MOT Student Handbook

THE UNIVERSITY OF BRITISH COLUMBIA

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This handbook of policies and procedures for the Master of Occupational Therapy (MOT) program in the Department of Occupational Science & Occupational Therapy (OS&OT) is designed to ensure that students, faculty and staff are fully aware of their responsibilities. This handbook brings together the Faculty of Graduate and Postdoctoral Studies (G+PS) 'Policies and Procedures' Manual and the Department of OS&OT's Policies & Procedures.

PEOPLE & PLACES

Faculty

Each faculty member has an office on the third floor of Koerner Pavilion. However, due to research activities and other off-site commitments, some faculty members keep primary offices at locations outside of the Department. Office hours may vary based on faculty availability. To arrange a meeting with a particular faculty member, please contact them directly.

Dr. Susan Forwell **604-822-7410** **sue.forwell@ubc.ca**

Professor & Head – Office T112
Dr. Forwell's research interests in chronic neurological conditions such as multiple sclerosis and spinal cord injury and their impact on chosen occupations has been long standing. She also has research that addresses her curiosity about occupations, life transitions and their meanings in society. The company of family and friends, while pursuing skiing, yoga, cycling, symphony and adventure travel balances her time from work.

Donna Drynan **604-822-7415** **donna.drynan@ubc.ca**

Associate Head, Senior Instructor & Academic Fieldwork Coordinator – Office T108
Ms. Drynan is interested in the assessment of clinical competence in the practice education setting, and explores the best ways to teach and evaluate interprofessional education and collaborative practice. She stays healthy through active outdoor pursuits such as running, skiing, hiking, and cycling. Ms. Drynan enjoys spending time with family and friends, including reading books and entertaining.

Dr. Catherine Backman **604-822-7409** **catherine.backman@ubc.ca**

Professor – Office T318
Dr. Backman's research focus is measuring and enabling participation in social roles, and examining the impact of arthritis and other chronic illness on parenting, employment, occupational balance, and occupational disruption. A second interest is studying rehabilitation interventions. She balances work with beach vacations, knitting, camping and stargazing.

Dr. Skye Barbic **604-822-0770** **skye.barbic@ubc.ca**

Assistant Professor – Office T316
Dr. Barbic's scholarly interests build upon the foundation of work by the Mental Health Commission of Canada, which provides strategic direction and prioritization on where Canadian mental health services should focus effort and resources.

Katie Lee Bunting **604-822-7165** **katie.leebunting@ubc.ca**

Instructor – Office T111
As a teacher Katie strives to facilitate the development of life-long, self-directed, and confidant learners who are passionate about occupation and occupational therapy. She uses expertise that students bring to their educational experiences through recognizing students' capacity to use their own knowledge and experiences to build new learning. Katie seeks to inspire students to stretch their minds by exercising their creativity and encouraging curiosity, skills that are essential as occupational scientists and occupational therapists.

Dr. Liisa Holsti **604-827-2000 ext 5200** **liisa.holsti@ubc.ca**

Associate Professor, Graduation Advisor – Office T319
Dr. Holsti's research focuses on optimizing the development of the tiniest infants cared for in the neonatal intensive care unit. She specializes in assessing and managing pain and stress and in modifying the NICU environment to protect these babies' brains. She tries to 'walk the walk' by living a balanced life! Outside of work, she enjoys walking, swimming, yoga, gardening, reading, kayaking, being in nature and with family and friends.

Dr. Suzanne Huot **604-822-7395** **suzanne.huot@ubc.ca**

Assistant Professor – Office T333
Suzanne's research program centres on the axes of occupation, immigration, and Francophone minority communities. Her research primarily addresses the occupational implications of international migration to Canada through focused, critical examination of governmental legislation, policies and discourses; of service providers and their roles; and of the experiences of individual immigrants, refugees and asylum seekers. Using research approaches informed by occupational science, critical social theory, and qualitative methodologies, she specifically examines ways in which governmental decisions and actions are experienced at the local scale in relation to people's daily occupations, interrogating the effect of these high-level decisions on peoples' social inclusion and civic engagement. Her ongoing research focuses on occupational justice and the health equity issues that newcomers confront within contemporary policy contexts as they navigate post-migratory transitions within their host communities.

Dr. Tal Jarus **604-827-3392** **tal.jarus@ubc.ca**

Professor, Accessibility Advisor, & Director, Rehabilitation Science Online Programs – Office T101
Dr. Jarus' primary areas of research are "occupational performance, participation, health and well-being." Dr. Jarus has investigated patterns and environmental effects on participation in meaningful occupations in diverse populations with and without disabilities and how this relates to their health and well-being. Whether she is playing basketball, cooking with her children, reading, watching a movie with her partner, working on a research project, Dr. Jarus is always occupied.

Michael Lee **604-822-7029** **michael.lee@ubc.ca**

Senior Instructor – Office T334
Mr. Lee's areas of research and interest include curriculum development, psychosocial rehabilitation, campus mental health, interprofessional collaboration and education, cross-cultural issues, and disability experience. Mr. Lee travels to China regularly to promote advancement of psychosocial rehabilitation for people living with mental illness. Mr. Lee also works alongside internationally educated occupational therapists to bring their strengths to our community. Apart from work, he enjoys swimming, reading, traveling and spending time with family and friends.

Dr. Bill Miller **604-714-4107** **bill.miller@ubc.ca**

Professor – Office @ GF Strong
Dr. Miller research expertise is the measurement, determination, and epidemiology of mobility disability and its influence on the participation in daily/social activities of older adults. He takes breaks from his research by watching his daughters' participation in sports and other endeavours, and by personally enjoying running, cycling, and playing hockey.

Dr. Ben Mortenson **604-737-6314** **ben.mortenson@ubc.ca**

Associate Professor – Office @ GF Strong
Dr. Mortenson's research interests include social participation, mobility, assistive technology and outcome measurement. Participants in his studies include assistive technology users living in either residential care or in the community and informal and formal caregivers. Much of his research involves the combination of qualitative and quantitative methods. Dr. Mortenson is an avid outdoor enthusiast and loves spending time with his wife and three children.

Dr. Jill Zwicker **604-875-2345 ext 5948** **jill.zwicker@ubc.ca**

Associate Professor – Office @ BC Children's Hospital
Dr. Zwicker's research program is focused on brain development and motor impairment throughout childhood. Using advanced neuroimaging techniques, she examines brain differences in children with developmental coordination disorder and explores early brain development in relation to neurodevelopmental outcomes of premature newborns. Dr. Zwicker enjoys quality time with her husband and two daughters, socializing with friends, and playing with her two dogs.

Department Staff

The Department's Main Office (T325) is open from 8:30 AM to 4:30 PM, Monday to Friday. Please note that staff in the main office are unable to take telephone messages for students, except in an emergency. **The Department's emergency contact is the MOT Student Services Manager at 604-822-7196.** The Freedom of Information and Protection of Privacy Act does not allow us to confirm that you are a student in the MOT program. We ask students to provide up to three emergency contacts, which we keep on file and these individuals are authorized to contact you in an emergency.

Shareen Khan **604-822-7652** **shareen.khan @ubc.ca**

Department Manager

The Department Manager manages the day-to-day operation of the Department. Their portfolio includes human resources, facilities, finance and academic administration.

David Tsukada **604-822-7196** **david.tsukada@ubc.ca**

MOT Student Services Manager

David manages the student life cycle of the MOT program, from prospective students to current students and alumni.

Max Thompson **604-827-5010** **max.thompson@ubc.ca**

Research Grants Facilitator

Max looks after the development, management and implementation of grant preparation, organization and funding, and assists in grant-writing proposals. Max also facilitates faculty salary and teaching awards, and communicates grant successes both internally and to the greater UBC community.

MOT Student Services Assistant **604-822-8774** **mot.admissions@ubc.ca**

MOT Student Services Assistant

The MOT Student Services Assistant supports all aspects of student services for the MOT Program; from student advising, admissions, academic progress, awards & scholarships, and graduation.

Mark Meheriuk **604-827-3391** **mark.meheriuk@ubc.ca**

Information Systems Coordinator

Mark looks after the technological needs of the Department and Technical and Instructional Support, including set-up of the Department's classrooms and teaching labs, AV requests and equipment loans.

Lilian Nguyen **604-822-7240** **lilian.nguyen@ubc.ca**

Senior Program Coordinator

Lilian supports curriculum planning and delivery for the MOT program.

Rebecca Chen **604-827-0527** **osot.head@ubc.ca**

Executive Assistant

Rebecca supports the OSOT Department Head and the department with all their administrative needs.

Angela Sun **604-827-5392** **osot.fieldwork@ubc.ca**

MOT Fieldwork Assistant

Angela provides front-line support to the Department of OSOT and is key in supporting all aspects of student fieldwork coordination for the MOT program.

Clinical Faculty

The Department of Occupational Science & Occupational Therapy is proud to have an active community of over 300 clinical faculty members, all of whom are a vital part of the vibrant OS&OT community of practitioners, researchers, and students. We greatly value the essential and integral role that Clinical Faculty play in our teaching program and other departmental initiatives. A directory of our current Clinical Faculty is available on the departmental website.

Teaching Labs & Seminar Rooms

The Department's primary on-site teaching locations are comprised of three Labs and seven Seminar Rooms.

Facilities

Furniture, equipment and other items are not to be removed without permission from the Administrative Manager.

Labs

There are three labs: Lab 1/2, Lab 3, and Lab 4. Lab 1/2 can be divided into 2 labs. Typically Lab 3 will be used for practical classes. Please keep the labs tidy, and remove all garbage and personal belongings. If you are the last to leave the labs, please ensure that all doors are locked.

Seminar Rooms

There are seven Seminar Rooms. These Seminar Rooms are used for Small-Group Tutorials (SGTs). Seminar Rooms 1, 2, 3, 4 and 7 can be accessed at all times by keypad, and are reserved for student use. Students may not use Seminar Rooms 5 and 6 outside of regular office hours and must be booked through the main office. Please keep the Seminar Rooms tidy, and remove all garbage and personal belongings.

Room Bookings

Students may book the Labs, for allotted periods of time, based on need and availability. Please check with a staff member in the main office to confirm availability. To arrange room bookings, please contact the Program Assistant. The key coded Seminar Rooms 1-4 and 7 are available on a first come, first served basis and only booked for SGT.

"Seaview Learning Centre 1" (T299) and "Seaview Learning Centre 2" (T128)

Thanks to a number of generous donations, "SLC 1" in room T299 was created in the spring of 2004. SLC 1 provides dedicated space for all students in the MOT program and is used as the student lounge. Funds provided through the Class Act campaign provided a telephone. The contact number is 604-822-7910. Computers, a printer, and learning tools are available for student use in "SLC 2" in room T128.

Lockers and Showers

Responsibility for the use of lockers rests with the Occupational Therapy Student Society (OTSS). A limited number of lockers are available for a minimal annual rental fee, on a first-come, first-served basis. Student representatives will facilitate rentals each September. Lockers must be cleared out annually at the end of August, unless prior permission is obtained from OTSS. There are three showers in the women's locker room and one shower in the men's. Please ensure that the locker rooms are kept tidy by removing all garbage and personal belongings.

UBC Hospital Building

The Department is located in a Vancouver Coastal Health (VCH) building and is therefore subject to their rules governing the physical space.

- Students are permitted to be in the Department from 8:00 AM until 10:00 PM, and must be prepared to produce their UBC student card at all times. Hospital Security may dismiss you from the building for non-compliance.
- Tobacco use is prohibited in or on all VCH owned and/or operated premises, facilities, and grounds, including UBC Hospital. Further information about VCH's smoking policies is available here.
- UBC Hospital is a fragrance-free facility, and as such, all students are asked to refrain from wearing heavily scented products.
- Hospital policy prohibits posting of signs on the walls of the hospital. Please confine the posting of signs to the bulletin boards. Sign holders are mounted on the walls for your use.
- There are two banks of elevators in the hospital. MOT students most commonly use the elevators at the south end of the building. At this location there is a passenger elevator (#3), which is appropriate for student use. Elevators #1 & #2 may also be used. However, these elevators are designated service elevators, and as such, students may be asked to vacate the elevators to facilitate patient transport or the transportation of operations-related equipment. This configuration is repeated on the opposite side of the third floor, which is currently occupied by the UBC School of Nursing.
- There are three stairwells located in OS&OT space. Each stairwell has been assigned a number by UBC Hospital.
- There are five washrooms located within the Department. Washroom facilities are available in the men's and women's locker rooms, and there are men's, women's, and gender-neutral washrooms located near the elevator banks on the south end of the building.

