

Occupational Therapy Program Handbook

Master of Science
Occupational Therapy
McMaster University

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**MSc (OT)
PROGRAM ADMINISTRATION**

Assistant Dean	Dr. Jackie Bosch IAHS 442 905-317-9161 boschj@mcmaster.ca
Program Manager OT, PT, SLP Programs	Jessica Gasewicz IAHS 402 905-525-9140 x 27801 gasewijw@mcmaster.ca
Program Coordinator	Lynnden Kelly IAHS 402 289-659-3787 otprog@mcmaster.ca
Curriculum Assistant	Julia Lentle IAHS 402 905-525-9140 x 27802 otcurr@mcmaster.ca
Clinical Education Assistant	Gioia Di Vincenzo IAHS 402 905-525-9140 x 26841 divince@mcmaster.ca

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

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INTRODUCTION TO THE PROGRAM AND HANDBOOK

Welcome to the McMaster University Occupational Therapy program. Occupational therapy is a health profession whose members collaborate in enabling occupation with clients who may be individuals, groups or organizations. Occupational therapy has developed theories and models for professional practice, which are supported by clearly articulated values and beliefs. Client-centred practice is central to practice. All people have the potential to think and act as participants in their lives. Therefore, to be client-centred, occupational therapists recognize that people are active participants in therapy rather than patients who are being treated.

The McMaster Occupational Therapy program follows a similar path in preparing students to become competent occupational therapy practitioners, learning within a self-directed, problem-based educational environment.

The initial development of the McMaster University School of Rehabilitation Science was based 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 based upon the creative historical path taken by the School.

Although the original 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, new 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 which integrates the educational and professional conceptual frameworks that guide both what is taught and how it is conveyed. We continue to evaluate and refine the program.

This **Program Handbook** is designed for students enrolled in the Occupational Therapy program at McMaster. It provides background on the frameworks that guide the curriculum, reviews the curriculum, outlines specific academic regulations and general information related to the program about which students need to be aware.

It is the student's responsibility to be familiar with the information in this Program Handbook, University policies and procedures outlined in this Handbook, the Graduate Calendar and the University Policy Statements (<https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/quick-link-students/>). These may be viewed on the McMaster website. This Program Handbook supplements the policies and procedures outlined in the Graduate Calendar. This document is not intended to replicate or modify the information found in the School of Graduate Studies (SGS) Calendar (available at <http://academiccalendars.romcmaster.ca/>)

Please note: the Program Handbook is not intended to be a complete guide to services provided at McMaster University. Please visit the School of Graduate Studies website for a comprehensive list of services: <https://gs.mcmaster.ca/current-students/>.

In addition to this Handbook, the MSc. Occupational Therapy program provides students with the following important documents related to their studies:

The **Clinical Education Handbook** outlines information, policies and procedures related to clinical education courses (placements) and are distributed to students prior to their first clinical placement. The Clinical Education Handbook is a supplement to the OT Program Handbook.

The goals and objectives of each term and the schedule of classes can be found on Avenue to Learn and will contain information regarding the requirements for the specific courses within each term.

If there is any discrepancy between this document and the SGS Calendar, then the School of Graduate Studies Calendar shall prevail, with the exception of policies that are approved by McMaster University Senate.

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).

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 throughout Canada and the international community. 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 within the context of client-centred practice. Graduates will be prepared to function as independent practitioners, as members of interdisciplinary teams, as critical consumers of research, as agents of change, as leaders in their profession, and as lifelong self-directed learners.

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

We **believe** in:

- Lifelong learning
- Commitment to our communities
- Accountability/ Responsibility
- Excellence
- Integrity and respect
- Interdisciplinary collaboration
- Evidence-based practice and education

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

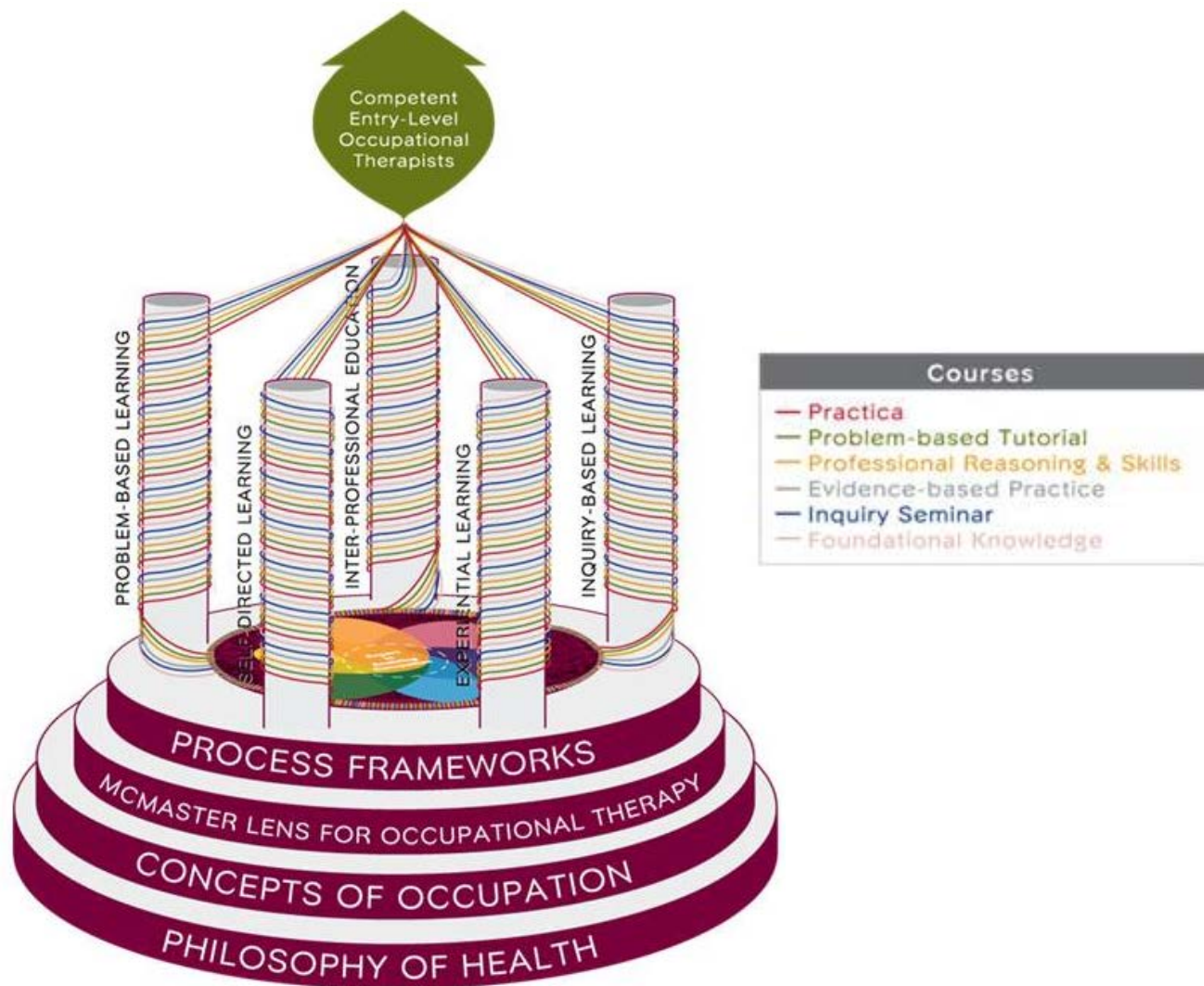
- Places an equal emphasis on both content and process;
- Provides a relevant context in which students can direct their own learning;
- Recognizes students as resources for one another;
- Promotes the development of lifelong learning skills;
- Embodies a positive, energetic, and collaborative learning 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 CONCEPTUAL FRAMEWORKS

