potential job opportunity that could IN ANY WAY be perceived as, or result in, arranging a placement. Failure to comply with this

guideline in ANY way will result in the loss of preferencing privileges for all subsequent placement periods.

3. InPlace software is used for placement preferencing and to manage the placement matching process (with manual review as required).

4. All final decisions regarding placement assignments are made by the Director of Clinical Education (DCE). Students will be given opportunities to identify preferences in each placement period. Students are in no way guaranteed any of their preferences for any placement period.

5. All formal documented accommodations specific to clinical placements outlined by Student Accessibility Services (SAS) will be met. Students with accommodations affecting placement matching should preference placements that are compatible with their accommodations (e.g., geographical accommodations). For all other clinical placement-related accommodations students should email the preceptor outlining the accommodations, copying the DCE, if they choose to activate accommodations.

6. There will be no change in assigned placements once placement matching has been finalized. Students are not allowed to negotiate alternative placements with classmates (i.e., no trades). Students found to be doing so may forfeit their current placement and may be assigned to a placement by the DCE without consideration of preferences and may also forfeit preferencing for future placements.

7. Once placements are assigned students are expected to send an introductory letter to the site and/or preceptor(s). Additional information regarding introductory letters, such as when to send and what to include, will be provided in September of Year 1 and posted on the appropriate course shell.

8. All expenses incurred while completing placements are the responsibility of the student. Students must consider costs such as relocation, rent (possibly in addition to their rent for their residence near McMaster), commuting, parking, additional medical coverage, and meals.

9. Students are expected to provide their own means of transportation to each assigned placement. McMaster is not responsible for providing students with transportation to clinical placements.

10. Students are required to complete one placement in a mental health setting. A placement not listed as mental health may be reviewed for consideration for meeting the mental health requirement by the DCE if requested by the student upon completion of that placement. Additional information will be provided in September of Year 1 and posted on the appropriate course shell.

11. Students cannot complete a given placement more than once. This requirement can vary from setting to setting. For example, some sites ARE the placement (e.g., private practice) and a

student could not return to that site. Whereas other sites offer multiple varied placements (e.g., HHSC). In the latter case, students are not permitted to do a placement on the same unit or with the same preceptor more than once.

12. Students will attend placement during the required working hours of the placement and follow all statutory holiday schedules of the site. Work hours may include evenings and weekends. Whenever possible, students may know in advance if evening and/or weekend hours are required. However, hours may fluctuate based on client and caseload needs. It is the student's responsibility to meet the requirements for clinical placement hours.

13. All learners in the MSc (OT) Program are required to pay a non-refundable clinical education fee.

2.3 Placement Opportunities

1. **Students must be prepared to complete all clinical placements anywhere inside the McMaster University catchment area (healthsci.mcmaster.ca/srs-ot/education/future-students/clinical-education.**

   Please note that in agreement with the University of Western Ontario and St. Joseph's Health Care London, and when possible, Clark Heard, OT Reg. (Ont.) offers placement opportunities to McMaster students at the Southwest Centre for Forensic Mental Health Care in St. Thomas, ON. These placements are specifically designated as McMaster placements, resulting in the in-catchment placement boundary extending to this one location and opportunity in St. Thomas. Therefore, students may be matched to this in-catchment opportunity.

2. There are no out-of-catchment placements available to students (nationally or provincially). The only exception is the University of British Columbia (UBC). UBC may share surplus placements with all Canadian universities. The DCE may then share any UBC surplus placement opportunities with students. Students can indicate their interest in any of the UBC surplus placements and the DCE will communicate with UBC. Please note that indicating interest does not mean that the student will be awarded the placement.

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

   - 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.

Students will have the opportunity to apply for an NSS placement. Students who are Northern Ontario residents will be given priority for placements, however, any student, regardless of residency, may apply. Additional information will be provided in September of Year 1 and posted on course shells.