Please refer to Appendix B for a detailed map of the Department's space.

Emergency Procedures

In the event of an emergency during regular office hours, please notify the main office immediately.

UBC Hospital has 24-hour security to provide assistance in the event of emergencies. If security or first aid is needed urgently, dial **604-822-7225.** If the security concern is not urgent, contact 604-827-4777. Always be prepared to provide the building name and room number in which security is needed. All incidents must immediately be reported to a staff member in the main office.

The Department is located within a working hospital, and as such, you may occasionally hear emergency response codes being broadcast over the intercom. The UBC Hospital Emergency Response Codes are as follows:

- Code **Blue**: Cardiac Respiratory Arrest
- Code **White**: Aggressive Behaviour
- Code **Red**: Fire or Smoke
- Code **Yellow**: Missing Patient
- Code **Brown**: Hazardous Spill
- Code **Black**: Bomb Threat
- Code **Grey**: System Failure
- Code **Green**: Evacuation
- Code **Orange**: Disaster or Mass Casualties

As the Department is located in an area strictly reserved for educational activities, it is highly unlikely that students will be impacted by a code. However, in the event that a code does occur in your immediate vicinity, please be prepared to vacate the area and defer to any instructions provided by UBC Hospital staff or security.

Fire Procedures

There are three fire hoses, and six fire extinguishers located within Department space. Fire hoses are located behind glass, and are marked in the hallways by a red arrow. The hoses are located:

- To the right of elevator #3;
- Adjacent to Seminar Room 7; and
- Adjacent to Seminar Rooms 3 and 4.

Each fire hose is accompanied by a fire extinguisher. Three additional fire extinguishers are available:

- On the east door of Lab 1/2;
- On the west door of Lab 1/2; and
- On the east door of Lab 3.

If a fire emergency occurs during regular office hours, staff will serve as marshals. However, please ensure that you familiarize yourself with the Department's fire policies in the event that an emergency occurs after hours.

In the event of fire, there are two potential alarms that you may hear.

- An **intermittent** signal indicates possible emergency. You will hear a loud chime every few seconds for 20 strokes per minute, followed by a "Code Red" announcement indicating the location of where the fire alarm was triggered, and all fire doors will automatically close. **The UBC Hospital is divided into a series of zones, and the Department is located in zones 32, 33, and 34.** If you are not in the location in which the alarm has been triggered, and if it is safe to do so, you may continue with your normal activities. However, you should be prepared to evacuate in the event that a hazard is found.

- A **continuous** signal indicates that fire may be present. The loud, intermittent chime may speed up to 120 strokes per minute, or a loud fire bell may sound. In the event of a continuous signal, listen for the announcement regarding evacuation and when instructed to do so. Please evacuate

via the closest stairwell; **do not** use the elevators in the event of an emergency. The Evacuation Muster Area for the third floor of Koerner Pavilion is by the P.A. Woodward Instructional Resources Centre (IRC), which is most easily accessible by stairwells #5, #10, and #11. Please check that all electrical appliances or equipment are turned off, close all doors behind you, and ensure that people in adjacent offices or rooms are aware of the need to evacuate. Try and remain in a group when possible. When the emergency has abated, security will issue an "all clear" announcement. **Please do not re-enter the building until security clearance has been issued.**

Fire procedures are posted near all elevator banks on the third floor. Please familiarize yourself with the location of all stairwells and fire equipment.

Earthquake Safety

As British Columbia is located in a seismically-active region, students are encouraged to familiarize themselves with basic earthquake response skills. In the event of an earthquake, the following actions should be taken:

- If you are outdoors, move to an open space away from hazards (e.g., buildings, trees, signs, power lines, etc.)
- Stay away from windows, mirrors, or other materials that may break or shatter
- Watch out for falling light fixtures, bookshelves, equipment, or anything that appears to be unstable and that may fall
- Drop to the ground to prevent yourself from falling
- Take cover underneath a sturdy desk or table; if no cover is available, brace yourself in a doorway or take cover in an interior hallway or corner
- Hold on to your sturdy cover until the shaking stops; do not move until it is safe to do so
- Be prepared for the possibility of aftershocks

UBC often participates in the annual Great British Columbia ShakeOut. Information about the Great British Columbia ShakeOut and further earthquake preparedness information is available here.

Getting to UBC

Bus

UBC is a major transit hub, with service to and from campus available seven days a week. The Metro Vancouver area is serviced by TransLink. Click here for more information about TransLink.

As part of the UBC Alma Mater Society, all students are assigned a monthly U-Pass, which provides unlimited transit access across the Greater Vancouver Area's three fare zones. The U-Pass program is mandatory for all students, and the fee is included in your UBC GSS student fees. More information about the U-Pass program is available at here.

Rideshare/Carpooling

The UBC campus houses several carpooling and ride-sharing resources. Information about these resources is available from UBC Transportation Planning here.

Parking

The UBC campus has six parkades and several parking lots, in addition to on-street metered parking. Parking costs vary based by location, and are not included in student fees. For more information on UBC parking, please visit the Parking & Access Control Services website.

Cycling

Students are encouraged to cycle to school. There are bicycle racks at the south and east sides of the hospital. Bicycles locked up to hospital railings or architectural features not designed as bicycle racks will be removed by Campus Security. Make sure that your bicycle is locked securely. Each year many bicycles are stolen from UBC.

There are several on-campus resources for cyclists. More information is available from UBC Transportation Planning here.

Learning Resources

Study Aids and Anatomical Models
Sets of anatomical models are available to supplement study, and are loaned to students by Mark Meheriuk. Please behave responsibly with these study aids and do not display them in public. Study them at home or at the Department, and be sure to return them to Mark. Students will be charged the cost of replacing lost or damaged anatomical models.

Assessment Kits
Lab time/optional practice is regularly scheduled for working with assessment kits. Students may sign out assessment kits in the event that the requested assessments are not needed for upcoming lessons or teaching activities. All assessments are stored within locked cupboards in Lab 1/2. Assessment sign-out and cupboard access is available through the main office from 8:30 AM to 4:30 PM. Due to copyright laws, students are not permitted to photocopy assessments. Students will be charged the cost of replacing lost or damaged assessments.

Technical and Therapy Equipment
Wheelchairs and therapy equipment can be signed out from Mark with prior arrangement via email. Once signed out, all equipment is the responsibility of the student. Students will be charged for lost or damaged equipment.

Students may request additional audiovisual equipment needed for student presentations or research. Digital voice recorders may also be signed out from Mark, although no learning activities may be recorded without prior consent. A sign-out form is available from Mark for this purpose, and must be completed at least five days in advance of the requested date. Sign-out hours are from 8:30 AM until 4:30 PM Monday through Friday.

PROFESSION

Definition of Occupational Therapy

Occupational therapy is the art and science of enabling engagement in everyday living, through occupation; of enabling people to perform the occupations that foster health and well-being; and of enabling a just and inclusive society so that all people may participate to their potential in the daily occupations of life (Townsend& Polatajko, 2013, p. 380).

Occupational therapists are highly trained health-care professionals. Effective 2008, entry level education requirements in Canada include a professional Master's degree in occupational therapy.

Occupational therapists define an occupation as much more than a chosen career. Occupation refers to everything that people do during the course of everyday life. Each of us have many occupations that are essential to our health and well-being. Occupational therapists believe that occupations describe who you are and how you feel about yourself.

Canadian Association of Occupational Therapists (2012). Profile of occupational therapy practice in Canada. Ottawa, ON: CAOT.

Professional Organizations

College of Occupational Therapists of British Columbia (COTBC) Suite 219 – 645 Fort Street Yarrow Building Victoria, BC V8W 1G2		
Website: www.cotbc.org	**Email:** info@cotbc.org	**Phone:** 250-386-6822

To legally practice occupational therapy in British Columbia, occupational therapists must be registered with the **College of Occupational Therapists of British Columbia (COTBC)**, which requires that registrants meet specific competency requirements and agree to abide by standards of practice and ethical guidelines set out by the College. At the present time, the requirements to enter practice include graduation from an accredited program (such as UBC) and successful completion of the national certification examination (see CAOT below). The College acts under authority of the Health Professions Act, which is designed to protect the public interest. Students are not required to be members of COTBC, but they must be under the supervision of a College registrant. The registrant takes responsibility for the student's practice during fieldwork.

Graduating students are encouraged to contact the College to obtain membership materials in preparation for seeking employment in B.C.

Canadian Association of Occupational Therapists (CAOT) 100 – 34 Colonnade Road Ottawa, ON K2E 7J6		
Website: www.caot.ca	**Email:** info@caot.ca	**Phone:** 613-523-CAOT (2268)

The **Canadian Association of Occupational Therapists (CAOT)** provides services, products, events and networking opportunities to assist occupational therapists achieve excellence in their professional practice. In addition, CAOT provides national leadership to actively develop and promote the client-centered profession of occupational therapy in Canada and internationally. CAOT was established in 1926, and currently represents approximately 7,000 members across Canada.

CAOT accredits occupational therapy educational programs, publishes a national scientific journal and a bimonthly practice magazine, and produces other learning materials. The organization also fosters the expansion of research and advanced educational opportunities through the Canadian Occupational Therapy Foundation, provides consultation on request, and offers membership services such as malpractice insurance.

CAOT offers a national certification examination in July and November of each year, which is used by many provincial regulatory organizations as a criterion for entry-level competency. We recommend that UBC graduates write the examination in November following their graduation. Graduates are eligible for individual membership in CAOT, and members are entitled to use the professional designation OT(C). **Membership with the CAOT is required for MOT students (membership is free) and enables students to receive the following benefits:**

- Attend CAOT annual meetings/conferences at markedly reduced rates
- Receive a subscription to *OT Now*, the national practice magazine
- Receive 5 issues of the *Canadian Journal of Occupational Therapy*, plus the conference supplement
- Serve on some national committees
- Receive CAOT publications at members' rates
- Access to 'members only' services and information on-line
- CAOT-BC is the voice of occupational therapists in BC. In addition to the member benefits available nationally, CAOT-BC represents and supports OTs in the province through special interest groups, events, blog, networking and advocacy.

World Federation of Occupational Therapists (WFOT) PO Box 30 Forrestfield Western Australia Australia 6058	
Website: www.wfot.org	**Email:** admin@wfot.org.au

The **World Federation of Occupational Therapists (WFOT)** is an international organization designed to bring occupational therapy to international attention. WFOT was established in 1952, and as of 2013 represents 80 national occupational therapy organizations and 380,000 occupational therapists across the globe.

WFOT has established *Entry Level Competencies for Occupational Therapists* (rev. 2008) that are designed to develop and promote a global standard of excellence in occupational therapy practice competencies across its member organizations, and has established internationally agreed-upon standards of education in order to ensure the highest quality of education of occupational therapists across the world. The WFOT *Code of Ethics* (rev. 2005) is designed to supplement the detailed code of ethics maintained by each member organization by establishing "general categories of appropriate conduct for occupational therapists in any professional circumstance".

WFOT is managed by a team of volunteer occupational therapists from around the world, and recognizes English, French, Spanish, and German as its official languages. **Students are able to become members of WFOT through CAOT. Separate membership costs apply. Membership benefits include:**

- Access to the "Members Only" section
- Digital copies of the biannual professional journal *WFOT Bulletin*
- Up to 20% discount on books produced by Wiley
- Up to 33% discount on quarterly journal *Occupational Therapy International*
- Access to free publications and promotional materials in advance of their public release

Canadian Occupational Therapy Foundation (COTF) Suite 3401 – 1125 Colonel By Drive Carleton Technology and Training Centre Ottawa, ON K1S 5R1	
Website: www.cotfcanada.org	**Phone:** 1 (800) 434-2268

The Canadian Occupational Therapy Foundation (COTF) is a foundation focused on providing funding for occupational therapy research and scholarship. COTF works to generate, receive, and maintain funds, and develops mechanisms for granting awards to both individuals and organizations for research and scholarship.