The McMaster Occupational Therapy Program is based on conceptual frameworks grounded in the professional practice of occupational therapists (professional conceptual frameworks), and educational preparation of health professionals (educational conceptual frameworks). The conceptual frameworks are integrated into a single model, fondly referred to as the Steps and Pillars.

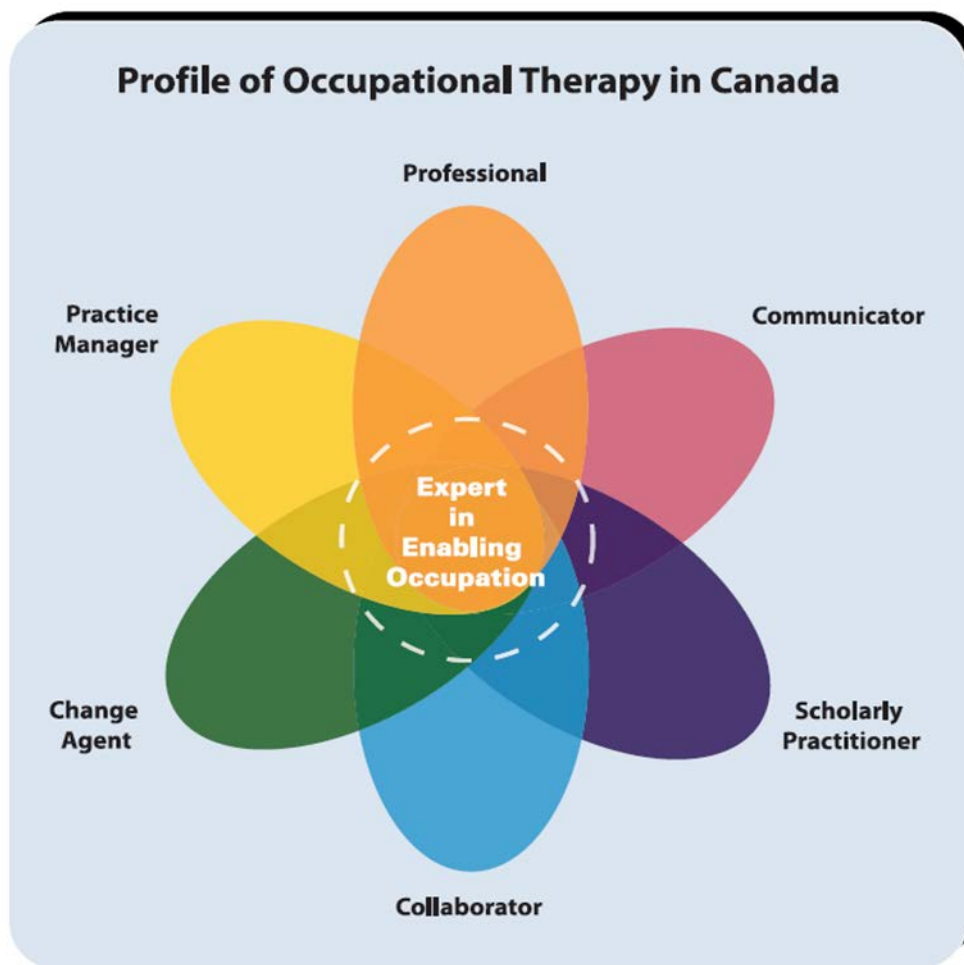


Steps: Professional Conceptual Framework

The steps of the conceptual framework illustrate the major foci of the program in terms of professional conceptual models. These include theories, models, frameworks and bodies of knowledge that students need to understand and be able to apply upon graduation. The foundational step is a focus on **Philosophy of Health** which includes definitions and determinants of health. It also includes foundational information about factors that contribute to health, including biological sciences (anatomy, physiology) and social sciences (psychology, sociology). The second step focuses on **Concepts of Occupation**, which refer to the theories and approaches to practice that help us understand the occupational issues experienced by clients. Occupation is a central concept in occupational therapy

that 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), 2008). The third step further assists students to consider how to view or consider occupation and occupational issues through various lenses. The **McMaster Lens for Occupational Therapy** (Salvatori, Jung, Missiuna, Stewart, Law & Wilkins, 2006) helps students consider the many layers through which we can consider a client or population to understand occupation and how occupational therapists can provide services. For example, clients can be viewed through a developmental lens by asking questions about what are typical occupations for someone at that age and stage of life. The top step is called **Process Frameworks** and refers to the models that help guide occupational therapists in their interactions with clients from referral to discharge. The most common process frameworks are the Occupational Performance Process Model (OPPM) (CAOT, 2002), and the Canadian Practice Process Framework (CPPF) (CAOT, 2013).

The final aspect of the Steps to consider is the carpet which lays across the top of the steps. The design on the carpet represents the Profile of Occupational Therapy Practice in Canada (OT Profile) (CAOT, 2012). Within the OT Profile, a model of essential competencies for the occupational therapy profession is depicted (see image below). The seven key areas of competency have been identified within our educational program as primary learning outcomes.



The Pillars: Educational Conceptual Frameworks

The pillars of the Steps and Pillars model are reflections of the educational philosophies, theories and approaches that are drawn upon in the Occupational Therapy Program. There are five distinct pillars, although they are highly inter-connected. Each is described briefly here:

1. 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 should be able to 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 now a clear 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.

2. 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 his/her unique learning style, and can integrate information from many sources, including student peers, into a conceptual framework 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 through the use of 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.

3. Inter-Professional Education is an emerging approach to professional preparation of health professional students. IPE 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 offers opportunities for students to achieve inter-professional competencies through the formal curriculum. Student Occupational Therapists are also encouraged to further their development of these competencies through offerings within the Faculty of Health Sciences. The Faculty of Health Sciences at McMaster University has developed PIPER (Program of Interprofessional Education and Research) to encourage students to develop strong collaborative and team skills for future practice. Our Occupational Therapy program has firmly placed interprofessional education as a mandated activity for all students. The PIPER model provides students with four IPE competencies and three levels of activities from which they may choose to meet the mandatory requirements.