4. Role emerging placements give students placement opportunities at locations where there is no established occupational therapy program or identified set of occupational therapy roles and responsibilities. These placements challenge students to learn how to develop programs and contribute to health care in new ways. Role emerging placements tend to be supervised by an off-site registered occupational therapist who is not employed by the setting. An on-site supervisor (e.g., site staff person) is also assigned. The frequency and format of supervision by both the off-site preceptor and on-site supervisor will be openly discussed and determined with the student. In addition to the CBFE-OT and the Student Evaluation of Preceptor and Placement, students who participate in a role emerging placement are required to do a Legacy Project and complete the *Role Emerging Placement Summary* document at the end of the placement. Additional information will be provided in Year 1 and posted on the appropriate course shell.

5. International Placements provide students with the option of applying to complete an international placement in OTP IV. Additional information will be provided in Year 1 and posted on the appropriate course shell.

2.4 McMaster OT Program Clinical Education Geographical Catchment Area

The McMaster clinical education catchment area includes, but is not limited to, the following geographical area:

McMaster University In-Catchment Areas	McMaster Catchment Shared with Western University	McMaster Catchment Shared with Western University AND University of Toronto
Barrie Milton Brantford Oakville Burlington Orangeville Fergus Paris Hamilton St. Mary's	Cambridge Guelph Niagara Region (e.g., Niagara Falls, St. Catharines, Welland) Southwest Centre for Forensic Mental Health Care in St. Thomas, ON	Brampton Mississauga

The Northern Ontario School of Medicine assigned placement areas include, but are not limited to:

Northern Ontario School of Medicine Geographical Areas			
Atikokan	Gore Bay	Longlac	Sault Ste. Marie
Blind River	Gravenhurst	Manitouwadge	Schreiber
Bracebridge	Haileybury	Marathon	Sioux Lookout Zone
Cochrane	Hearst	Mattawa	Sioux Lookout
Dryden	Hornepayne	Moose Factory	Smooth Rock Falls
Ear Falls	Huntsville	New Liskeard	Sturgeon Falls
Elliot Lake	Ignace	Nipigon and Red Rock	Sudbury
Emo	Iroquois Falls	North Bay	Terrace Bay
Englehart	Kapuskasing	Parry Sound	Thunder Bay
Espanola	Kenora	Pickle Lake	Timmins
Fort Francis	Kirkland Lake	Rainy River	Wawa
Geraldton	Little Current	Red Lake	

Please note that geographic areas may or may not have placements available at any given placement period. This is entirely dependent on which sites and preceptors have provided placements for a given placement period.

2.5 Attendance Expectations on Clinical Placement

Students are required to attend each placement in its entirety (i.e., 100% attendance is expected of all students for all placements). However, there may be times when absence cannot be avoided. As a result, students are allowed a maximum of 4 absence days total across all placements. Absence days may be planned or unplanned and may be taken for various reasons including but not limited to illness, loss of a family member or friend, medical appointment, jury duty, attending a wedding, significant life event, etc. Please note that absences for ALL potential reasons are subsumed within the 4 allotted absence days. Students are encouraged to be thoughtful regarding the use of absence days as there may be unforeseen circumstances on future clinical placements where absence days will be required. Absence for these unforeseen circumstances is included in the 4 permitted absence days.

If there are extenuating circumstances where absence extends beyond the 4 allotted days, then the DCE, the Assistant Dean, and the preceptor (as applicable) will work with the student to manage the absence.

The following criteria apply to absence days:

- A student cannot take more than 3 absence days per placement period.
- If a student uses an absence day due to illness, they must adhere to all documentation and clearance requirements of McMaster MSc OT program and the placement site.
- For a planned absence, the student must submit the A*bsence Form* (found on the course shell) to the DCE and otclned@mcmaster.ca a minimum of 2 weeks prior to the placement start date.
- For an unplanned absence, the student must communicate the absence by email to the preceptor prior to the start of the clinical placement day, copying both the DCE and

otclned@mcmaster.ca. Once the student has returned to placement an *Absence Form* (found on course shell) must be completed and submitted to the DCE and otclned@mcmaster.ca. The *Absence Form* includes an outline of how the missed time will be made up as negotiated with the preceptor. The *Absence Form* must be submitted within 24 hours of returning to the placement.