Canadian Society of Occupational Scientists (CSOS) c/o School of Occupational Therapy 1201 Western Rd, Elborn College The University of Western Ontario London, ON N6G 1H1		
Website: www.csoscanada.org	**Email:** occupational.science.canada@gmail.com	**Phone:** (519) 661-2111 x 81177

The Canadian Society of Occupational Scientists (CSOS) is an interdisciplinary organization designed to support the generation and application of knowledge regarding occupation. CSOS works to contribute to the continued growth of occupational science within Canada and worldwide, and seeks to advance an understanding of the importance of occupation through public, academic, and policy arenas.

CSOS membership is valid from January 1 – December 31 of each calendar year, and student membership is free.

- Eligibility to vote in the CSOS Annual General Meeting, held each March
- Eligibility to be nominated to the CSOS Executive
- Discounted conference registration
- Biannual newsletter
- ***For Student Members,*** eligibility to submit an application for the CSOS *Award in Student Scholarship*

Additional Organizations

Additional professional occupational therapy organizations in Canada and beyond include:

- The **Association of Canadian Occupational Therapy Regulatory Organizations (ACOTRO)**, which is the national organization of occupational therapy regulators in Canada. ACOTRO's goal is to promote consistency and excellence in regulating occupational therapy across Canada. Additional information is available here
- The **Association of Canadian Occupational Therapy University Programs (ACOTUP),** which acts as the official body of Canadian post-secondary occupational therapy programs and is responsible for generating and promoting the exchange of ideas and philosophies in occupational therapy education. The association participates in the establishment, maintenance, and review of policies which have direct and/or indirect educational implications through representation to CAOT. Further information is available on their website

Program

Curriculum

The Professional & Educational Conceptual Framework

The MOT integrated professional and educational conceptual framework provides a cohesive way of articulating what guides the design, delivery, and evaluation of our MOT curriculum, which supports the development of competent and exceptional UBC MOT graduates. The image of the MOT Tree (Figure 1) is a visual representation of our integrated professional and educational conceptual framework.

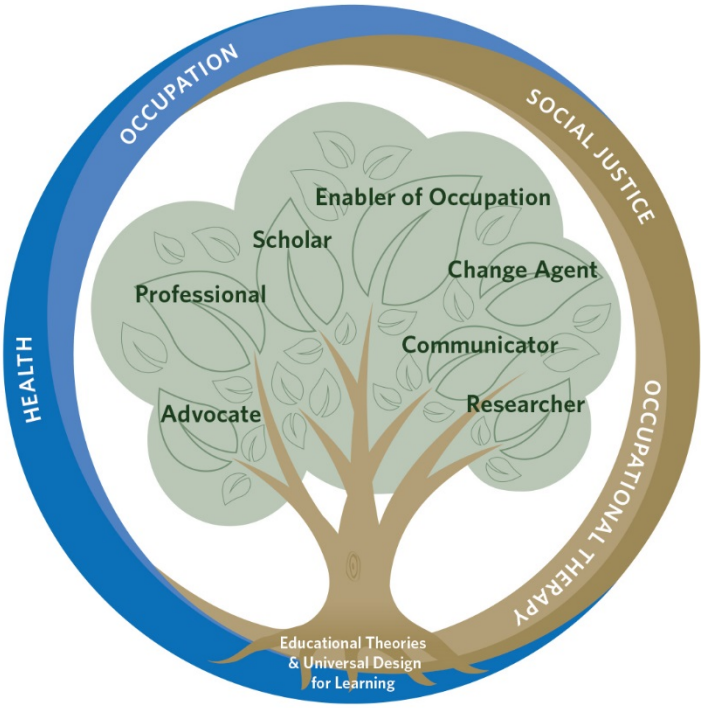

Figure 1. The MOT Tree, a visual image of the professional and educational conceptual framework

Here is a general overview of the MOT Tree visual image, touching on the professional and educational elements of the framework. More detailed information can be found in the MOT Program Curriculum Document 2019.

A. The circle that the MOT Tree is embedded within represents how the MOT program is **connected to its context**:

- to the Department of OSOT, the Faculty of Medicine, UBC Health Profession programs, and the University of British Columbia (e.g., interprofessional and integrated curricula with UBC Health);

- to the local and regional contexts of Greater Vancouver, surrounding areas, and British Columbia (e.g., community engaged learning, interprofessional student health initiatives, practice setting visits, fieldwork placements, and clinical faculty as educators);

• to the national context (e.g., critical discourse analysis of Canadian health policies, presentations at national research conferences, the examination of the Truth and Reconciliation Commission Calls to Action); and

• to the global context (e.g., international fieldwork placements).

B. Surrounding the tree are the blue of the water and sky and the brown of the roots and soil that provide nourishment to the tree; these symbolize the MOT program's **beliefs on occupation, health, occupational therapy, and social justice**. These beliefs are foundational and anchor all elements of the MOT program.

Occupation

- Occupations are complex.
- Engagement in occupations can be transformative for individuals, families, communities, and populations.
- Occupations are situated within specific contexts; occupations shape and are shaped by environments.

Health

- Health is a multifaceted phenomenon involving genetic, physical, psychological, social, and cultural correlates; thus, the meaning of health and well-being varies across population groups.
- Community is essential to health.
- Occupation is a determinant of health and well-being throughout the lifespan.

Occupational Therapy

- Occupational therapists' domain of concern is occupation and its transaction with person and environment.
- Occupational therapists support performance, participation, and engagement in occupations chosen by clients as necessary and meaningful to their circumstances, transitions, and life roles.
- Meaning derived through engagement in occupation is idiosyncratic and multidimensional.
- Occupational therapy theory and practice is based on a holistic perspective of mind, body, and spirit that recognizes the unique needs of individuals and communities.
- Occupational therapy theory, knowledge, and practice must be based on, developed, and verified through research.

Social Justice

- Engagement in occupation must respect human rights and dignity.
- Communities have the right to choose and participate in meaningful occupations that promote quality of life and health equity.
- It is our duty to collaborate, speak up, and act with others to make visible social inequities and occupational injustices, and to transform oppressive systems.

C. At the base of the MOT Tree, is the educational element identified by five defined roots. These roots represent:

- Four key educational theories

    i. **transformative learning theory** informs how our instructors facilitate students' ability to connect new knowledge to past learning and experience.

    ii. **critical pedagogy** challenges our instructors to make space for students to question the status quo and dominant ideologies.

    iii. **cognitive load theory** ensures a goodness-of-fit between students' capacity to learn, the content to be learned, and the methods used to facilitate learning.

    iv. **constructivism** sheds light on how knowledge is formed, both through subjective and socially constructed understandings.

- **Principles of universal design for learning** to address issues around diversity, access, and inclusivity in education.

D. The purpose of the MOT program is to **prepare graduates to be self-directed, life-long learners who consciously use theory, evidence, and critical thinking skills to maintain, evaluate, and improve their practice of occupational therapy**. Through participating in the MOT curriculum anchored in the program's core beliefs, and with approaches to teaching and learning designed in line with the key educational theories and universal design for learning, UBC MOT students graduate from the program having achieved **the seven key MOT program outcomes**, as symbolised by the seven highlighted MOT Tree leaves. These program outcomes are:

- **ENABLER OF OCCUPATION**: Demonstrate knowledge, skills, and attitudes required to enable occupation in a variety of settings through use of the occupational therapy practice process.

- **SCHOLARLY OCCUPATIONAL THERAPIST**: Demonstrate an understanding of the philosophy, theoretical concepts, models and frames of reference of occupational therapy.

- **RESEARCHER**: Demonstrate an understanding of the research process in order to create and disseminate evidence with the outcome having relevance and value to the occupational therapy profession and/or the field occupational science.

- **CHANGE AGENT**: Demonstrate knowledge, skills and attitudes required for developing and delivering occupational therapy services in a complex, changing environment.

- **PROFESSIONAL**: Assume and enact occupational therapy professional values and attitudes.

- **COMMUNICATOR**: Demonstrate effective verbal and written communication skills.

- **ADVOCATE**: Communicate the broad purpose and scope of occupational therapy practice consistent with the needs of the audience.

Program Overview

The Master of Occupational Therapy program is accredited by the Canadian Association of Occupational Therapists (CAOT). It is designed to prepare competent, entry-level occupational therapists. The program meets national education standards for occupational therapists, and is influenced by several documents, including the *Profile of Occupational Therapy Practice in Canada* (CAOT, 2012), *The Essential Competencies for Occupational Therapists in Canada, (3rd ed.)* (ACOTRO, 2011), and *Enabling occupation II: Advancing an occupational therapy vision for health, well-being, and justice through occupation,* (2nd ed.) (Townsend & Polatajko, 2013). UBC MOT graduates are prepared to enter occupational therapy practice in any setting in Canada, or globally.

Informed by the four key educational theories and principles of universal design for learning, the MOT program emphasizes:

- Case-based learning- the analysis of case studies informed by theory and evidence, and
- Experiential learning- active engagement in learning, such as hand-on laboratories, practice visits, fieldwork settings, and demonstration of practice skills in assignments.

Fifteen courses (65 credits) are organized into 6 terms of study. A course may be 1, 2 or 3 terms in duration. Although natural overlap exists, courses are designed to substantively address one of 6 learning streams: (1) theory, (2) health, illness and occupation, (3) skills for occupational therapy practice, (4) evidence for occupational therapy practice, (5) professional practice, and (6) fieldwork. The streams help organize and sequence content to ensure that key program outcomes and related competencies are addressed. The culmination of the program is the **Capstone Conference** where students present their major projects to their classmates, incoming and continuing students, faculty and the occupational therapy community. Each Capstone Conference is planned by the current student cohort to meet their learning needs as they bring their graduate studies to a close.

The MOT program is a full-time graduate program, and students are expected to attend classes as scheduled between 8:00 AM and 5:00 PM Monday through Friday. Typically, classes run 9:00 AM – 12:00 PM and 1:00 PM – 4:00 PM and average 21 hours per week, and fieldwork is scheduled in accordance with the assigned agency for 35 – 37.5 hours per week.

Fieldwork is organized into 5 placements in sites throughout British Columbia, or, at the students' request, elsewhere in Canada or internationally. Students spend 1125 hours in fieldwork settings, 4 days per week in the first placement, and full-time in the remaining four placements. In addition, practice visits and the Health Mentors program provide additional learning with clients that meets the World Federation of Occupational Therapy definition of fieldwork. Fieldwork is conducted in a variety of settings, including urban and rural placements, in public and private sectors, involving clients across the age span and with varying abilities with regard to mental and physical health status. Over 400 clinical faculty members and fieldwork educators contribute to fieldwork and classroom teaching, ensuring that content is grounded in contemporary practice.

Students who successfully demonstrate entry-level competency in class and in fieldwork should have no difficulty passing the national certification examination. This exam, offered annually by CAOT, is one of the criteria required for licensure or registration to practice in most regions of Canada.

Brief Course Descriptions

OSOT 511 - Fundamentals of Occupational Therapy: Theory, Conceptual Models and the Practice Process (3 credits) Term 1

Interactive learning approaches are used to examine occupational therapy core concepts, values and beliefs and their application to practice. The emphasis is on the client-centred occupational therapy practice process, and generic conceptual models that guide clinical reasoning.

OSOT 513 - Health, Illness and Occupation (3 credits) Terms 1 and 2

Resource seminars and guest lectures from content experts present concepts of occupational science as a foundation for understanding occupation and its relationship to health. Includes critique of various models explaining illness and disability, and includes methods for acquiring biomedical information on common conditions and illnesses that impact occupational performance in clients of all ages.