4. Experiential Learning is another important pillar of the program. Students are engaged in numerous "hands-on" learning experiences throughout their education. This includes classroom and community-based sessions that are part of university-based terms; in addition, clinical education offers rich experiential learning opportunities over 28 weeks of placement experience 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 clinical education (placement) courses, students are expected to engage in reflections which support them to consolidate and generalize their development as professionals.

5. The final pillar of the educational conceptual framework is **Inquiry-Based Learning**, which is a student-centred, active learning approach focusing 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. 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.

Courses offered in the McMaster Occupational Therapy program frequently draw on many of the principles and approaches of the pillars simultaneously. Therefore, in the Steps and Pillars Model, the threads that spiral around the pillars represent each of the various courses in which students enrol. The courses bring together the competencies from the OT Profile and the other components of the Professional Conceptual Framework, draw on the Educational Conceptual Frameworks of the pillars, to ensure that by the time they graduate, students have become competent entry-level Occupational Therapists. The arrow at the top of the model indicates that graduates are ready to take the competencies and strategies as lifelong learners with them as they graduate and enter practice.

1.3 THE CULTURE OF OCCUPATIONAL THERAPY PROFESSIONAL PREPARATION AT McMASTER

Setting the Context:

There have been many discussions among the faculty in the occupational therapy program since 1999 that have focused upon our underlying beliefs and expectations – our ‘culture’. These foundational beliefs and values are important for students to understand from the date of their entry into the occupational therapy program. Therefore, this document has been developed to provide that background and clarity and to be a seed document from which further understanding can be derived and experiences interpreted.

Our cultural beliefs and expectations:

- *Faculty members relate to students as future colleagues* – thus collaborative relationships are formed and first names are used. However, we, as faculty, have to evaluate the students; 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 indicates the respect we, as faculty have for our students, and recognizes that they 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”* - students as learners are responsible to identify learning gaps and then seek the necessary understanding to fill them. We will assist students in determining the resources they need. Foundational knowledge courses ensure that students have exposure to the areas of biological, social and research sciences to be able to identify their learning gaps.

- *Structure within a 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 framework:

- *It is a critical part of lifelong learning.*
- *It 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 side tracked easily 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.
- *It 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?"
- *It demands that we seek opportunities/resources* to further our learning.

There are Graduate School expectations:

- *Students in our program are graduate students* and there are master's level expectations that need to be recognized.
- *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.
- *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.
- *The integration of theory and practice* is a critical and central expectation of master's level education and our professional practice.

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.
- *Practicum opportunities build* upon what is learned within the university-based portion of the program; fieldwork/practicum 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 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.* A ‘B’ is considered a good, average, acceptable grade at a master’s level.
- *Faculty members consider what competent means* for each assignment, using the CAOT Profile of 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 is critical and also helpful to everyone.
- *Advocate for enhanced learning with faculty:* that is, 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 need to provide our perspective, what we observed or would like to observe, etc. in order for students to learn and grow.
- *We can provide students with some knowledge,* using and encouraging SDL strategies. We will 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 a ‘student-centred’ approach to teaching).
- *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 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.

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 PBT groups are typically scheduled during university business hours between 8:00 am – 9:00 pm; some evening classes or tutorials may be scheduled. The curriculum is divided into five university-based terms of study with four clinical placement (practica) courses integrated throughout the 24-month period. See below for a chart of the university-based and practica courses over two years of study.

Curriculum Design MSc(OT)
Updated May 2019

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 *736 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		CONVOCAATION: November			

*denotes half course

Each term has a particular focus and is organized to integrate elements of inquiry, skills acquisition, professional preparation, small group and independent learning. Course descriptions can be found in the Graduate Calendar. Detailed course information is provided in term handbooks distributed to students at the beginning of each term, and in the Clinical Education Handbook.

The first year of this two-year program consists of 11 courses: 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 occupational performance issues of clients 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 half courses, which provide students with 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 his/her 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 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; and
- 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 clinical education placement in northern Ontario.

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

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, but not to the same extent as PBT.

“People” Resources

Standardized patients are individuals who are trained to simulate a health care problem. In the 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. Under the supervision of a preceptor, students have the opportunity to integrate the knowledge, skills, and professional behaviour learned in the 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 Preceptors of clinical education experiences, 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*: include access to computer terminals, 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, videotapes, slide-shows, 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 – The *Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT)* (Bossers, et al., 2007) 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 his/her own way of achieving personal learning objectives, and how his/her 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 following quotes the McMaster Academic Integrity Policy.

“Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage.”

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy (link below).

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 School of Rehabilitation Science. Problems with integrity in an academic professional preparation program are frequently a sign of problems to come in professional practice, related to unprofessional conduct. Consider this at all times when researching, reviewing text, writing and completing assessments in your program.

The most current Academic Integrity Policy is dated March 11, 2020 (effective July 1, 2020) and can be found at: <https://secretariat.mcmaster.ca/app/uploads/Academic-Integrity-Policy-1-1.pdf>

Turnitin.com - Use of Originality Checks for Written Submissions

In the Occupational Therapy program, we want to ensure that students are given opportunities to write with academic integrity, and to learn through this process. Certain evaluations within our program ask that papers be submitted through Avenue 2 Learn (Folder: Assignments). As such, this course folder will be pre-set to automatically provide an originality check using a web-based service (turnitin.com). Students will be able to view the results of the originality check and will be allowed to submit more than one version of their paper if they wish (as long as all submissions are in advance of 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 provides information about how this policy is being applied in the occupational therapy program. The following university policy related to the use of turnitin.com has been approved for course syllabi:

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to <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.” (Research Integrity Policy, page 1).

The most current Research Integrity Policy is dated effective July 8, 2017 and can be found at: <https://secretariat.mcmaster.ca/app/uploads/Research-Integrity-Policy.pdf>

The most current Research Plagiarism Checking Policy is dated effective February 12, 2020 and can be found at: <https://secretariat.mcmaster.ca/app/uploads/Research-Plagiarism-Checking-Policy.pdf> . “This Policy is meant to be read in conjunction with the Research Integrity Policy and the Academic Integrity Policy.” (Research Plagiarism Checking Policy, page 1).

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 you want to use it, can affect what you are allowed to do with it (i.e. what is permissible and what is considered copyright infringement). To help distinguish what is permissible and what is considered copyright infringement, students are required to consult the McMaster University Fair Dealing Policy found at: <https://copyright.mcmaster.ca/app/uploads/2018/06/Fair-Dealing-Policy-Nov-2013.pdf> .