- It is the students' responsibility to arrange making up the missed time with the preceptor to ensure they meet the minimum hours required for each clinical placement.
- Any organized make-up days/time must align with the sessional dates of the respective clinical placement and should NOT extend into subsequent academic terms.
- If a student is not able to meet the minimum required hours within the current placement due to absence, they will be required to organize make-up time in a future placement.
- The student must ensure, through discussion with their preceptor that any missed time will not impact their ability to meet placement expectations.

Punctuality

Prior to the start of each placement students are expected to confirm daily start times with the preceptor and/or the site coordinator and students are expected to arrive in a punctual and timely manner as specified by the preceptor/site coordinator. In the extraordinary circumstance that a student is unable to arrive at placement on time, they are to contact the preceptor and DCE immediately. If this behaviour persists within or across multiple OTP courses, the preceptor and DCE may recommend course failure.

Interruption of Placement Under Extraordinary Circumstances

Unplanned interruptions of the placement schedule can occur. Time lost due to unplanned interruptions at the placement site (e.g., job action or strike) will not affect the student's promotion from one term to the next. Arrangements to make-up lost time will be made in consultation with the DCE (and preceptor where appropriate).

2.6 Workplace Safety and Insurance

When performing unpaid placement work, students will be provided with limited Workplace Safety and Insurance Board (WSIB) coverage or private insurance coverage for personal injuries that may occur on placement. Claims requests and reports are coordinated by McMaster University, while claims adjudication is provided by either the WSIB or the insurance company contracted by the Ministry of Colleges and Universities (MCU).

MCU Guidelines for Workplace Insurance for Postsecondary Students of Publicly Assisted Institutions on Unpaid Work Placements and McMaster University stipulate that coverage includes students who, as a part of their training, are placed in settings either within or outside of Hamilton, Ontario. The coverage does NOT apply to clinical placements outside of Canada. The insurance policy does not provide any coverage to the placement site or its employees, but it does relieve the site of any responsibility to provide coverage for McMaster students or faculty members involved in training at the site.

If an accident resulting in personal injury occurs during the placement, immediately:

- Notify the preceptor
- Notify the DCE and Clinical Education Assistant (otclned@mcmaster.ca)
- Complete an incident report (email a copy to DCE and otclned@mcmaster.ca)

Students may also be required to complete an incident report at the placement facility. If you are injured while carrying out duties associated with your placement, it is recommended that you be assessed by a physician immediately.

Coverage includes students who, as a part of their training, are placed in settings either within or outside of Hamilton, Ontario, Canada. This insurance policy does not provide any coverage to the Hospital/Agency or its employees, but it does relieve the Hospital of any responsibility to provide coverage for McMaster students or faculty members involved in training at the Hospital/Agency.

According to MCU-WSIB Guidelines and related correspondence, students who must travel between clinical sites (including client locations in the community) for the purposes of clinical placement, whether in their own vehicle or as a passenger in their clinical instructor's vehicle, are covered under MCU insurance (WSIB or private). In addition, McMaster's liability policy covers the student for third party claims arising from placement-related travel. There is no coverage for driving for non-placement activities (e.g., getting lunch, making any stops between appointments, elective field trips, etc.).

If at any time the placement days or schedule changes from what was anticipated in the Placement Profile (e.g., Mondays are discontinued and Saturdays are added), the student must *immediately* email the clinical education assistant to provide the amended schedule. Failure to do so will result in inadequate insurance coverage, placing full responsibility on the student for any workplace injuries or illnesses.

After the student has been assigned a placement, it is the student's responsibility to download and complete the Student Declaration of Understanding (on A2L) and submit on A2L. The form must be received no later than 2 weeks prior to the start of placement. A new form must be completed for each placement.

On the first day of clinical placement, the student and preceptor must together complete the Safety Orientation Checklist (also available on A2L) and submit to appropriate placement drop box on A2L by the end of the first day.

In the case of a workplace-related injury or illness, the flowchart in **Appendix A** will assist the student and preceptor in determining which coverage applies. **Appendix B** describes the procedures for reporting a claim across the various insurance programs, and lists the duties of the student, preceptor, and university. Separate General Liability Insurance coverage is provided by McMaster University, as detailed in the Affiliation Agreement signed between the placement site and university.