OSOT 515 - Occupation in Practice I: Foundation of Occupational Therapy Assessment and Intervention (3 credits) Term 1

Labs and workshops provide opportunities to practice basic skills in preparation for introductory fieldwork. The course begins with basic search strategies and appraisal of health literature. Topics are congruent with theoretical concepts introduced in OSOT 511 and include interpersonal communication, task analysis, selection of assistive and rehabilitative technologies, and adaptive strategies to enhance occupational performance of individuals across the life span.

OSOT 519 - Professional Development of the Occupational Therapist I (4 credits) Terms 1-3

This course will introduce students to the roles within occupational therapy in order for them to explore the necessary reasoning strategies designed to enhance practice and promote skill development considered essential for reflective practice. Comprised of small group case-based tutorials; clinical visits; class seminars; self-directed study and interprofessional learning activities, the course will require the learner to synthesize concepts in year one to enable participation in clinical practice

OSOT 525 - Occupation in Practice II: Advancing Theory, Assessment & Intervention (5 credits) Term 2

Building on theory and basic clinical skills knowledge developed in term I, lectures, workshops, and labs provide opportunities to learn and practice increasingly complex therapeutic procedures in preparation for fieldwork. Learning activities consider unique client characteristics (e.g., literacy, language use) and contexts (e.g., culture, ethnicity) as they influence clinical reasoning in the selection of client-centered interventions. This course includes selecting, administering, and interpreting assessments of performance components, as well as planning and implementing occupational therapy interventions based on biomechanical, psychosocial, neuro-rehabilitative and developmental theories and approaches.

OSOT 527 - Becoming an Evidence-Informed Occupational Therapy Practitioner (3 credits) Term 2

Seminars, independent study and small group discussion encourage students to explore assumptions and principles of qualitative and quantitative research designs, needs assessment, and evaluative research. Introduces principles of occupational therapy tests and measures for practice and as outcome measures for rehabilitation research, and elements of basic research designs.

OSOT 528 - Occupational Therapy Practice: Fieldwork I (Terms 1-2)
Provides students with an opportunity to integrate and utilise the knowledge and skills introduced in term 1 of the MOT program, and to demonstrate basic Occupational Therapy competencies in varied clinical settings for a total of 5 weeks of supervised fieldwork experience in affiliated agencies. Students will have opportunities to observe and work with occupational therapy clients. Students are expected to adhere to relevant Standards of Practice and professional / ethical codes of conduct at all times during the placements, and to be self-directed towards identifying and fulfilling their learning needs.

OSOT 538 - Occupational Therapy Practice: Fieldwork II (Term 5)
Provides students with an opportunity to integrate and utilise the knowledge and skills introduced in term 1 & 2 & 3 of the MOT program, and to demonstrate Occupational Therapy clinical competencies in clinical settings for a total of 12 weeks of supervised fieldwork experience in affiliated health agencies. Students will have opportunities to observe and work with occupational therapy clients. Successful completion of this course will require a safe, professional, and evidence based approach to occupational therapy practice process.

RHSC 420 - Elements of Neuroanatomy and Neurophysiology (4 credits) Term 3
An introduction to the structure and function of the human nervous system; lays the foundation for assessment and intervention skills related to sensation, perception, cognition and motor performance.

OSOT 545 - Occupation in Practice III: Occupational Therapy Assessment and Intervention (5 credits) Terms 4-6
Workshops and lab modules encourage synthesis of theory and practice approaches, and provide opportunities to demonstrate assessment and intervention skills consistent with the competencies required to enter practice. Psychosocial, developmental, neuro-rehabilitative, and biomechanical approaches are used individually and in combination to resolve complex 16 occupational performance issues. Includes targeted interventions to address the needs of special populations, based on developmental stage, health status, and/or environmental circumstances (for example, the frail elderly).

OSOT 547 - Developing Evidence for Occupational Therapy Practice (6 credits) Terms 4-6
Lectures, online discussion and supported independent study will be used to provide students with experience in conducting occupational therapy research. Participation in a limited-scope research process will facilitate development of knowledge and skills necessary for conducting a research project or program evaluation. Under the supervision of academic and clinical faculty students will pose a research question relevant to occupational therapy theory or practice, identify a design, collect and analyze data and present the data in a research forum and report.

OSOT 549 - Professional Development of the Occupational Therapist II (5 credits) Terms 4-6
Professional issues seminars focus on professional expectations, the nature of the client-therapist relationship, legal and ethical obligations, and ways to develop the skills of a reflective practitioner. Facilitated small group tutorials integrate knowledge across occupational therapy courses, in case-based synthesis exercises, progressing to more complex societal or population health issues in terms 5 and 6. Selected modules organized in collaboration with other health professional programs where possible.

OSOT 551 - Societal and Environmental Influences on Occupation and Occupational Therapy Practice (3 credits) Terms 5-6
A seminar addressing current legislative, socio-political, cultural and service delivery issues influencing occupational therapy practice and clients' experiences. Participation in activities of daily living is not only influenced by the individual's skills and resources, but also the policies, actions, and attitudes imposed upon them by the broader institutional, social, and cultural environments. Considers contemporary service delivery environments and trends, such as chronic illness and primary health care opportunities.

OSOT 553 - Innovations in Occupation: Developing and Evaluating Occupational Therapy Programs (2 credits) Terms 5, 6
In this course you will learn, critique, and apply program development principles and strategies to the creation of programs or services designed to meet the occupational needs of selected client populations. Program development principles include needs assessment, program design, budgeting/human resource planning, marketing, program evaluation, and proposal writing.

OSOT 558 - Occupational Therapy Practice: Fieldwork III (Terms 3-4)
Builds on previous clinical experience provided in OSOT 528 & OSOT 538; to incorporate the additional knowledge and skills provided in term 5 and to provide a venue for the students to demonstrate synthesis and integration of the knowledge and skills from all aspects of the MOT program. Students will be given opportunity to demonstrate entry level clinical competence in a variety of clinical settings with both basic and more complex occupational therapy practice. Students will demonstrate Occupational Therapy clinical competencies in varied clinical settings for a total of 14 weeks of supervised fieldwork experience in affiliated health/community agencies.

Fieldwork Requirements

Students in the Master of Occupational Therapy program are required to successfully complete a minimum of 1,000 hours of fieldwork under the supervision of an occupational therapist. These hours are divided into five blocks, with two placements occurring in the first year of the program, and three placements occurring in the second year.

Prior to beginning the first fieldwork placement, the following procedures must be completed.

Criminal Record Check

The University of British Columbia is subject to the requirements of the Criminal Records Review Act (CRRA), which means that all students who are enrolled in programs that include a fieldwork component involving work with children or vulnerable adults will have to undergo a criminal record check before they will be permitted to register in fieldwork. If you are found to present a risk of physical or sexual abuse to children, or physical, sexual, or financial abuse to vulnerable adults, as a result of the CRRA Check, you will not be permitted to register in fieldwork. If the fieldwork is required for your program, this means that you may not be able to complete the program and you may not graduate. Therefore, you should consider this requirement carefully before applying to, or continuing in, the MOT program.

First Aid & CPR

All students are required to submit proof of completion of a Standard First Aid (SFA) certification that includes CPR Level C, and are required to maintain current certification in SFA and CPR Level C throughout the program. All fieldwork sites expect students to have basic first aid and CPR skills. Certification can be acquired through any reputable organization, such as the Red Cross, St. John Ambulance, Life Saving Society, etc. Students are responsible for ensuring that proof of current First Aid certification is on file in the main office at all times.

Immunizations

All students are required to undergo an immunization review prior to entering the MOT program in order to participate in fieldwork. Immunization reviews can be conducted by the Student Health Service (SHS). Some sites may request additional vaccines; should a student decline the request, an alternate fieldwork arrangement may be required.

The full Practice Education Guidelines for BC segment on Immunizations is available here.

Respiratory Mask Fit Testing

The Health Authority Practice Education Guidelines for BC state that students participating in fieldwork placements in health care must be fitted for a N95 mask on an annual basis. The cost of the mask fit testing is included in your annual MOT program fees. All students are required to attend the mask fit testing as arranged by the Department. In the event that a student misses the scheduled test date, they will be required to arrange individual testing at their own cost.

The following procedures must be completed prior to each fieldwork placement.

Pre-Placement Procedures and Online Modules

Students may be required to complete online modules or checklists prior to beginning fieldwork. Pre-placement requirements may be discussed in OSOT 519 or OSOT 549, and additional requirements may be dictated by the fieldwork educator prior to placement. It is the student's responsibility to ensure that all of the proper pre-placement procedures have been completed and all documentation has been submitted prior to the first day of fieldwork.

Students completing fieldwork within Lower Mainland health authorities, including Provincial Health Services Authority (PHSA), Vancouver Coastal Health Authority (VCHA), Fraser Health Authority (FHA), and Providence Health Care (PHC), are required to complete an online **Student Practice Education Core Orientation** module, which can be found here. Students completing fieldwork within the Vancouver Island Health Authority may be required to complete additional online training modules.

Expectations and Guidelines for Fieldwork

While on fieldwork, students will:

- Identify learning needs and negotiate placement objectives with preceptor(s);
- Actively participate in occupational therapy assessment, intervention, and related activities identified in the learning objectives for a given placement;
- Actively participate in interprofessional education opportunities in the practice setting to develop the necessary competencies (e.g., role understanding, resolution of conflict, client-centred care, shared decision-making, effective teamwork skills) required in order to be an effective collaborative practitioner; and
- Evaluate performance of self and preceptor.

Expectations and Objectives for Level 1 Fieldwork (five weeks)

The focus of the first placement is orientation and exposure to the roles of an occupational therapist (See *Profile of OT practice in Canada*, CAOT 2012)**.** Students should be introduced to occupational therapy practice in a professional setting as well as to the realities of professional practice in a health-care environment, and should work on developing relationships with both clients and colleagues. Throughout the placement, the student should be able to describe the role of occupational therapy within the context in which they are practicing. They should demonstrate client-centred practice and should be able to apply the *Occupational Performance Process Model (OPPM)* or the *Canadian Practice Process Framework (CPPF)* with specific clients. Students should have the opportunity to establish a therapeutic relationship with one or more clients through conversation and the collection of specific information (informal and formal assessment), and should with assistance participate in the planning and implementation of OT programs. The students will have the opportunity to develop and demonstrate professional skills throughout the placement. Students should have as much interactive experience as possible as opposed to only observational experience.

Objectives:

1) Gather subjective and objective data relevant to the patient/client's Occupational Therapy care from the patient/family interview and the client record.
2) With supervision, select, apply and interpret appropriate Occupational Therapy assessment procedures and/or tests.
3) Identify Occupational Performance Issues and develop goals for selected patients.
4) With supervision, competently apply basic Occupational Therapy intervention/treatment techniques covered to date in the academic portion of the program.
5) Compose occupational therapy entries for a typical health care record consistent with agency policies, effective practice, and legal obligations (e.g., summary of an initial interview, a progress note, a discharge summary).
6) Develop appropriate therapeutic and interpersonal relationships with the client and other members of the health care team with guidance from clinical educators.

7) Provide a client centred approach to care (i.e. respect for the autonomy and needs and goals of the patient/client).
8) Identify & discuss possible course(s) of action related to ethical issues within the health care setting.

Expectations and Objectives for Level 2 Fieldwork (six weeks)

The level 2 placement both integrates and builds upon the expectations required in the level 1 placement, and is designed to provide students with ample opportunity to put skills into practice. Students should be able to demonstrate the integration of previous academic and fieldwork experiences into the current clinical practice setting. They should be building on the constructive feedback received into their performance while continuing to develop and demonstrate more mature professional knowledge, skills, and attitudes. Students should be demonstrating clinical reasoning and problem-solving skills, as evidenced through the questions they ask, positing their own answers to questions or quandaries and providing evidence based responses to questions you ask them. Development of independent work skills including time management and prioritization is an expectation. This placement should provide students with the opportunity to actively participate in the occupational therapy role with increasingly minimal supervision. The level 2 placement should allow the student opportunities to practice and demonstrate skills in the collection, interpretation, and analysis of both subjective and objective data. Written reports should reflect clinical reasoning leading to the creation of an intervention plan, and implementation of the plan may be undertaken with initial supervision and continued supervisory support. By the end of the first level 2 placement, it is expected that students will be able to independently complete some clinical tasks.