1.11 GRADUATE EXAMINATIONS POLICY

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

<https://secretariat.mcmaster.ca/app/uploads/Graduate-Examinations-Policy.pdf>

1.12 STUDENT APPEALS PROCEDURES

Formal Student Appeals Procedures are outlined in this document:

<https://secretariat.mcmaster.ca/app/uploads/Student-Appeal-Procedures.pdf>

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 (with the exception of 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 a number of 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 expected deadline. Additionally, failure to submit requirements may result in a referral to the Professionalism Advisory Panel per the *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 emergencies on campus. Please review the Guidebook at:

<https://security.mcmaster.ca/app/uploads/2020/03/Emergency-Guidebook-2018.pdf>

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*.

FIRE PROCEDURES

IAHS FIRE PROCEDURES

In the event that you are directed to leave the IAHS due to fire, please leave immediately by the nearest exit, and make your way across the street in front of the Bourns Science Building or to the back of IAHS close to rear parking lot. Please do not stand directly in front of IAHS because it blocks the fire route. Volunteer fire wardens will direct you to exit the building as necessary.

Please review fire procedures and emergency codes in [The McMaster Emergency Guidebook](#).

Student Walk Home Attendant Team (SWHAT) ext. 27500

SWHAT is a student run volunteer organization dedicated to improving personal safety on campus. Volunteer teams will walk anywhere within a 30-minute radius from campus or take the bus with students traveling to downtown Hamilton. SWHAT is open 7 days a week for the fall and winter terms from 7pm – 1am, and 2am on weekends.

For further information, visit: <https://msumcmaster.ca/service/swhat/>

Red Assistance Poles (Emergency Stations)

Poles are located throughout campus. Push the button on Red Assistance phones for security assistance. For a map of red assistance poles across the McMaster campus please visit:

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

https://security.mcmaster.ca/app/uploads/2020/04/campus_map_ephones.pdf

Alertus 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: http://security.mcmaster.ca/campus_notification_alertus_mobile.html

Emergency First Response Team (EFRT) ext. 88

EFRT is a volunteer organization, on call 24 hours a day, 7 days a week during the academic year. They respond to any medical emergency on campus, with an impressive response time of 2-3 minutes. All responders are certified Emergency Medical Responders, who are equipped with various medical equipment. For further information, visit: <https://msumcmaster.ca/service/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, please contact the Graduate Studies Office:

Reception School of Graduate Studies GH 212	905-525-9140 Ext. 23679
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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).

OT Program Coordinator	otprog@mcmaster.ca 289-659-3787
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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.

In the event that a student withdraws from the program, the hospital identification card must be returned to the program.

3. PROGRAM EXPECTATIONS AND PROCEDURES

3.1 INJURIES: PROCESS FOR REPORTING

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 cc: 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 To access the *Incident/Injury Report* form and related submission details, please visit: <http://reportit.mcmaster.ca/>

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.

Please also refer to the [Recording and Reporting Incidents, Injuries and Hazardous Situations information at https://fhs.mcmaster.ca/safetyoffice/incident_reporting.html](https://fhs.mcmaster.ca/safetyoffice/incident_reporting.html)

3.2 ABSENCES

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, please 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 needs to reschedule an examination due to extenuating circumstances, students may email the Course Coordinator and cc: the Assistant Dean and Program Manager.

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 Manager.

3.4 RELIGIOUS HOLIDAYS

Please refer to the Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances (RISO):

<https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf>

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 winter weather, University staff, faculty and students are advised to listen to the radio or to view the Daily News website for news that the University is closed. The McMaster University Storm Emergency Policy and Procedures is available online at:

<https://secretariat.mcmaster.ca/app/uploads/Storm-Emergency-Policy.pdf>

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

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

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

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. 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 2022)	h-ot2022@mcmaster.ca
Year 1 OT (Class of 2023)	h-ot2023@mcmaster.ca

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

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 in November.

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. Email the Program Coordinator for the passcode to the room.

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/faxing.

If you require any documents (e.g. non-academic requirements, etc.) photocopied or faxed by SRS staff members, please note that there is a **\$30 per item charge**. Only cash or cheques (made out to McMaster University) will be accepted.

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 OFFICES (ISHS)

The Indigenous Students Health Sciences (ISHS) Office is designed to address three broad areas of need:

1. Increased student preparedness, entry and completion of health science programs;
2. Ongoing identification and removal of barriers to success within the university including increasing awareness of First Nations, Inuit and Métis health issues among faculty and student body; and,
3. Improved relations between the university and local Indigenous communities.

Their strategy to achieve this mandate is to:

- Provide student career counseling and assistance with admissions and application processes;
- Work closely with health sciences programs to strategize ways for overcoming barriers and improving preparedness and access for students;
- Act as an advocate and champion for First Nations, Inuit, and Métis student priorities;
- Link with local Indigenous communities and organizations for consultation, outreach and recruitment; and,
- Create an inclusionary environment for First Nations, Inuit, and Métis students within the university that includes infusion of First Nations, Inuit, and Métis specific content into all health sciences program curriculum.

ISHS Offices HSC 2A1E Email: ishs@mcmaster.ca https://ishs.mcmaster.ca/	905-525-9140 Ext. 23935
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5.2 GRADUATE STUDENTS ASSOCIATION

The Graduate Students Association (GSA) of McMaster University was incorporated as a non-profit corporation to represent all students registered in the School of Graduate Studies in matters dealing

with the University (excluding employment), and to promote the welfare and interests of such students by providing social, athletic, and intellectual activities.

Students registered in the School of Graduate Studies are required to pay the dues set by the Association at its annual meeting; these dues must be paid by the students during registration. The annual dues are used to support the many organizations in which graduate students take an active part, and to finance the many activities which the GSA organizes. Included in the dues are enrolment in a drug & accident insurance plan and a bus pass. Coverage is automatic once a student is registered. Family coverage is available by paying an additional premium to the GSA. Opt-outs are permitted under certain conditions. Contact the GSA office for further details.

<p>GSA Offices Refectory Rathskeller Building; 2nd floor Email: macgsa@mcmaster.ca https://gsa.mcmaster.ca/</p>	<p>905-525-9140 Ext. 22043</p>
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5.3 HEALTH INSURANCE AND DENTAL PLAN INFORMATION

HEALTH INSURANCE INFORMATION

OHIP regulations require that you present your health card at every healthcare professional visit funded through the provincial health insurance plan. Students without valid health insurance will be responsible for paying directly for medical/healthcare services. To obtain information on Ontario Health Insurance coverage, visit http://www.health.gov.on.ca/en/public/programs/ohip/ohipfaq_mn.aspx or call 1-866-532-3161

International students and their families who are not eligible for Provincial Health Insurance may apply for UHIP. For further information contact the International Student Services Office, Gilmour Hall, Room 104, ext. 24748 or visit: <https://iss.mcmaster.ca/>

DENTAL PLAN

Effective September 1, 2010, all graduate students will have dental coverage. Please visit www.ihaveaplan.ca for more details.