Insurance Coverage for Materials and Equipment Used on Placement
There is no insurance coverage for materials and equipment used on placement. If the student damages

any materials or equipment owned by the placement site or OT program, the student must inform the site and DCE immediately. The student is responsible for the cost to fix or replace the damaged items.

Shadowing Other Clinicians at Other Facilities During Clinical Placement
Students must inform the DCE if the student will be travelling off site and/or working atypical hours. In instances where a site agreement is not already established with the potential site of travel, and the travel is an elective opportunity (i.e., not a mandatory component of the placement), the student and the preceptor must complete and submit a Field Trip Form in advance of the scheduled travel. Field Trip Forms can be found on A2L.

2.7 Issues on Clinical Placement

In the extraordinary circumstance that a student on placement consistently demonstrates behaviors that present a risk for clients or site personnel, and those behaviors do not resolve after reasonable attempts at remediation, the DCE can terminate the placement. Next steps will be determined by the DCE and may include a recommendation to PASSC for course failure.

Students are encouraged to communicate with the DCE as soon as they identify *any* concern regarding their progress, competency development, or performance. Although the preceptor may also connect with the DCE if any concerns arise, the student may have a better sense of their needs, and potential solutions. Early communication is integral to managing issues together as early as possible and allows as much time as possible for strategies to be identified and implemented. Conflict prevention and management modules are included at preceptor.ca and practiceeducation.ca/about.html.

3.0 Policies, Procedures and Guidelines

3.1 McMaster Policies and Procedures

McMaster University Policies, Procedures and Guidelines are approved by the Senate and/or the Board of Governors. Students in the Occupational Therapy Program are required to always abide by these policies.

A complete guide of Policies integral for Graduate Students can be found at: secretariat.mcmaster.ca/university-policies-procedures-guidelines/.

The University Regulations affecting Graduate Students are available at: academiccalendars.romcmaster.ca/content.php?catoid=46&navoid=9197.

Please ensure that you are familiar with the following:

1. Code of Student Rights and Responsibilities: secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf
2. FHS Professional Behaviour for Graduate Learners: secretariat.mcmaster.ca/app/uploads/Professional-Behaviour-Code-for-Graduate-Learners-Health-Sciences-2014.pdf)
3. Academic Integrity Policy: secretariat.mcmaster.ca/app/uploads/Academic-Integrity-Policy-1-1.pdf
4. Research-Plagiarism-Checking-Policy: secretariat.mcmaster.ca/app/uploads/Research-Plagiarism-Checking-Policy.pdf

5. Copyright Policies: copyright.mcmaster.ca/app/uploads/2019/02/Mac-Copyright-2018update.pdf
6. Equity, Diversity, and Inclusion (EDI) Policies: equity.mcmaster.ca/strategy/towards-inclusive-excellence/
7. Discrimination and Harassment Policy: secretariat.mcmaster.ca/app/uploads/Discrimination-and-Harassment-Policy.pdf
8. McMaster University Statement on Collection of Personal Information and Protection of Privacy: https://secretariat.mcmaster.ca/app/uploads/2019/06/FIPPA_Statement.pdf

3.1.2 Academic Integrity

In addition to the policy noted above, students must be familiar with the academic expectations of graduate students. Information on Academic and Research Integrity applicable to graduate students can be found in the graduate calendar, academiccalendars.romcmaster.ca/content.php?catoid=46&navoid=9197#6.1_Academic_Integrity.

3.1.3 Use of Generative Artificial Intelligence in Teaching and Learning

The use of Artificial Intelligence (AI) in education is a rapidly evolving field. The MacPherson Institute for Leadership, Innovation and Excellence in Learning at McMaster has developed provisional guidelines, The Use of Generative Artificial Intelligence in Teaching and Learning at McMaster. Students are asked to review the materials available through MacPherson (mi.mcmaster.ca/generative-artificial-intelligence-in-teaching-and-learning/#tab-content-provisional-guidelines) as well as review the Provisional Guidelines (mcmasteru365.sharepoint.com/:w:/s/MIShare/ETPCWc2uKlFBk1zmx-SNqdoBywn_uGf6Mm4bo5Td1CAH7Q?e=AMJmWs). As noted in the guidelines, updates will be made regularly, and it is the student's responsibility to be aware of updates. Course Coordinators may also provide students with specific course instructions on the expectations and use of AI in their respective courses.