Objectives:

1) Accurately gather subjective and objective data relevant to the patient/client's Occupational Therapy care from the patient/family interview and the health record with minimal assistance.
2) Select, apply and interpret appropriate Occupational Therapy assessment procedures/tests with minimal assistance.
3) Identify Occupational Performance Issues and develop goals for selected clients, first with minimal assistance then independently towards the end of the placement.
4) Competently apply Occupational Therapy intervention/treatment techniques which are supported by evidence with minimal guidance from educator (towards the end of the placement).
5) Complete client documentation in adherence with agency guidelines in a timely manner, with feedback and assistance.
6) Develop and deliver, with assistance, client related education sessions/materials to relevant stakeholders if appropriate to the setting (independently or with guidance).
7) Develop appropriate therapeutic and interpersonal relationships with the client and other members of the health care team with minimal guidance from educator.
8) Provide a client-centred approach to care (i.e. respect for the autonomy and needs and goals of the patient/client).
9) Identify ethical issues within the health care setting.

Expectations and Objectives for Level 3 Fieldwork (seven weeks)

By the level 3 placements, the student's academic training is almost complete. As such, students should begin to share and assume responsibility for all components of client-centred practice, including referral analysis, assessment, planning, implementation of intervention programs, discharge planning, and follow-up with a varied client population. In addition to the continued development of professional knowledge, skills, and attitudes, students should be able to integrate previous academic and fieldwork experiences with both constructive feedback and current experiences. Independent work skills, including time management and prioritization, should be integrated into practice.

Students should work to try and develop individual ideas and insights regarding their clients, should be able to engage in discussion of several solutions to occupational performance problems, and should begin to make decisions about the most viable course of action. Students must always support their decision-making by communicating to their clinical educator their clinical reasoning, supporting evidence, and potential to change the performance and occupational outcome of the client, and must be able to perform assessments and interventions on a varied client population. Students should be consolidating their professional identity as an occupational therapist.

Objectives:

1) Accurately gather subjective and objective data relevant to the patient/client's Occupational Therapy care from the patient/family interview and the medical record.
2) Competently select appropriate outcome measures and effectively evaluate the client using these tools.
3) Independently identify Occupational Performance Issues and develop goals for selected clients.
4) Independently design appropriate evidence based courses of treatment for assigned clients.
5) Independently develop and deliver client/family/community education.
6) Demonstrate leadership in an interprofessional or healthcare team, including recognizing conflict and employing appropriate conflict resolution techniques.
7) Provide a client centred approach to care (i.e. respect for the autonomy and needs and goals of the patient/client).
8) Identify ethical issues within the health care setting.

Student Working Hours

Fieldwork placements are generally scheduled four to five days a week for an average of 7 hours each day. Variations on typical fieldwork hours may include evening shifts, flex time, twelve-hour shifts, and weekends. Some sites may be subject to union rules of 35-hour or 37.5-hour work weeks. The Academic Fieldwork Coordinator and the student should be informed of such variations prior to the beginning of fieldwork. Any student unable to complete these varied hours must advise the Academic Fieldwork Coordinator prior to an assignment to a fieldwork site. Students will take time for lunch and coffee breaks that are consistent with the fieldwork site practice.

Fieldwork placements are required components of credit courses, and as such, students can be expected to do some studying and preparation in the evenings.

Dress Code

The Department requires that while on fieldwork, students adhere to the dress code consistent with the requirement of the fieldwork site. Some specialized clinical areas (e.g., burn unit, emergency room, ICU) may have other clothing requirements. Specialized clothing when required is generally provided by the fieldwork site.

Guidelines for Occupational Therapy Students on Fieldwork during a pandemic

The Department's guidelines for students on fieldwork during a pandemic are based on the principles that student safety and the integrity of the learning experience are paramount as at any other time during the fieldwork experience. Should a pandemic occur whilst students are on fieldwork, the following guidelines will be followed:

1. Students will continue to attend the fieldwork whilst it is safe to do so, and while the fieldwork continues to be a positive learning experience. This includes the need for adequate and appropriate supervision, and the provision of an appropriate caseload. If a positive learning experience cannot be provided by the fieldwork site, students will be reassigned to other sites or clinical areas (e.g., a private clinic rather than a facility experience).
2. Students must follow the infection control policies of the facility at all times during a pandemic. If the facility requires students to be vaccinated, the student must comply with this requirement or be reassigned to an alternate site. All students will undergo N95 respiratory mask fit testing prior to commencing fieldwork.
3. Students should not be exposed to patients, clients, and/or residents with pandemic diseases unless under strictly controlled conditions and as part of their usual fieldwork activities, such as part of their regular caseload. Full protective clothing and any required training related to infection control must be provided by the fieldwork site.
4. Students attending academic classes at UBC during a pandemic will not be redeployed into the fieldwork setting as part of their studies or for credit. If students wish to act as lay-volunteers during a pandemic, this should be done on the student's own time unless otherwise directed by the Department.

These guidelines are based upon the Health Authority Practice Education Guidelines for British Columbia and the Council of Ontario Universities Principles document on The Role of Health Science Students in a Pandemic. The full Practice Education Guidelines for BC segment on Communicable Disease Outbreaks is available here.

Out-Of-Town Placement Requirement

As the only occupational therapy program in British Columbia, UBC serves a provincial mandate. Throughout BC, the University has developed collaborative relationships with numerous agencies for the provision of fieldwork opportunities for students in the MOT program.

In order to continue to maintain our relationships with these agencies throughout the province and continue to develop exceptional occupational therapy graduates from UBC, there is a requirement that each student **participate in two (2) placements outside of the Vancouver Coastal Health Authority. At least one of these 2 placements must** be in one of the more remote Health Authorities in the province. This is **either** *Vancouver Island Health Authority (VIHA), Northern Health Authority (NHA)* or *Interior Health Authority (IHA)*. Alternately, a student can choose to apply for a placement outside of the province. The second remote placement must take place in either of the remote health authorities listed above, out of province, or in the *Fraser Health Authority (FHA)*. These requirements can be fulfilled at any point in the program. The rationale behind this model is that the educational program is enriched by requiring experiences in settings that differ both geographically and clinically. The continued variety and availability of placements needs to be maintained by students participating in both in-town and out-of-town placement opportunities.

In summary, to complete the **5** required block placement experiences in the 2 year MOT program, each student **must** complete **one** of their placements in Vancouver Coastal Health, **one in their choice of either Northern, Island or Interior Health**, and one in either of Northern, Vancouver Island, Interior or **Fraser Health** Authorities. The other 2 placements can be completed in any region of their choice. Please refer to Appendix D for an overview of the health authorities in British Columbia. Students may also be permitted to apply for national and international placement opportunities as set out in the fieldwork policies**.** As per our fieldwork philosophy, we are looking to try to provide placement experiences that round out the occupational therapy scope of practice through a wide range of settings.

Exemptions for attending an out-of-town placement are granted only under certain limited circumstances. Students must submit these reasons in writing and each case is considered individually by the Academic Fieldwork Coordinator. Students are responsible for **all** costs associated with the fieldwork program. Exemptions **are not** granted for financial hardship reasons.

Title of Occupational Therapy Students

Students may refer to themselves as “occupational therapy student” or “student occupational therapist”. As a non-thesis program, Master of Occupational Therapy students do not possess “candidacy” and should not refer to themselves as “MOT candidates.”

Professional Behaviour & Respectful Environment Guidelines

The Master of Occupational Therapy program is a professional entry-level graduate degree. As such, professional standards of behaviour are expected from all students during the program and are a requirement for graduation. Inability to demonstrate the ability to act in a professional manner may lead to delayed graduation or dismissal from the program. Students and faculty alike are expected to be well-

informed of and abide by the *Professional Standards for Learners and Faculty Members in the Faculties of Medicine and Dentistry*,[1] and the University's *Statement on Respectful Environment*.[2] We all share responsibility for making our Department a positive place to learn and work by appreciating, understanding, and respecting varied perspectives, where everyone matters and is treated with dignity and civility. The requirements for professional behaviour apply at all times whilst in the Department, during classes or labs, and during clinic visits or fieldwork.

1 http://med.ubc.ca/files/2012/02/Professional-Standards-for-the-Faculties-of-Medicine-and-Dentistry.pdf

2 http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf

Professional behaviour also includes the responsibility to contribute to a positive learning environment which is free from harassment, and the Department expects all members to adhere to the UBC policy on Discrimination and Harassment which can be found here.

In interpreting this policy, the following guidelines may be helpful:

- All students have a responsibility to facilitate the learning of other students, and to create an atmosphere in the classroom which is conducive to learning, free of harassment and cooperative in nature rather than competitive. Teamwork is an essential part of health care and the ability to be an effective team player must be demonstrated during the program.
- Assignments or other work prepared during the program must be tasteful, professional, non-discriminatory, and respectful to academic and clinical faculty, guest lecturers, other learners, and actual or potential clients. This includes assignments presented in any form (i.e. written, verbal, video, skits, poster presentation etc).
- Behaviour and communication in public areas of the department must be professional, non-discriminatory and culturally sensitive. It is the right of every student to feel comfortable in the learning environment and be free of inappropriate humour or activities which may cause embarrassment or be construed as harassment.

Breaches of the professional behaviour standards or the policy on discrimination and harassment are taken very seriously and are dealt with under UBC policies. Consequences may include a letter on the student's file which may affect employment references or result in suspension or dismissal from the program.

Discrimination and Harassment

It is the policy of the Department and the University to provide an environment that is free from discrimination and harassment. The Department will enforce this policy vigorously. According to the UBC Policy on Discrimination and Harassment:

"*Discrimination* refers to intentional or unintentional treatment for which there is no bona fide and reasonable justification. Such discrimination imposes burdens, obligations, or disadvantages on specific individuals or groups as defined by the British Columbia Human Rights Act (1984, amended 1992). The grounds protected against discrimination by the British Columbia Human Rights Act include age, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, and unrelated criminal convictions. *Harassment* refers to physical, visual

or verbal behaviour directed against a person for which there is no bona fide and reasonable justification. Such behaviour adversely affects specific individuals or groups as defined by the British Columbia Human Rights Act. *Sexual harassment* refers to comment or conduct of a sexual nature by a person who knows or ought reasonably to know that the conduct or comment is unwanted or unwelcome. The conduct or comment detrimentally affects the work or study environment or leads to adverse job- or study-related consequences for the victims of harassment."

(For the full UBC Policy #3, click here)

Mistreatment Help

The Faculty of Medicine also has an official statement on Mistreatment: The Faculties of Medicine and Dentistry are committed to creating a learning and work environment conducive to optimal education, research, and clinical care. This is sustained by learners and faculty committing to the highest level of professional conduct in their communications and interactions in all University-related activities.

For more information, click here.

Procedures

The Department has appointed an Ombudsperson to deal with issues related to discrimination and harassment. The Ombudsperson is the Administrative/Department Manager.

Informal Resolution: If you believe that you have experienced discrimination or harassment, you may consult with the Department's Ombudsperson or an Equity Advisor. They will listen, in confidence, to your concerns, and will determine whether complaint procedures under the UBC policy apply. If they do, the Ombudsperson and/or Equity Advisor will attempt an informal resolution and with your permission.

Mediation: If the informal process is unsatisfactory, mediation may be necessary.

Formal Investigation: You may apply for a formal investigation if you do not wish to proceed with informal resolution of the problem, or with mediation.

Confidentiality

The Ombudsperson and/or Equity Advisor must maintain confidentiality, unless there is concern for an individual's health, safety and security. Confidentiality does not mean anonymity. If the complaint does go forward, your identity and the details of the complaint must be released to those directly involved in its resolution. (Please note that the Freedom of Information and Privacy Act in British Columbia may require release of information regarding complaints.)