EXTENDED HEALTH BENEFITS - GRADUATE STUDENTS ASSOCIATION - DRUG INSURANCE PLAN

The Graduate Student Association has a prescription drug insurance plan for graduate students. Insurance forms are available at the GSA Office in the Refectory Rathskeller Building, ext. 22043. Please visit www.ihaveaplan.ca for more details.

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

Equity and Inclusion Office: University Hall 104 Email: equity@mcmaster.ca	905-525-9140 Ext. 27581
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5.5 LIBRARY SERVICES

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

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

2. Library@IAHS

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

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

3. LIBRARY RESOURCES FROM HOME

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.

Off-Campus Resource Centre MUSC B112 (Lower Level) http://macoffcampus.mcmaster.ca	905-525-9140 Ext. 24086
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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.

Ombuds Office MUSC 210 Email: ombuds@mcmaster.ca	905-525-9140 Ext. 24151
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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 FOR CHRONIC CONDITIONS AND DISABILITIES

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

The Academic Accommodation of Students with Disabilities Policy is available at:
<https://secretariat.mcmaster.ca/app/uploads/Academic-Accommodations-Policy.pdf>

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 & Exam Administration, Note-taking, and Accommodations for Courses.

All contacts with the Centre are confidential.

Student Accessibility Services MUSC B107 (Lower Level) Email: sas@mcmaster.ca http://sas.mcmaster.ca	905-525-9140 Ext. 28652
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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.

Student Success Centre Gilmore Hall 110 http://studentsuccess.mcmaster.ca	(905) 525-9140 Ext. 24254
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5.11 STUDENT WELLNESS CENTRE

The Student Wellness Centre supports students in having a better McMaster experience, through maintenance of a healthy lifestyle. The Centre can enhance your academic success by providing a range of health services, including access to a personal health care provider or personal and/or group counselling services during your time at McMaster.

Student Wellness Centre MUSC B101(clinic) and B118 (education centre) located on the lower level http://wellness.mcmaster.ca/	905-525-9140 Medical Clinic Ext. 27700 Health Promotion Ext. 23312
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Sexual Violence Support

McMaster is committed to the prevention and response to all forms of sexual and gender-based violence. For further information regarding McMaster's Sexual Response Protocol visit:

<https://wellness.mcmaster.ca/crisis-support/sexual-violence-support/>

The Sexual Violence Response Coordinator is available to those at the University seeking support and/or further information related to sexual violence.

Sexual Violence Response Coordinator MUSC 212	Hagar Akua Prah 905-525-9140 Ext. 20909 prahh@mcmaster.ca
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5.12 STUDENT MENTAL HEALTH AND WELL-BEING STRATEGY

In January 2014, Student Affairs, in partnership with the Faculty of Health Sciences, undertook a project to assess the McMaster landscape in order to identify the strengths, challenges and gaps to adequately address the mental health needs of our students. The McMaster Student Mental Health and Well-Being Strategy was created to address these needs.

Student Mental Health & Well-Being Strategy http://mentalhealthstrategy.mcmaster.ca/
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6. FINANCIAL INFORMATION

6.1 STUDENT FINANCIAL AID AND SCHOLARSHIP OFFICE

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

Office of the Registrar Gilmour Hall, Room 108 http://sfas.mcmaster.ca/	http://sfas.mcmaster.ca/
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6.2 FINANCIAL ASSISTANCE PROGRAMS

Ontario Student Assistance Program (OSAP) – students must be Canadian citizens or permanent residents of Canada or must meet Ontario Residency Requirements to be eligible to apply for OSAP. If students do not meet the Ontario residency requirements it is recommended that they apply for government student loans through their home province. Out-of-province students are able to apply to the McMaster bursary program. They must provide their student loan assessment from the home province with proof that they have negotiated at least their first loan along with the completed bursary application. Online bursary applications are available through MOSAIC beginning mid-September.

Out of Province and Out of Country Student Loans' Programs – facilitated by the Registrar's Office for students from out of town and out of country. Please contact the office for more information.

6.3 SCHOLARSHIPS AND BURSARIES

The School of Graduate Studies administers government and institutionally funded financial aid programs to assist OT students who demonstrate financial need. It is recommended that students apply for OSAP (<http://osap.gov.on.ca>), or a government student loan from their home province; apply for a line of credit; apply for a McMaster bursary in the fall term; apply for a work program (e.g. Ontario Work-Study); and apply for external bursaries/scholarships to help meet their education and living costs. For a complete list of available scholarships please visit <https://gs.mcmaster.ca/current-students/scholarships/>.

Students are encouraged to set up an account with AwardSpring, McMaster's platform for matching students with available scholarships and bursaries. For more information please 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 for individuals with special needs.

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 IN-COURSE AWARDS, BURSARIES and SCHOLARSHIPS

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

1. **The Laura Babiski Memorial Academic 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 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 Students** – 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.

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.

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

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 to learning and respecting the unique health priorities among and between First Nations, Inuit and Métis Peoples through activities such as academic performance, engagement with Indigenous communities, and/or excellence in practicum settings.

Value: \$200

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

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

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

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

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

CanChild Research Award

These awards were established in 2011 by *CanChild* Centre for Childhood Disability Research to encourage exploration of important issues in childhood disability. The awards are offered to the OT and PT graduating students who have demonstrated academic strength in pediatrics and have conducted or taken a leadership role within an innovative research project focused on child or youth disability.

Value: \$100

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 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://secretariat.mcmaster.ca/app/uploads/Professional-Behaviour-Code-for-Graduate-Learners-Health-Sciences-2014.pdf>

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

To review the full policy, please visit:

<https://fhs.mcmaster.ca/healthscreening/documents/CommunicableDiseases-McMasterGuidelinesFinal2021.pdf>

Learners must report the injury/incident using this form:

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

7.2 GUIDELINE FOR REVIEW OF STUDENT PERFORMANCE AND PROGRESS

MASTER OF SCIENCE PROGRAM IN OCCUPATIONAL THERAPY McMaster University Guideline for Review of Student Performance and Progress

Date Developed:	January 22, 2015
Approved by:	OT Curriculum Committee (February 25, 2015) OT Education Council (March 25, 2015)

Preamble:

Progress of all students is reviewed by the Program Academic Study Committee (PASC). PASC meets at regular intervals with additional meeting scheduled as needed throughout the academic year.

The PASC meets upon completion of each university-based term and at the end of each practicum to review students' academic progress, discuss any concerns (e.g. safety, course grades, professionalism, etc.), and to determine if students are in a position to proceed in the program.

PASC 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 in an effort to enable them to meet academic expectations.

Please refer to the PASC Terms of Reference for additional information.