3.1.4 Online Etiquette (Netiquette)

Netiquette refers to online etiquette, or standards for communicating and good behaviour on the internet. Netiquette applies to all online communication — from email - to the online classroom - to social media platforms. Please review important information about online communication at scm.mcmaster.ca/the-code/netiquette.

3.1.5 Incident Reporting

Students can obtain information about reporting incidents on the FHS Health Sciences SharePoint page at mcmasteru365.sharepoint.com/sites/FHSSO/SitePages/Incident-Reporting.aspx.

Types of incidents include critical injury, seeking first aid or other healthcare, if you see a contravention of the Act, if you see a hazardous situation (violence, security incidents or potential for harm) or if you experience exposure.

3.1.6 Storm Procedures and Class/Exam Cancellations

In the event of severe weather, the University may close. Closures will be announced on the McMaster Daily News website (dailynews.mcmaster.ca). Should the University decide to close please refer to the McMaster University Storm Emergency Policy which is available online at: secretariat.mcmaster.ca/app/uploads/Storm-Emergency-Policy.pdf

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

3.1.7 Leaves of Absences

Information about Leaves of Absences can be found in the School of Graduate Studies Academic Calendar at: academiccalendars.romcmaster.ca/index.php

For information on Short Term Absences please see item 3.3.2.

3.1.8 Conflicts of Interest

Students should review the document *Recommendations for Managing Conflict of Interest for Faculty and Students in Educational Programs in the Faculty of Health Sciences* found at healthsci.mcmaster.ca/docs/librariesprovider85/policies-procedures/fhs_conflict_of_interest_guidelines.pdf?sfvrsn=eea57eb2_2, prior to selecting placement preferences. Students are encouraged to contact the Director of Clinical Education to discuss real or perceived conflict of interest.

3.2 Faculty of Health Sciences Policies

3.2.1 Police Records Check

All students are required to submit a clear police record check as per the Faculty of Health Science Policy. Implications of a "not clear" check at any time throughout enrollment in the program are also outlined in the policy.

To review the full policy, please visit: fhs.mcmaster.ca/pcbe/police_records_check.html

3.2.2 Professional Behaviour Guidelines

Students in the Occupational Therapy program are expected to always be aware of their professional behaviours in all university-based and clinical placement settings. These expectations are described in a Professional Behaviour Code of Conduct for Graduate Learners in the Faculty of Health Sciences (fhs.mcmaster.ca/pcbe/policies.html) and in the Graduate Study Calendar (https://academiccalendars.romcmaster.ca/content.php?catoid=46&navoid=9197#6.2_Code_of_Conduct).

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

3.2.3 Process for Reporting Injuries and Exposure to Infectious/Environmental Hazards

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 Coordinator.

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: 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: 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 accommodation.

For information about Workplace Safety and Insurance while on placement visit section 2.6.

3.2.4 The Anatomy Lab

The Anatomy Lab 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 Anatomy Act. Furthermore, the University has a responsibility to those donors (and to their families) who bequeathed their bodies to us to ensure appropriate use. For more information visit anatomy.healthsci.mcmaster.ca/anatomy-program-links/.

Students are required to undergo training before they are allowed access to the Anatomy Lab. This training session is mandated; this means it is NOT optional. Once students have received proper training in 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. Students are prohibited from gaining access to the Anatomy Lab using another person's access card. This behaviour will not be tolerated and will be referred to the appropriate authorities.

3.3 OT Program Policies, Procedures and Guidelines

If there is a discrepancy between the policies below and policies from either the School of Graduate Studies or from McMaster University, then the policies from the School of Graduate Studies or McMaster University prevail.

3.3.1 Term Schedule

Students in the MSc Occupational Therapy Program are full-time students; therefore, they can expect to be on-campus and in-person on a full-time basis. Classes may be scheduled on Monday through Saturday from 8:00 am ET to 10:00 pm ET. Please refer to the Sessional Dates document in the relevant class shell on Avenue to Learn.