For more information, please contact:
OS&OT Department Manager (604-822-7652)
Equity Office (604-822-6353)
Associate Dean (Equity), Faculty of Medicine (604-822-5821)

STUDENT HEALTH, WELLNESS & ACCESSIBILITY RESOURCES

Student Health Service (SHS) is an on-campus medical clinic accessible to all registered UBC students. The SHS clinic provides primary health care services by family physicians and registered nurses, and offers additional services including immunizations and sports medicine. Students who are in need of more specialized treatment can be referred to the appropriate health care professionals after an initial appointment.

Student Health Service Clinic (SHS)	
M334-2211 Wesbrook Mall Main Floor, UBC Hospital Vancouver, BC V6T 1Z3	**Phone:** 604-822-7011 **Email** **Web**

Counselling Services offers confidential counseling in individual and group settings to assist students with a wide range of personal concerns. Initial appointments can be made at the Counselling Services office and emergency appointments are available for students who require immediate attention. Appointments can be accessed either in-person through the Counselling Services office or by telephone.

Counselling Services	
Room 1040 Brock Hall 1874 East Mall Vancouver, BC V6T 1Z1	**Phone:** 604-822-3811 **Email** **Web**

Student Wellness Centre is a friendly, welcoming space for you to ask questions to trained student volunteers who can answer your questions, talk with you, and recommend resources for everyday concerns related to health, relationships, and workload, a nurse is available on-site for any health concerns or questions about health-related resources on and off campus.

Student Services	
1874 East Mall Vancouver, BC V6T 1Z1	**Phone:** 604-822-8450 **Email** **Web**

AMS Sexual Assault Support Centre is a resource that is committed to the education, support, and empowerment of people of all genders who are survivors of sexualized violence as well as their friends and family. They provide free and confidential services to UBC students, staff, faculty, and those connected to the UBC-Vancouver campus community. Their services include: crisis and short-term emotional support, support groups, advocacy, education and outreach, community lending library, and a resource area.

AMS Sexual Assault Support Centre	
Nest 3127 6133 University Blvd. Vancouver, BC V6T 1Z1	**Phone:** 604-827-5180 **Email** **Web**

UBC introduced the Early Alert program as a method of providing optimal support to its students. Faculty and staff strongly care about the wellbeing of their students, and want to see them succeed both academically and personally.

The Early Alert program is **not** a method of reporting on student performance and is **not** an indication of reprimand or discipline, but is designed to support a student's academic and personal success. All information is **strictly confidential** and restricted to the Early Alert team and the advisors responsible for coordinating outreach and support. Faculty and staff do not have access to a student's record. A student may not "opt out" of the Early Alert program, but is under no obligation to accept an offer of support if it is extended. More information on the Early Alert program can be found here.

The University of British Columbia is committed to creating a welcoming and accessible community where all students can participate fully and are supported in realizing their potential. If you have a disability or medical condition that may affect your full participation at UBC, please contact The Centre for Accessibility as soon as possible to learn about academic accommodations. Planning ahead and knowing your options is key to a successful first year. Advisors are available to arrange assessments and necessary accommodations to support learning.

The Positive Space Campaign fosters a welcoming atmosphere on campus for people of all sexual orientations and gender identities.

CHANNELS OF COMMUNICATION

The most appropriate lines of communication may vary somewhat with each issue. Here are some examples of whom to see and when (this list is not exhaustive):

Academic Channels of Communication

1. **Course Instructor**
    - Individual problems with evaluation criteria, assignments (including deadline extensions), issues related to a specific course
    - Through the academic representative, issues related to a course content and delivery
    - Reporting short-term illness or other circumstances resulting in absence from class and/or exams

2. **Faculty Advisor (each student is assigned a faculty member as an advisor)**
    - Problems related to general studies
    - Career advising
    - References (when seeking future employment)
    - Personal issues, including health problems, that are affecting or may affect academic progress

3. **Accessibility Advisor**
    - Deals with The Centre for Accessibility to accommodate students on a by-need basis.
    - Consult on issues such as disclosure, advocacy, or best strategies to implement accommodations recommended by The Centre for Accessibility, in particular fieldwork.

4. **Graduate Advisor**
    - Requests for deferred standing, extended leave of absence, leave for competitive sport, etc.
    - Issues that have not been resolved through other channels
    - Through the academic representative, broad curriculum issues, and those related to policy and/or operation of the Department of OS&OT

5. **Department Head**
    - Interpersonal conflicts with other faculty members which are unable to be resolved with the faculty directly
    - Issues that have not been resolved through other channels
    - If applicable, the Department Head will refer the student to the Dean of Medicine, Dean of Graduate and Postdoctoral Studies, or other university resources

Non-Academic Channels of Communication

1. **Department Manager**
    - Confidential ombudsperson services
    - Issues related to discrimination and harassment
    - Issues related to the Freedom of Information and Privacy Act

2. **MOT Student Services Manager**
    - Student services and student issues
    - Policies and procedures
    - Student events
    - Student progress
    - Graduation
    - General questions

POLICIES

The University regulations are described in the **UBC Academic Calendar.**

The Department's regulations can be found by linking to 'Faculties, Colleges and Schools' under 'Medicine'. The UBC Calendar should be read in conjunction with the following information. Please read these pages very carefully. Additionally, please note that all **University Policies** can be found here.

Classroom Conduct

Classroom behaviour should follow basic rules of courtesy. Please avoid disruptive private conversations. Show respect for instructors, colleagues and guests by listening actively. In order to maximize instructional time, class reps must make arrangements with the instructor regarding announcements during class. Generally, these are allowed at the end of the class or during the break.

Housekeeping service to the Department is limited.

Any electronic devices must be set to "silent" mode at all times while in class. As a matter of courtesy, cell phones must not be used in classes or clinic/practice visits.

Attendance

Academic Classes

Expectations Regarding Attendance

The Master of Occupational Therapy Program is a competency based curriculum that requires individuals to be present for all learning activities. We have a social contract with the public and the profession that graduates of the UBC Master of Occupational Therapy program have completed the requisite curricular elements. Academic Classes include sessions in lectures, laboratories, clinic visits, field trips, IPE activities and integrated curriculum.

Preamble

Students are expected to approach attendance in a professional manner and should arrange their external responsibilities to avoid conflicts with the program requirements whenever possible. An ***unforeseen absence*** *may result from an urgent, unexpected personal, family or other circumstance (car accident on the way to school) as examples.*

The intent of this policy is to create an environment of common courtesy, foster professional practice habits, and reduce burden on those responsible for the planning of and those who are participating in the learning experiences.

Expectations:

1. Attendance is expected for **all** learning experiences.

2. Attendance may be recorded in lectures, labs and tutorials. Each course may have additional policies on attendance as outlined in the course syllabus.

3. When scheduling personal appointments and clinic visits, students are expected to avoid conflicts with scheduled classes.

4. Students who are unable to attend class **are required** to inform the course coordinator or lead instructor **in advance of the absence**, or as soon as possible thereafter, using the e-mail address provided on the course outline. Your Faculty Advisor or MOT program assistant may be used as a single point of contact if there are multiple classes/instructors to inform and circumstances dictate expediency.

5. If an event conflicts with a scheduled class and this will result in a large percentage of the class being absent on a given day, the students must, through the academic representative, consult with the course coordinator in advance.

Rationale:

1. Professionals manage their appointments responsibly: they either **attend** as expected **or notify** the other party to cancel, reschedule, or follow through on assigned tasks.

2. Same expectations apply to students regarding professional program classes: **inform** the course coordinator, lead instructor, or module instructor and arrange to discuss the implications of their absence.

3. Lab activities with specific equipment, supplies, and demonstrators, interprofessional sessions, integrated curriculum and other experiential sessions cannot be duplicated for individual students.

4. Instructors may have planned visitors, group sessions, learning activities, or visits that account for all students in attendance. Your absence may impact others and it is best to assist instructors to mediate that impact by informing them of your absence whenever possible.

Implications:

1. If applicable, the typical penalty will be stated in the course outline or during the overview of course (or module) objectives and expectations.

2. Penalties for absence are at the discretion of the individual instructor, even when courses are co-taught and may include loss of marks or adjustment of course grades across completed assignments.

3. Absence from a mandatory test or practical demonstration due to a circumstance listed in the preamble, will require that the student attend the test/demonstration on the “retest date” determined by the Department.

4. Many sessions are delivered in a workshop format, which means that if students are absent, they miss a significant percentage of the required content. In this case, most instructors will require students to complete a learning element that demonstrates comprehension of the missed content.

5. Medical documentation may be required for illness.

6. Atypical situations will be addressed on a case-by-case basis.

7. Extended absences should be discussed with your assigned Faculty Advisor, the MOT Graduate Advisor, and Department Head, so that an appropriate plan can be put in place in accordance with Faculty of Graduate and Postdoctoral Studies leave of absence policies.

(note: there is a separate policy for fieldwork that immediately follows this in handbook)

Fieldwork

While on fieldwork, students are permitted a **cumulative loss of 5 days throughout the two-year program** for medical, compassionate, or pre-approved reasons. When time loss exceeds this amount for whatever reason, or if time lost during a specific fieldwork placement exceeds 10 percent of that fieldwork, students will be required to make up the time at the end of the fieldwork, or at another time prior to graduation. Supplemental arrangements for fieldwork will be made at the discretion of the Academic Fieldwork Coordinator. Time loss exceeding 5 days must be made up to ensure that students meet academic accreditation standards and are eligible for professional registration or licensing organizations, which have minimum requirements for fieldwork hours.

Time Loss Due to Job Action

Time loss due to a site job action will ***not*** affect the student's promotion from one year to the next. If the time lost exceeds 5 days, the student may be required to make up the learning experience. Every effort will be made to provide supplementary fieldwork prior to the student's anticipated date of graduation.

When students are on fieldwork at a site at which job action is occurring, students **may not** go into the site if:

- The fieldwork supervisor is not working;
- The fieldwork supervisor is providing essential services only;
- Fieldwork site policy or management of a fieldwork site indicates no students on site during labour action; and/or
- A union's regulation indicates that students **may not** cross picket lines even when the fieldwork educator is working a normal shift.

During job action, it is the student's responsibility to stay in close contact with their fieldwork educator, site director, and/or delegate. Students who for personal reasons choose not to cross picket lines during job action, when their fieldwork supervisor is working a normal shift and when union regulation permits, will be required to make up the time lost prior to graduation.

Teaching/Course Evaluations

Students are required to provide feedback on the courses taught during the Master of Occupational Therapy aster of Occupational Therapy program. This feedback forms an important part of the ongoing changes made in curriculum - content, delivery and evaluation. The evaluations are of most use when the comments are constructive and objective.

The Department uses on-line course evaluations for all classes. Detailed instructions will be provided by the Curriculum Coordinator or his/her delegate at the beginning of the academic year and are outlined in this section.

The responsibilities of all parties involved in the evaluation process are as follows:

1. The students in the Department of Occupational Science and Occupational Therapy will:
   - Provide fair and constructive feedback to the Instructor while respecting her/his professional judgment and expertise; and
   - Be willing to discuss their expectations of the instructor and the course.

2. The instructor will:
   - Be willing to discuss her/his expectations of the students and the course.
   - Review and where appropriate, act on evaluation findings

The Instructor may ask students to complete a course evaluation any time in order to receive comments about course progress. These evaluation forms (which may be designed by the instructor) may be given directly to the Instructor.

3. The MOT Student Services Manager will:
   - Advise students of the course evaluation process as required
   - Distribute evaluation summaries to course instructor

4. The Department Head will:
   - Discuss evaluations with instructors and/or students and, if necessary,
   - Recommend strategies for improvement and/or alter teaching assignments.

Completion of course evaluations is a professional responsibility and is mandatory within the Department. Evaluations provide feedback to the Department about the learning experience for students in the MOT program, and are used to improve and update the curriculum and teaching strategies. Student evaluations are also required as part of the promotion and tenure process for faculty and as part of program accreditation.

Course evaluations are completed on-line and are completely confidential. Although the system generates a list of students who have (and have not) completed the form within the specified timeframe, instructors are not able to link comments to individual students, and do not know how individual students have ranked their performance. Instructors are also unable to view the evaluations until all grading for the course is complete and submitted.