Guideline for Student Progression:

- Students must achieve a grade of at least B- in each course in order to continue in the program.
- Students must receive an overall SATISFACTORY in the PBT component of the Inquiry & Integration (I&I) course in order to receive a passing grade in the I&I course.
- In Terms 3 and 5, students must receive a PASS in their Competency Check-In in order to receive a passing grade in the Professional Reasoning and Skills (PRS) course.
- Students must receive a PASS in each Occupational Therapy Practicum Course.
- In addition, consistent demonstration of professional behaviours as per the FHS Professional Behaviour Code of Conduct for Learners is expected.

The following actions may/will be considered by the PASC:

1. As part of its deliberations, the PASC will consider all relevant evidence which includes, but is not limited to: each student's overall academic standing and progress in the program to date, documentation related to specific course components or evaluations, documentation related to specific events or circumstances considered relevant to the review of a student's progress.
2. If a student passes a course but experiences difficulties with performance in any area, the PASC may recommend informal remediation.
3. If a student fails a course as determined by the PASC, they are assigned an F for the course grade.
4. If a student fails a course, the PASC will then make a determination if the student is eligible for formal remediation.
5. If the student is eligible for formal remediation as determined by the PASC, and if the student chooses to undertake the formal remediation, they will register for the appropriate remediation course. In some situations, the PASC may determine that to support current or future student performance, it is necessary for information to be conveyed to a future evaluator as part of remediation.
 - a. If the student successfully completes the remediation course, a grade of PASS will be assigned to the remediation course. The student will then be eligible to continue in the program in good academic standing.
 - b. If the student is unsuccessful in completing the remediation course, a grade of FAIL will be assigned, and PASC would make a recommendation for required withdrawal to the Vice-Dean, Faculty of Health Sciences, Associate Dean, Graduate Studies (Health Sciences).

6. If a student is not eligible for formal remediation as determined by the PASC, the PASC would make a recommendation for required withdrawal to the Vice-Dean, Faculty of Health Sciences, Associate Dean, Graduate Studies (Health Sciences). A student is not eligible for remediation if:
 - a. they fail two courses in one term (constitutes 2 failures); or
 - b. they have previously enrolled in a remediation course; or
 - c. if the PASC determines that the deficits are significant, and remediation would not result in the student meeting academic expectations.

All recommendations of the PASC concerning required withdrawals will be forwarded to the Vice-Dean, Faculty of Health Sciences, Associate Dean of Graduate Studies (Health Sciences) who makes a decision on the recommendation on behalf of the Graduate Admissions and Study Committee.

Typical Procedures:

1. If PASC makes a recommendation for remediation or withdrawal, the student will be notified as soon as possible by the Assistant Dean.
2. If the recommendation is for informal remediation, the student will typically receive a letter from the Assistant Dean as Chair of the PASC.
3. If enrolment in a remediation course is required by the PASC, the Assistant Dean will typically request a meeting with the student to review the remediation process. The student will also receive a letter from the Assistant Dean as Chair of the PASC.

NOTE: Students who undertake a remediation course may incur additional tuition and supplementary fees, and/or may be required to extend the duration of their studies within the program.

4. If the PASC makes a recommendation for required withdrawal, the Assistant Dean will typically request a meeting with the student to review the process. The student will also receive a letter from the Assistant Dean as Chair of the PASC.
 - a. The student will submit their hospital identification/anatomy badge.
 - b. The program will complete the Request for Change in a Graduate Student’s Status form and forward this to the Vice-Dean, Faculty of Health Sciences, Associate Dean, Graduate Studies (Health Sciences), who will make a decision on behalf of the Graduate Admission and Study Committee.

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

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)
Program Manager

GUIDELINE

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.

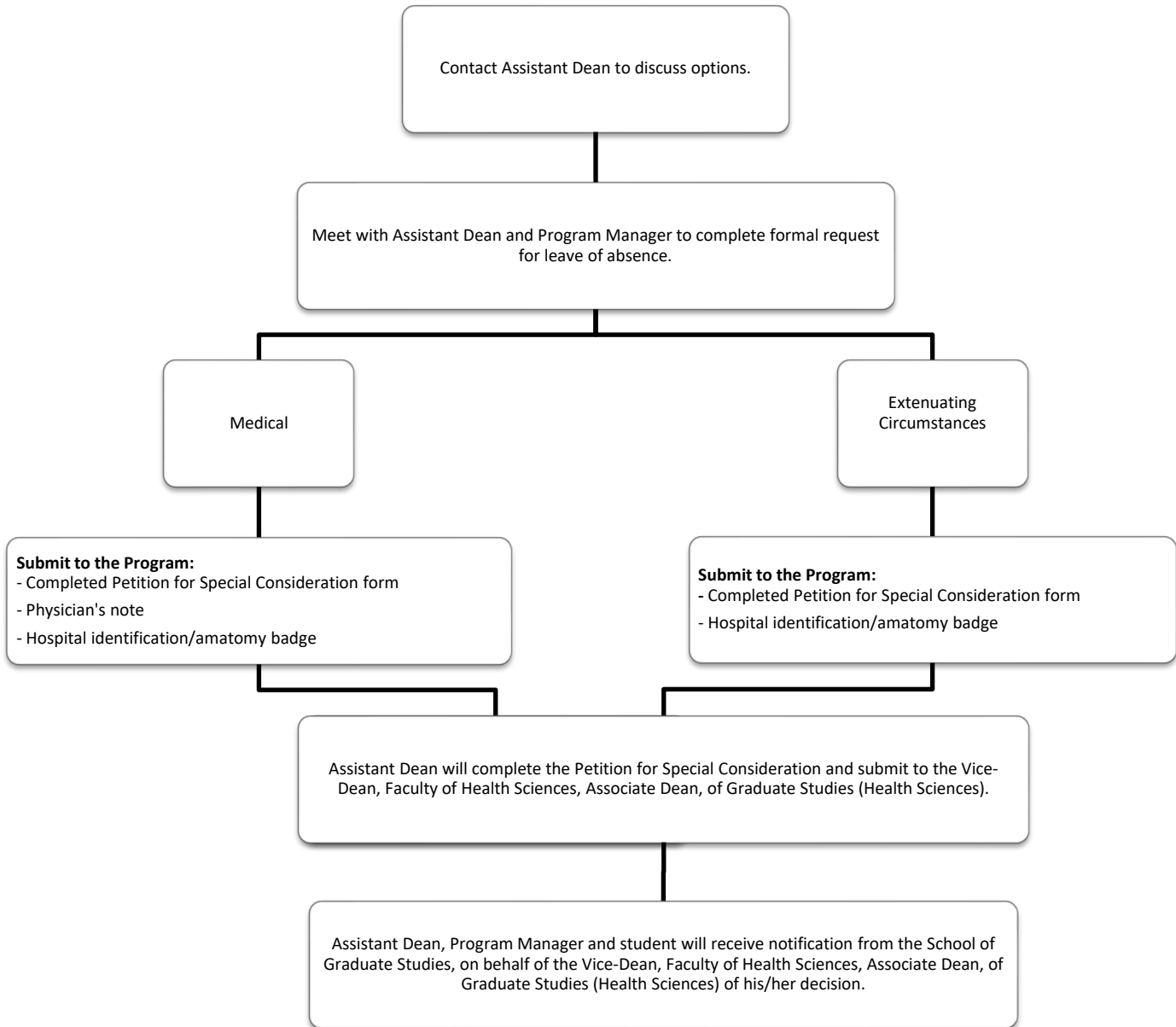
Students are referred to the SGS Graduate Calendar general regulations on leaves of absence for matters related to use of university facilities, scholarships, and tuition.