3.3.2 Short Term Absences

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

Missed Clinical Lab/Class:

- Student will 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 after the absence.
- Student will obtain missed content from Course Coordinator and classmates to ensure no learning gaps have occurred due to the absence.

Missed Problem Based Tutorial (PBT):

- Student will notify the PBT Course Coordinator, tutor, and PBT classmates in advance. If advance notice is not possible, the student will inform the PBT Course coordinator, tutor and PBT classmates as soon as possible after the absence.
- Student will share the information they have gathered and the prep work they have done for PBT in advance of the absence so the group can use the material.
- Student will obtain missed content (including work assigned in preparation for subsequent PBT session) from tutor and PBT group members to ensure no learning gaps have occurred due to the absence, and to ensure preparedness for subsequent PBT session(s).

Significant absences from clinical labs or class may impact the evaluation of performance.

Information about absences during Clinical Placement can be found in section 2.5 Attendance Expectations on Clinical Placement.

3.3.3 Absences from Examinations

In the event a student needs to reschedule an examination due to illness or extenuating circumstances, students should email the Course Coordinator and copy the Assistant Dean and Program Coordinator and Program Assistant. The Program Manager may be consulted if required.

Students may be required to submit appropriate medical or other documentation to support the absence and need for rescheduling. Additionally, students will be required to sign a *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 relevant but different examination.

3.3.4 Religious Holidays

Please refer to the Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances (RISO): secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf

McMaster Multicultural Calendar: multiculturalcalendar.com/ecal/index.php?s=c-mcmastr

Students who require accommodation 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 accommodation.

3.3.5 Guidelines for Contacting Community Clinicians

You represent the School of Rehabilitation Science and the OT Program in your dealings with the community. You are also representing yourself to potential future employers. Therefore, it is important

to consider how you engage with the community. Please visit your Class Shell on Avenue to Learn and see the module "Guidelines for Contacting Community Clinicians" for more information.

3.3.6 Access to a Computer

The Program utilizes online software for distribution of course content, materials, instruction and for evaluation methods. Students require access to a computer to engage and participate in Program activities.

3.3.7 Conducting Research and Course Requirements in the Home & Community Environment: Guidelines for School of Rehabilitation Science Students

SRS graduate students are required to ensure their safety as far as reasonably possible with regards to risks associated when conducting research or completing course requirements in the home or community environment. In most cases, these locations will be safe, however the guidelines have been developed to help assure the safety of students.

The full guidelines can be found in the class shell on A2L.

4.0 Student Information

4.1 Student Identification Information

Students are responsible for ensuring their information is up to date. Students can update their name, address, and/or telephone number in Mosaic within the "Student Self Service" module. Name changes should also be communicated to the Program Coordinator.

4.2 Email Communication

Communication from the OT Program and the University is sent regularly to students via their McMaster email account. Students should only communicate with Program faculty and staff via their McMaster email account.

Information about Student Email can be found at office365.mcmaster.ca/office-365-3 /email-calendaring. Technical support is offered by University Technology Services (UTS), more information can be found at office365.mcmaster.ca/office-365-3/email-calendaring/#tab-content-it-support. Email accounts remain active until January 31 of the year following graduation.

4.3 Confirmation of Enrolment Letters

Students can request a letter to confirm enrolment in the Program in Mosaic. For instructions, please visit registrar.mcmaster.ca/services/enrolment-verification.

4.4 Avenue to Learn (A2L)

Avenue to Learn (A2L) is the primary learning, course delivery and assessment platform at McMaster. The Occupational Therapy Program utilizes A2L for delivery of course and class information. Each course has a "course shell" within A2L. Students are also enrolled in a "class shell" which houses general information that is not related to a specific course (e.g., sessional dates, academic and non-academic resources, program requirements, announcements, etc.).

Students are automatically enrolled into the A2L course shell when they enroll in the corresponding course in Mosaic. Failure to enroll in a course in Mosaic will prevent access to the course shell.

Students are expected to access the course shells for course related materials, information, and updates. A2L may be used for course quizzes and exams as well as for the submission of assignments and projects.