Students will be e-mailed as to when course evaluations are required to be completed. Students will not have their final grades for the course released until they have completed the evaluation.

Instructions:

1. Go to: http://elearning.ubc.ca/evaluations (bookmark this site for future use).
2. Click on the CWL icon on the right-hand side of the screen, underneath the heading titled "Health Sciences CoursEval"
3. On the Log-in screen, use your CWL username and password to gain access to the surveys.
4. Once logged in, please access the 'Survey List' to complete any active course evaluation(s).
5. If you experience difficulty logging in, please contact Lilian Nguyen.

TAKING LEAVE

Illness or Accident

Students must notify their professor, course instructor, and/or fieldwork site educator about absence due to illness or accident as soon as possible. A medical certificate signed by a health care provider will be required from the student for time loss that exceeds three consecutive days.

Compassionate Leave

Leave may be granted for compassionate reasons. Such requests should be directed immediately to the professor, course instructor, and/or Academic Fieldwork Coordinator if on placement who will make the necessary decision.

Specialist Appointments

All non-emergency medical appointments should be made outside of scheduled fieldwork or course hours. If unavoidable, appointments should be made early or late in the day to minimize time loss. If an appointment occurs during a fieldwork placement, the fieldwork educator should be notified of the appointment on the first day of placement or as soon as known. Fieldwork site personnel may decide how much of the time loss, if any, should be made up during the placement.

Leave for Continuing Education

Continuing education leave is not normally granted to students during fieldwork. Exceptions may be considered when:

- A course or conference (not exceeding one day) is recommended, and attended by, the fieldwork educator or fieldwork site staff and is relevant to the area of practice in which the student is doing the placement;
- The CAOT student representative is able to obtain funding to attend the national CAOT conference; or

- The student registers for the CAOT conference. In this case a request must be made to the university academic fieldwork coordinator prior to registering and the decision will be made taking into consideration the student's past fieldwork experiences and previous time lost.

Leave for Competitive Sports

The Department supports student participation on UBC, provincial, national, and international sports teams. Short-term leave for competitive sports may be granted to students if:

- The leave does not exceed 2 weeks in an academic term or more than 6 weeks in the program;
- The leave does not conflict with final exams and the student has attended classes regularly;
- The student has achieved academic standing of 75% or higher in the program; and
- A request for leave is received by the Department Head three months in advance, or as soon as is practical upon being named to a team.

Students anticipating selection to a UBC or national team or event must inform the Academic Fieldwork Coordinator in writing of possible conflicts with placement scheduling at the beginning of term, and collaborate in effectively planning fieldwork. Where substantial time loss is involved, the student is required to make up the time prior to graduation. Substantial time loss is generally considered to be more than 10% of one fieldwork placement, or more than 10 cumulative days across all placements.

Leaves of Absence

The UBC Calendar states that a Leave of Absence may be granted when a student "finds it necessary for parental, health, personal, professional or academic reasons […] to interrupt his or her studies". The leave period is not included in the time period for completion of the degree. Students on a leave of absence are not permitted to access university facilities or resources. A leave of absence will normally begin on the first day of term for a period of 4, 8 or 12 months. Students must inform the Program Manager of their intent to return from a leave of absence prior to recommencing the MOT program, and are generally not permitted to take more than one leave of absence during their time in the MOT program.

Although students on the full-time tuition fee schedule pay fees in three installments, the full annual fee is required to support any period of full-time study from four to twelve months. Work, holiday, or travel during a single term is considered a normal part of a student's schedule, and not justification for formal leave of absence.

Leave is not granted retroactively, nor to a student whose registration is not current, or whose time in the program has elapsed. To apply for a leave of absence, a request must be submitted to the Graduate Student Advisor in writing, either by email or by formal letter, outlining the reasons for the leave. If a leave for health reasons is requested, the email or formal letter must be accompanied by appropriate supporting documentation from the physician or regulated health professional providing primary care for the health problem. Students returning to study following a leave for health reasons may be required to produce specific documentation from his or her physician or regulated health professional confirming that he or she is well enough to resume his or her course of study.

Graduate students on leave are not eligible to receive awards. For more information, please consult UBC Enrolment Services. The leave period is not included in the time period for award tenure.

For more information about the UBC Faculty of Graduate and Postdoctoral Studies policies on Leaves of Absence, visit their website here.

ACADEMIC PROGRESS

Faculty of Graduate and Postdoctoral Studies (G+PS) Policy

- "Master's students must achieve a minimum of 68% in all courses taken. However, up to 6 credits of coursework with grades of 60-67% may be counted towards your master's program."
- "If you have to repeat a failed required course, you must obtain a minimum mark of 74%. Higher minimum marks may be required by your graduate program or the Faculty of Graduate & Postdoctoral Studies."
- "If you do not improve your grade by repeating the course or taking an alternate course and obtaining a satisfactory grade, you may be required to withdraw from your graduate program".
- "If you obtain grades of 60-67% in an excessive number of courses (more than 6 credits) you may be required to withdraw. You will be informed of unsatisfactory academic progress in writing before any action regarding withdrawal is taken".

Students who are required to repeat a failed course must first gain permission from the Department to do so. If the Department does not recommend to G+PS that the student repeat the course, the student may be required to withdraw from the program due to unsatisfactory academic progress.

For additional information on G+PS academic progress policies, please refer to the UBC Calendar

Master of Occupational Therapy Academic Progress

The Master of Occupational Therapy program is modular, meaning each course is made up of several specific evaluation components. The curriculum is sequential in design and students must build upon the knowledge and skills acquired in each term in order to progress to the subsequent term. Students are required to successfully complete course content (as stated in course outlines) within each term in sequence, unless otherwise approved by the department.

In addition to adhering to the Faculty of Graduate and Postdoctoral Studies requirements for satisfactory progress, students must also meet the following standard.

Students must achieve a minimum of 60% on all specified evaluation components related to professional competencies in order to pass the course. These components are identified in the course outline. Failed components must be repeated in order to demonstrate competency. If less than 60% is received on an evaluation component, the original grade will stand for purposes of calculating the cumulative course grade. Students must achieve a minimum of 65% on any repeated course component or they will fail the course unless otherwise stated in the course outline.
Normally, only one component per course may be re-evaluated for competency. Therefore students who receive a failing grade (less than 60%) in two or more components of any course will fail the entire course.

Fieldwork placements are considered specific evaluation components and are evaluated on a Pass/Fail basis. An additional placement in a similar practice area will be required if a student fails a fieldwork

placement. A competency demonstration placement is only offered once; and only one such placement can be offered throughout the program.

The UBC Calendar is updated regularly with MOT program-specific policies and procedures; please consult it regularly.

Master of Occupational Therapy Fieldwork Progress

Each fieldwork placement has specific learning objectives established for the level of placement. Students who by the end of each placement have fulfilled the expectations for the appropriate level (1, 2, or 3) will pass the placement. Learning objectives must be developed early in the placement by the student and fieldwork educator in order to allow ample time for completing the learning objectives and demonstrating competence.

All fieldwork must be completed in sequence, and deferral of fieldwork may result in delayed graduation. A repeated or remedial placement is typically held in September, following Term 6 courses at an additional tuition cost.

The Academic Fieldwork Coordinator (AFC) will review, with students, the processes for communication with fieldwork sites in support of student learning. When necessary to support skill development, the AFC may consult with fieldwork educators regarding the feedback strengths and difficulties noted in prior placements. Students will be advised in advance of this consultation.

Incomplete

When withdrawal from fieldwork is due to **illness, accident, compassionate leave, or unforeseen fieldwork site crisis/problem that is beyond the control of the student**, the student will be required to repeat the placement. Alternative arrangements will be made by the Academic Fieldwork Coordinator (AFC).

Pending Failure

If by the mid-term it appears that a student may potentially fail a placement, the fieldwork educator must inform the student and contact the Academic Fieldwork Coordinator immediately. The student has the right, and is encouraged, to contact the AFC at any time when concerns are identified on fieldwork, with the intent of developing resolutions to the problem which the student can implement. In the event of pending failure:

- The fieldwork educator calls the AFC immediately and maintains ongoing follow-up contact by phone or by email;
- The student, fieldwork educator, and AFC meet to discuss learning objectives and clarify expectations;
- The student, AFC, and fieldwork educator develop a learning contract
- The AFC monitors student progress and meets with the student and fieldwork educator at an appropriate frequency;

- The AFC completes site visit(s) as appropriate.
- On a case-by-case basis, the student or AFC may consult with the MOT Graduate Advisor.

Failure
When a student is unable to meet the stated objectives of the placement that are considered appropriate for the level of the student (level 1, 2, and 3), the student fails the placement.

Withdrawal & Failure
When withdrawal from a placement is for reasons other than **illness, accident, compassionate leave, or unforeseen fieldwork site crisis/problem that is beyond the control of the student,** the student fails the placement.

Early Termination
When a student has demonstrated professionally unsuitable behaviour, or the inability to demonstrate the requisite competency required of the level of the placement, the placement may be terminated prior to the scheduled end date by either the fieldwork site or the Academic Fieldwork Coordinator. Examples of professionally unsuitable behaviour and/or incompetency may include, but are not limited, to:

- Evidence that student judgment places, or potentially places, clients, facility staff, volunteers, or others at risk;
- Evidence that student behaviour endangers clients, facility staff, volunteers, or others; and/or
- Evidence of the harassment or abuse of clients, facility staff, volunteers, or others.
- Other examples inconsistent with professional conducts as outlined in Faculty of Medicine policy
- Evidence that the student is unable to demonstrate required competence in the seven competency domains, clinical reasoning, occupational therapy practice, or appropriate communication skills.

When a fieldwork placement is terminated early for professionally unsuitable behaviour, the student fails the placement.

REPEATED FIELDWORK PLACEMENTS

When a student is placed in a fieldwork site to repeat a placement, the Academic Fieldwork Coordinator may inform the fieldwork educator or site coordinator regarding the reasons for the repeated/remedial placement. The AFC will consult with the student in advance of such communication so the student is aware of the content, or the AFC may request the student take responsibility for ensuring appropriate information is provided during pre-placement or early placement negotiation of learning objectives and expectations.

Appeals

From time to time students may disagree with a decision related to their academic studies. Students should discuss this issue with the instructor for academic courses and with the Academic Fieldwork Coordinator for fieldwork placements within 10 days of the decision the student wishes to appeal. If the issue is not resolved, the student should appeal to the MOT Graduate Student Advisor in writing, clearly stating the issue or action being appealed, the attempts to resolve the situation, and the requested outcome of the appeal within 10 days of the last unresolved communication with the instructor or Academic Fieldwork Coordinator. The MOT Student Services Manager may be consulted for further information. If the matter remains unresolved upon appeal to the MOT Graduate Student Advisor, the matter goes before the Department Head.

Students, who wish to pursue the matter beyond the steps outlined, should refer to the procedures regarding Appeals as outlined by the Faculty of Graduate & Postdoctoral Studies and UBC Senate.

Assignments

Assignments are due on the date assigned, unless you have negotiated an extension with the instructor **before** the due date. Unless otherwise stated on the course outline or assignment, a penalty of 10% (of the maximum possible mark) per day will be applied to papers handed in one to five days late (by 4 PM). No papers will be accepted for marking after 4 PM on the fifth day following the due date.

Generally, instructors are expected to mark assignments within two weeks, or advise students accordingly.

Assignments should be typed and use correct spelling and grammar. Assignments (or exams) may be denied a passing mark if they are illegible. Please ensure that assignments are submitted in the format requested by the instructor or as stated on the course outline or assignment instructions.

Student Assignments during Fieldwork

The MOT program does not expect students to complete formal written assignments or papers during fieldwork. However, a fieldwork site may determine that a project would augment the learning experience. In such circumstances, the project should:

- Assist the student in achieving the fieldwork objectives for the placement;
- Complement fieldwork activities;
- Not demand more than 5% of the student's time during working hours; and
- Not require the student to research a theoretical area which has not yet been addressed in the academic program. Assignments requiring the development of a treatment plan should permit application at the student's level of knowledge.