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).
 - For the request of a medical leave of absence, a physician's note is required to accompany the Petition for Special Consideration submission.
 - 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.
4. Once submitted to the Program, the Assistant Dean will complete the Petition for Special Consideration form which will include:
 - Acknowledgement that the leave of absence has been reviewed with the student;
 - The term of study to which the student is eligible/anticipated to return and;
 - Any courses that should be removed from the student record during the leave of absence timing.
5. The Assistant Dean/Program Manager will submit to the Vice-Dean, Faculty of Health Sciences, Associate Dean, of Graduate Studies (Health Sciences):
 - The original copy of the Petition of Special Consideration;
 - And the original copy of the physician's note provided by the student as/if applicable;
6. On behalf of the SGS, the Vice-Dean, Faculty of Health Sciences, Associate Dean, of Graduate Studies (Health Sciences) will review the submission and the information provided by the Assistant Dean, and make a decision. His/her office will notify the Assistant Dean, Program Manager and student of his/her decision.

PROCESS: Requesting a Leave

(see next page)



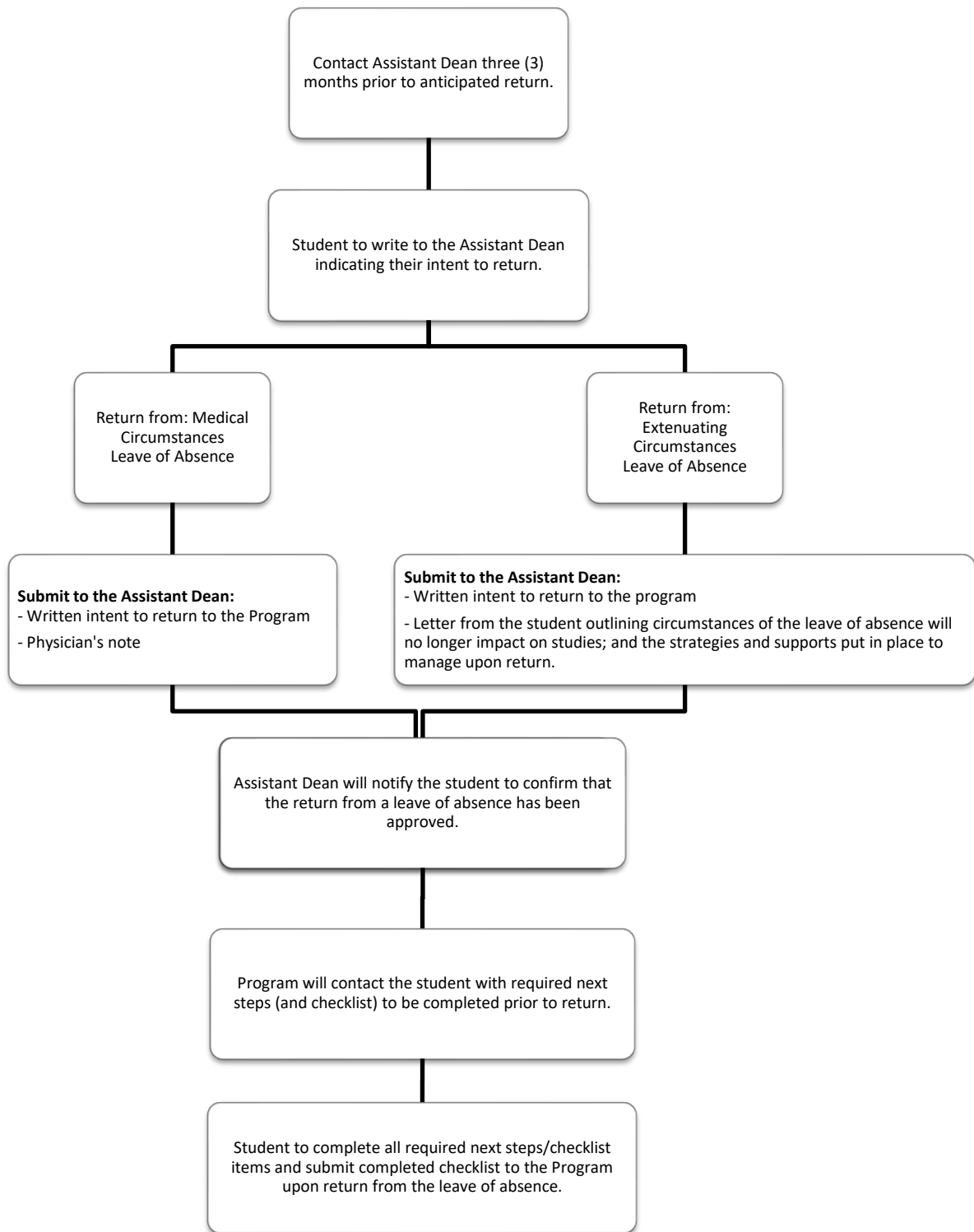
Procedures for Returning from a Leave of Absence:

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.

- a. If the leave of absence was granted for medical reasons:
 - A note or letter from the physician most responsible for providing care for the health matter that led to the medical leave of absence is required to accompany the request for return.
 - This note or letter must be dated within at least three months of the student's written request to return to the Program.
 - The student is responsible for informing the physician of the expectations of the clinical and academic components of the Program, which the physician will use to inform his/her decision.
 - b. If the leave of absence was granted for extenuating circumstances the letter from the student must demonstrate that:
 - The circumstances for which the leave was granted will no longer impact on studies and;
 - Strategies and/or supports have been put in place to manage upon return to successfully resume studies.
2. Reentry to the Program will depend on evidence of readiness to return, reviewed by the Assistant Dean, in consultation with the Program Academic Study Committee (PASC) and/or the Vice-Dean, Faculty of Health Sciences, Associate Dean, of Graduate Studies (Health Sciences) as/if appropriate.
 3. Once the Assistant Dean has confirmed that the documentation provided by the student allows 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.
 4. The Program will contact the student to provide an overview of next steps and all mandatory Program requirements to be completed prior to the return in order to resume studies (*e.g.*, Vulnerable Sector Screening, Health Screening, updated hospital identification/anatomy badge, registration processes etc.)
 - As part of the next steps – students will be required to complete and submit a checklist to the Program upon return from a leave of absence to ensure all required tasks/documents have been fulfilled.