For A2L support visit: avenue.mcmaster.ca/support.html.

4.5 InPlace

Clinical Education uses the software InPlace to collect current placement opportunities for students and to match students to those placements. Additionally, students and preceptors will complete the evaluation method for practicum courses (CBFE-OT) within InPlace.

Visit inplacesoftware.com for more information about the software.

4.6 Anatomy Lab

The Anatomy Lab is located in the Health Sciences Building 1R1 in the yellow section across from the Centre for Simulation Based Learning. Please refer to section 2.3.4 for more information about the Anatomy Lab and how to access it.

For Guides and Tutorials related to anatomy please visit: hslmcmaster.libguides.com/hsl_anatomy

4.7 The Centre for Simulation-Based Learning

The Centre for Simulation-Based Learning (CSBL) is a central McMaster University resource that provides state-of-the-art facilities and equipment to support a variety of educational resources ranging from basic clinical skills training to advanced, computerized immersive simulation.

The OT Program utilizes the CSBL for student learning and skill practice, as well as for practical exams.

For more information visit: simulation.mcmaster.ca

4.8 Transcripts

Unofficial and official transcripts may be ordered through Mosaic in "Student Self Service". For further information, visit: registrar.mcmaster.ca/services/transcripts

4.9 SRS Student 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 passcode for the room can be requested from the Program Coordinator.

4.10 Lockers

Lockers may be rented through Mohawk College. If you wish to rent a locker, please visit mohawk.bookware3000.ca/services/rent-a-locker for more information.

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 Program Assistant. If a room is required for

activities/events/seminars/lectures outside of the outlined OT curriculum, or for an outside vendor, 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.

4.12 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: security.mcmaster.ca/services/campus-emergency-guide

McMaster Security Services

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 call 905-522-4135 or use the McMaster Safety App (security.mcmaster.ca/safety-app) to directly contact McMaster Security Services.

Emergency First Response Team (EFRT)

EFRT is a volunteer organization available 24/7 throughout the academic year (September through April, except Thanksgiving, Easter, campus holiday breaks and both reading weeks).

Summer Hours (May through August): Monday-Friday 9:00am-5:00pm (except on statutory holidays).

To contact EFRT call 905-522-4135, contact Security Services through the red emergency poles located around campus, or use the McMaster University Security Service and Transportation (MUSST) app, which is available for download on your smartphone.

For further information, visit: msumcmaster.ca/services-directory/7-emergency-first-response-team-efrt.

4.13 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 from the Office of the Registrar. For any information regarding ID cards including loss of ID cards, visit: gs.mcmaster.ca/ive-accepted-my-offer/student_id.

McMaster Photo Identification Card/Anatomy Access Card

Upon entry into the Program, students are issued a McMaster photo identification (ID) card, which also provides access to the Anatomy Lab. The fee to replace the card is $50 and is non-refundable. To obtain a replacement card, please contact the Program Coordinator.

The ID card is to be worn when in Hamilton Health Science hospitals and when in other health care facilities whether for educational purposes or for clinical placements.

Students must always have their ID card readily available. Under no circumstances should you allow others to use your identification card. 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 ID card must be returned to the Program Manager.

4.14 Credentialing Requests

Graduates of the Program may require documentation from the Program (e.g., curriculum syllabi, degree verification forms, etc.) if they are undergoing credentialling for an organization outside of Canada. These documents can be requested through the Program Coordinator at askot@mcmaster.ca.

Associated fees for providing the documentation are required to be paid prior to receipt of the documents. Please visit srs-ot.healthsci.mcmaster.ca/education/credentialing for more information.

5.0 Student Services and Resources

5.1 Student Academic Services

Faculty Advisors in The Occupational Therapy Program

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 counseling but can help students identify services that might be helpful to them.
- If students bring issues to advisors, they may:
  o Provide students with strategies for success specific to the program.
  o Provide students with links to resources and support.