It is recognized that students take longer than therapists to plan assessments, carry out treatments, and complete documentation requirements. To maximize client contact time, many students spend evenings on these written activities.

EXAMS

Students are expected to be available for exams during the entire published exam period. Do not make holiday or other plans until you know the exam schedule. Students who discuss practical or online exams while the exam is in progress may be subject to academic discipline.

Absence from Exams

If you are absent from a final exam without explanation, you will receive a grade of zero for the exam.

If you are unable to write an examination (any exam or final exam) because of sickness or injury or for compassionate reasons, you should contact the instructor, the MOT Student Services Manager or the Department Head, preferably before the exam, but no later than 24 hours after the scheduled exam.

If you are absent from a final exam for medical reasons, you must submit a medical certificate signed by a health care provider.

An instructor *may* reschedule a final exam, providing he/she is satisfied that you have made every effort to attend, or an extraordinary event occurs around exam time. Examples of extraordinary events may include:

- Death, or sudden onset of life-threatening disease or injury of the student's spouse/partner, parent, sibling, child or grandparents;
- Sudden injury or accident directly involving the student; or
- Childbirth (of student's own child).

Incidental events such as car breakdown, or predictable life events such as marriage, are not considered extraordinary events.

Viewing Final Exams

The Department of Occupational Science and Occupational Therapy adheres to the University policy on student's ability to view final exams (UBC Calendar, link to 'Policies and Regulations' > 'Academic Assessment' > 'Viewing Marked Work').

In exceptional circumstances, such as impending student failure in the program, a student may be allowed to view a copy of the final exam at the instructor's discretion.

PLAGIARISM

All assignments are expected to be original and referenced appropriately. Plagiarism of any kind will not be tolerated.

The UBC Calendar defines plagiarism as:

"...where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments."

UBC Calendar
('Policies and Regulations' > 'Student Conduct and Discipline' > Discipline for Academic Misconduct')

The work students submit should be original in the sense that it reflects their own thoughts and ideas. Students should not submit other people's work and claim it as their own, and should reference all quotes and paraphrased material.

Students must follow the assignment and reference guidelines as specified by the Instructor. If not otherwise specified, please use APA style when submitting assignments. For more detailed information, please refer to the APA "Pocket Guide", or consult the APA manual:

American Psychological Association (2009). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

Normally, the penalty for plagiarism (or cheating) is suspension from the University. Other penalties may include:

- A grade of zero (in the course or the assignment or the examination);
- A reprimand; and/or
- A comment on the student's transcript.

If in doubt, please ask your instructor.

Copyright at UBC

Infringing copyright is a serious matter and UBC requires each of its faculty, staff and students to comply with copyright law. Failure to do so may result in disciplinary action, and because UBC may be liable for the conduct of its faculty and staff, a small number of faculty or staff who fail to comply with copyright law may result in UBC being liable for significant copyright fees and damages. Faculty, staff and students may also be personally liable for copyright infringement, and may be responsible for payment of such fees and damages.

UBC maintains current copyright guidelines on its website. Please refer to this website regularly. This site provides a basic summary of copyright law, and sets out UBC's policy regarding copyright in a way that is intended to provide guidance and assistance to help you understand what you can and cannot do with copyrighted works.

Audio/Video Taping of Lectures/Tutorials

Taping of lectures is only allowed in exceptional circumstances and at the instructor's discretion. Examples of exceptional circumstances include instances such as requests for permission from UBC Centre for Accessibility, or a presentation by a visiting guest speaker.

If a student wishes to record class or small group work, permission must be requested in writing to the Department Head with at least 2 weeks' notice. The rationale for the request must be explained. Permission must be obtained from the Department Head and from the instructor. All other students involved in the class must agree to the learning experience being taped (as they may be recorded during questions and/or discussion period).

Freedom of Information and Privacy Act

The Freedom of Information and Protection of Privacy Act was proclaimed in force for universities in the province in November 1994.

The Protection of Privacy part of the Act stipulates that personal information may be released ONLY to the person the information is about, or with written consent, to a third party. Such written consent must be specific about:

- to whom the information may be disclosed; and,
- for what purpose the information may be used.

Personal information means recorded information about an individual including:

- Name, address or telephone number;
- Race, national or ethnic origin, colour, religious or political beliefs;
- Age, sex, sexual orientation, marital status or family status;
- An identifying number, (e.g., student number, SIN);
- Fingerprints, blood type or inheritable characteristics;
- Health care history, including a physical or mental disability;
- Educational, financial, criminal or employment history;
- Anyone else's opinions about the individual; and
- Personal views or opinions, except if they are about someone else.

Personal information collected from students can be used only for the purposes for which it was collected; for any purpose agreed to by the student; or for any purpose defined under the Act. In accordance with the Act, we are no longer able to give references, write letters, or complete verification letters without your written consent.

The Freedom of Information part of the Act gives you the right to request access to any records, which contain personal information about you, unless the information is exempt from disclosure under the Act. The Freedom of Information contact is the Administrative Manager.

GRADUATING STUDENTS

References for Employment

In compliance with the Act, graduating students who require references (verbal or written) and/or verification letters must provide written consent for release of this information. Remember that such consent must be specific, for example:

"I authorize (name of person) to access my (academic and/or fieldwork) file in order to provide a (written or verbal) employment reference to (name of person) of (name of agency)."

As a matter of courtesy, please ask a faculty member if he or she is willing to provide a reference for you, before you give them permission to do so or release their name and contact information to employers. Students are generally expected to ask their faculty advisor to serve as referee, so that particular faculty members are not over-burdened with such requests.

Credentialing Services

Students are strongly encouraged to keep copies of course and topical outlines as they may be required by credentialing bodies or licensing boards of other countries.

Graduates may require verification of graduation and completion of credentialing documentation for licensing or examining bodies. The fee for this service ranges from $100 - $500 dollars, and will be assessed on a case-by-case basis. All credentialing requests can be directed to David Tsukada (david.tsukada@ubc.ca).

INSURANCE COVERAGE

UBC General Liability Insurance

Student fees include liability insurance (malpractice insurance) effective when the student is assigned to fieldwork sites affiliated with the University of British Columbia. Sites outside of Canada are not included in this plan.

The students are aware that:

- Assessment or treatment is not to be initiated without the fieldwork educator's knowledge;
- Established fieldwork site procedures must be followed;
- All client records must be co-signed by the fieldwork educator; and
- Confidentiality of client information must be maintained.

UBC Student Accident Insurance

Student Accident Insurance is an optional insurance plan offered by UBC Risk Management that provides accident (not illness) coverage for registered UBC students when engaged in course work. The plan is of benefit to those UBC students performing course work in environments where the risk of injury is greater than in a classroom (e.g., fieldwork placements). The cost of insurance is $7/year, and is included in your annual MOT program fees.

WorkSafeBC Coverage

MOT students on fieldwork in the province of British Columbia may be eligible for WorkSafeBC coverage provided that the fieldwork in which they are participating meets the definition of "practicum" as set out by the Ministry of Advanced Education, Innovation and Technology in the policy *WorkSafeBC Coverage for Post-Secondary Students Deemed to be Employees of the Crown*. As per the Ministry of Advanced Education, Innovation and Technology, a practicum is defined as

- "An assigned unpaid and supervised practical work experience which takes place at the host employer's premises or place of business; and
- A required component of a program which:
    - is included in the program description in a public post-secondary institution's course calendar; and
    - must be successfully completed by the student as a requirement for program completion and/or graduation."

Students completing fieldwork outside of British Columbia are not eligible for WorkSafe BC coverage, nor are students completing fieldwork in "work places created specifically for the purposes of experiential training/simulated work experience while attending a program established by an institution". Work place insurance can be arranged to be purchased if students are doing placements in Alberta or Ontario, more details are posted on the website. The policy is available in its entirety here.

APPENDICES

Online Resources

Academic Resources

Department of OS&OT	www.osot.ubc.ca
Faculty of Graduate & Postdoctoral Studies (G+PS)	www.grad.ubc.ca
Faculty of Medicine	www.med.ubc.ca
University of British Columbia	www.ubc.ca
UBC Calendar	www.calendar.ubc.ca
UBC Policies, Procedures and Guidelines	www.universitycounsel.ubc.ca/policies/

On-Campus Health, Safety and Wellness Resources

Access & Diversity (Centre for Accessibility)	www.students.ubc.ca/access
AMS/GSS Extended Health Care Insurance	www.studentcare.ca
Copyright Office	www.copyright.ubc.ca
Counselling Services	www.students.ubc.ca/livewelllearnwell/counselling-services
Early Alert	www.facultystaff.students.ubc.ca/early-alert
International Student Guide	www.students.ubc.ca/international
Positive Space	www.positivespace.ubc.ca
Student Health Service (SHS)	www.students.ubc.ca/livewelllearnwell/visit-a-doctor
Student Housing & Hospitality Services	www.housing.ubc.ca
Student Service Centre (SSC)	www.students.ubc.ca/ssc
Student Services – Academic Accommodations	www.students.ubc.ca/academic-accommodations-disabilities
Student Services – Financial Advice	www.students.ubc.ca/finance
UBC Bookstore	www.bookstore.ubc.ca
UBC Carding Office	www.ubccard.ubc.ca
UBC Go Global	www.students.ubc.ca/global
UBC Graduate Student Society (GSS)	www.gss.ubc.ca
UBC Library	www.library.ubc.ca

UBC Parking & Access Control Services	www.parking.ubc.ca
U-PASS	www.upass.ubc.ca

Off-Campus Resources

Canadian Association of Occupational Therapists	www.caot.ca
Canadian Occupational Therapy Foundation (COTF)	www.cotfcanada.org
Canadian Society of Occupational Scientists (CSOS)	www.csoscanada.org
College of Occupational Therapists of British Columbia (COTBC)	www.cotbc.org
Fraser Health Authority (FHA)	www.fraserhealth.ca
Interior Health Authority (IHA)	www.interiorhealth.ca
Northern Health Authority (NHA)	www.northernhealth.ca
StudentAid BC	www.studentaidbc.ca
TransLink	www.translink.ca
Vancouver Coastal Health Authority (VCHA)	www.vch.ca
Island Health Authority (IH)	www.viha.ca
WorkSafeBC	www.worksafebc.com
World Federation of Occupational Therapists (WFOT)	www.wfot.org

THE UNIVERSITY OF BRITISH COLUMBIA

Faculty Advisor Checklist

Master of Occupational Therapy Program
Department of Occupational Science & Occupational Therapy
University of British Columbia

Each faculty member is expected to serve as an advisor to assigned first-year and second-year students in the Master of Occupational Therapy (MOT) program for the duration of the two-year program.

Responsibilities:

Throughout the program, the faculty advisor:

- Serves as the student's **primary contact** for academic queries.
- Advises students regarding appropriate channels to resolve difficulties, such as:
  - Coursework: **Primary instructor(s)** for the applicable course or the Graduate Advisor, Dr. Liisa Holsti (when the primary instructor is unavailable or a problem is unresolved)
  - Fieldwork: Donna Drynan, Academic Fieldwork Coordinator
  - Student Services (e.g., Fees, Graduation, Scholarships): David Tsukada, MOT Program Manager
  - Accessibility (Academic): Dr. Tal Jarus
  - Disability Accommodations: Centre for Accessibility
- Clarifies and fosters compliance with the Department & the Office of Graduate Studies policies.
- Provides advice regarding academic strategies and professional aspirations.
- Alerts the **Graduate Advisor** (Dr. Liisa Holsti) of difficulties which require Department involvement.
- Acts as the alternate contact person for all issues arising during fieldwork placements for assigned students in the absence of the Academic Fieldwork Coordinator.

What can you expect?

Meet your **Faculty Advisor** at the *Mix & Mingle* at the start of the program in early September to introduce yourself and have an informal chat.

You will have periodic contact with your **Faculty Advisor** throughout the two year program. The advisor can opt to hold a group meeting with students, schedule individual meetings with each student, or connect via e-mail or telephone.