PROCESS: Returning from Leave

(see next page)



Related Policies and Procedures:
 School of Graduate Studies - *Leaves of Absence Regulations* (McMaster University)

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

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.

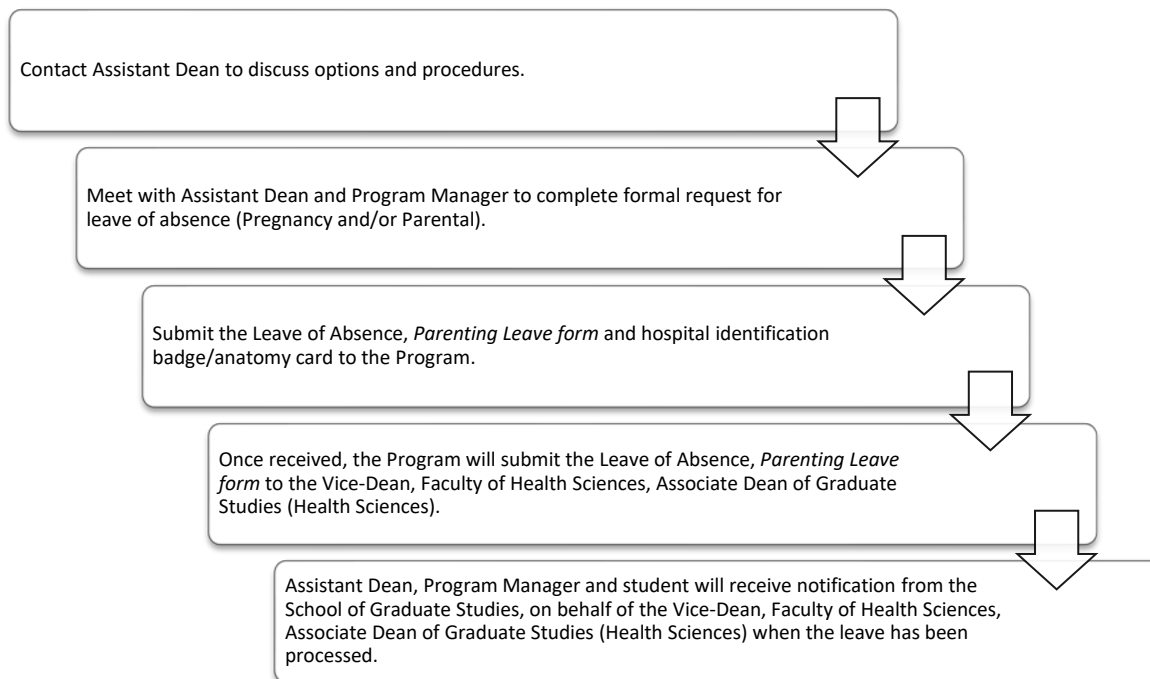
Procedures for Requesting a Leave of Absence (Pregnancy or Parental):

1. Students are to contact the Assistant Dean prior to submitting written documentation or the [Parenting Leave Form](#), to discuss options and procedures.
2. The student will meet with the Assistant Dean and Program Manager to complete the formal process to request for a leave of absence, (parenting leave) and confirm the agreed upon dates, and scheduled date of return to studies. The student should bring their hospital identification badge/anatomy card to the meeting.
3. The student will submit a written request for a leave of absence, parenting leave, to

the Program, by completing the [Parenting Leave Form](#) where the leave of absence includes pregnancy and/or parental leave.

4. Once received by the Program, the Parenting Leave form, will be submitted by the Program to the Vice-Dean, Faculty of Health Sciences, Associate Dean of Graduate Studies (Health 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. His/her office will notify the Assistant Dean, Program Manager and student when the leave has been processed.

PROCESS: Requesting Leave

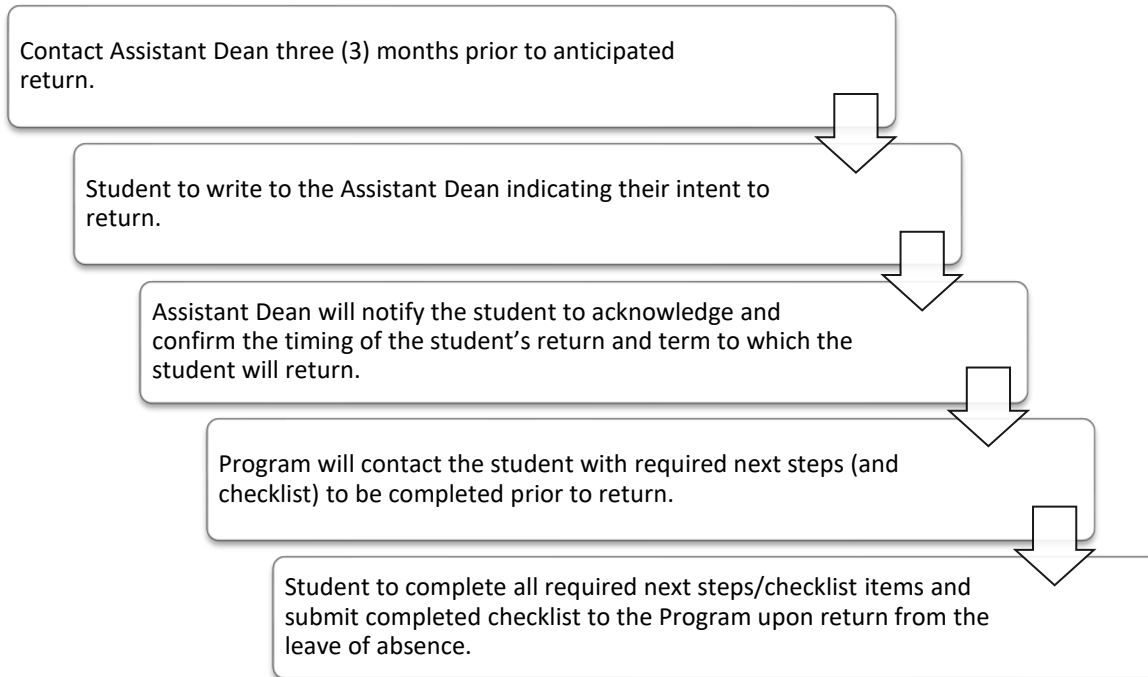


Procedures for Returning from a Leave of Absence (Pregnancy or Parental):

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 his/her 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.)
 - 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)

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

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