Student Mentorship Program

The Occupational Therapy (OT), Physiotherapy (PT) and Speech Language Pathology (SLP) Programs are participating in a student mentorship pilot project. The objective of this pilot project is to provide students in all three entry-to-practice professional master's degree programs with an opportunity to

engage with mentors who self-identify with an equity deserving group, and who have varied lived experiences and backgrounds. The mentors will be registered Occupational Therapists, Physiotherapists, or Speech Language Pathologists. The role of the mentor is not to provide academic oversight or advice on student progress through the curriculum but to focus on sharing experiences throughout their professional journey. Students will be provided with information about mentors in the fall, as well as more information on how to sign up if they wish to do so. Participation is completely voluntary.

FHS Health Screening and Professionalism Office

The FHS Health Screening and Professionalism Office mediates complaints that fall within the University policies and promotes further education in the area of professionalism, human rights and policy development for the Faculty of Health Sciences. This office collects student information for clinical clearance, which includes Vulnerable Sector Checks (VSCs), immunization records, and medical test results (e.g., Tuberculosis).

- Contact the FHS Health Screening at hrsadmin@mcmaster.ca and visit their website at fhs.mcmaster.ca/healthscreening
- Contact the Professionalism Office at fhsprof@mcmaster.ca at fhs.mcmaster.ca/pcbe

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, including:

- Health and Dental Coverage
- HSR Bus Passes
- Empower Me

For more information visit their website at gsa.mcmaster.ca

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

Students are advised that they are responsible for arranging health insurance coverage when studying outside of Ontario (e.g., for clinical education course placements).

Indigenous Health Learning Lodge Student Services

The Indigenous Health Learning Lodge Student Services (formerly the Indigenous Students Health Sciences Office or ISHS) is 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: ihll.mcmaster.ca.

Equity and Inclusion Office (EIO)

The Equity and Inclusion Office (EIO) promotes and supports institution-wide commitments to equity, diversity, inclusion, and accessibility, and principles of inclusive excellence, to foster a campus culture and community that respect the human rights, integrity, and dignity of all community members.

Please visit equity.mcmaster.ca for more information.

Health Sciences Library

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

For more information about the library please visit: hsl.mcmaster.ca

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 library.mcmaster.ca/services/off-campus-access.

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 studentsuccess.mcmaster.ca.

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 studentsuccess.mcmaster.ca/international-students

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 center are confidential.

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

School Of Graduate Studies: Skills Training

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

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

5.2 Student Wellness Services

Student Accessibility Services (Sas): Accommodations Students with Disabilities

If you require accommodation 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) 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. Accommodation needs are 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 sas.mcmaster.ca.

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 wellness.mcmaster.ca

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

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 mentalhealthstrategy.mcmaster.ca

5.3 Student Financial Services

Student Financial Aid and Scholarships

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

Visit registrar.mcmaster.ca for more information.

Financial Assistance Programs

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

Off-Campus Resource Centre

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

5.3.1 Scholarships, Grants 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 registrar.mcmaster.ca/aid-awards/scholarships-and-bursaries/#tab-20.

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

Internal Awards, Bursaries and Scholarships

For a list of available awards please visit the OT Program website at srs-ot.healthsci.mcmaster.ca/education/current-students/awards.

*Please note that awards are subject to change based on availability from donor organizations.

6.0 Graduation and Convocation

Convocation is organized by the Office of the Registrar and the Program is not made aware of the date and time prior to public publication. Please refer to the Office of the Registrar's website for the date/time of Convocation registrar.mcmaster.ca/grad/details.

Students are eligible to graduate immediately following the completion of all Program requirements.

Eligibility for Provisional Licensure: If you are planning to practice in Canada, you must check requirements of the provincial regulating body to determine eligibility requirements.

6.1 Eligibility to Write the Canadian National Occupational Therapy Certification Exam (NOTCE)

Once a student has completed all Program requirements the Program Coordinator will notify the Canadian Association of Occupational Therapists that the student is eligible to write the NOTCE. It can take up to 5 business days after the student submits their final CBFE-OT for it to be reviewed by the Director of Clinical Education and for the Program Coordinator to notify CAOT. It is the student's responsibility to send their transcripts (can be requested through Mosaic) and to register for the NOTCE.

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.

We hope the information provided has been helpful throughout your time in the Program. And we hope that once you enter practice you will consider being involved in the Program again!