



School of Physical and Occupational Therapy



SP&OT



EXCELLENCE THROUGH GROWTH

IMPORTANT INFORMATION FOR STUDENTS 2018-2019

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I. Welcome to the School of Physical and Occupational Therapy

The undergraduate program at the School of Physical and Occupational Therapy at McGill is designed to prepare a student to enter the Professional Master's Program in Occupational or Physical Therapy.

Knowledgeable and effective practice in today's society requires students in these disciplines to develop life-long learning skills. The undergraduate program is designed to teach these skills and related behaviours. The goal of this program is to educate individuals who will strive to achieve the highest ethical and performance standards, and prepare them for professional graduate programs.

After completion of the undergraduate and graduate professional programs, the graduate will be expected to

- have acquired a knowledge of normal and abnormal physiology and behaviour across the lifespan;
- have acquired the skills required to obtain relevant information from clients and other sources, to organize and interpret this information for making clinical decisions;
- critically assess and analyze problems and propose solutions across various practice settings and environments;
- have acquired the knowledge and skills necessary for entry-level practice;
- have the adaptability to meet various professional roles as a scholarly practitioner, treatment or research team member, educator, administrator/practice manager, consultant, innovator and change agent;
- have the ability to critically appraise the rehabilitation literature and to integrate new scientific information for treatment planning;
- have acquired an appreciation of the medical, psychological and social and spiritual aspects of illness and disability;
- be committed to health promotion and the facilitation of health, function and participation;

- have acquired interpersonal and communication skills that facilitate both effective and empathetic relationships with clients/family members/care givers;
- have acquired professional ethics and attitudes and accepted the responsibilities of a professional;
- comprehend the necessity for ongoing education and self-directed learning;
- have attained the knowledge, aptitudes and competencies necessary for licensure and certification in keeping with provincial, national and international requirements;
- have the administrative knowledge, management skills and attitudes requisite for effective interaction within the health care system.

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School of Physical and Occupational Therapy School of Physical and Occupational Therapy

A. Mission Statements

1. Vision and mission statement of the School of Physical and Occupational Therapy

Vision. Creating leaders in rehabilitation practice, scientific innovation and community engagement.

Mission. Excellence in teaching and research is the foundation and tradition of the School of Physical and Occupational Therapy at McGill University. The faculty educates professionals and, through research, generates the body of knowledge which guides our professions to advance the health, function and participation of individuals in society. The educational programs apply and promote principles of interprofessional education, evidence-based practice and knowledge exchange with the expectation that students become self-directed, lifelong learners.

(Revised & Approved Nov. 11, 2009)

2. Vision and mission statements of the Physical Therapy Program.

Vision. Excellence and innovation in education, research and clinical practice in physical therapy through strong academic, health care, and community partnerships.

Mission. To prepare collaborative health professionals who are experts in optimizing health, function and participation of individuals in society. Faculty members and graduates promote knowledge translation and evidence-based practice through research and scholarly activities, and are leaders in professional, community and scientific domains.

(Amended June 11, 2015)

3. Vision and mission statements of the Occupational Therapy Program.

Vision. From disability to ability, through occupation and scientific discovery.

Mission. The Mission of the Occupational Therapy Program at McGill University is to educate our students to become leaders and innovative practitioners. Our graduates use evidence and professional reasoning to enable clients, families, and communities to participate in meaningful occupations.

(Amended July 11, 2018)

B. Statements of Philosophy

1. On occupation.

Occupational therapy supports an occupation-focused practice through beliefs that humans are occupational in nature. The concept of ‘**occupation**’ is understood as personalized, everyday meaningful activities that are chosen and performed within the physical, social, cultural and institutional environments by individuals, groups or communities. As a determinant for health across the lifespan, occupation promotes self-expression, self-identity, self-management and personal and developmental growth, further influencing the physical, social, cognitive, affective, and spiritual domains of the person. Occupation gives life meaning and purpose and affords opportunities for social equity, empowerment and adaptation through participation. An occupational perspective on health leads to well-being through the opportunity to do, to be true to oneself and to strive to become¹.

¹ Wilcock, A. A. (2006). *An Occupational Perspective of Health, 2nd Edition* (2nd ed.). Thorofare, NJ: Slack Inc.

2. On occupational therapy.

Occupational therapy embraces meaningful and purposeful occupation to enable people with diverse needs, values and capacities to participate in everyday life, work and play despite physical, affective, cognitive, sociocultural, socioeconomic or other environmental challenges. Occupational therapy recognizes and values the dynamic relationship between the person, the environment and the occupation and strives to affect change and adaptation in these domains.

Occupational therapists use a client-centered model to collaborate with people across the lifespan, from infancy through midlife to old age and end of life. When occupational therapists are grounded by an occupation-based paradigm, they acknowledge their expertise in enabling occupation and in maintaining the occupational perspective throughout the therapeutic process, despite potential barriers to engagement. Occupational therapists also draw from health and occupation-based models that support client-centred and evidence-based practices and facilitate collaborative problem solving, professional and ethical reasoning and reflexivity.

The occupational therapist assumes a leadership role in acknowledging and promoting the occupational rights, responsibilities, and freedoms that enable an individual to experience health and well-being through occupations². Occupational therapists are committed to the development of clinical expertise, based on evidence, and through scholarly practices including pedagogical initiatives and professional teaching, interprofessional collaboration, and knowledge translation.

3. Educational philosophies.

Occupational therapy graduates enter into complex environments where they engage in shifting and emerging roles. This necessitates the embodiment of attributes such as integrity, diplomacy, altruism, and passion for the profession, as well as professional values such as advocacy, promotion of health and occupation, and engagement in the scholarship of practice. It also requires

² Townsend, E., & Polatajko, H. J. (2013). *Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-Being, & Justice Through Occupation*. Ottawa, ON: CAOT Publications ACE.

the acquisition of a wide breadth and depth of knowledge and skills, and the ability to strategically mobilize these in a tailored and contextualized manner.

The philosophy of education of the Occupational Therapy Program is based on the following guiding principles.

- **The use of evidence:** Including evidence-based learning activities, evidence-based practice, and outcome assessment.
- **Reasoning:** Including professional reasoning, interactive reasoning and reflective reasoning.
- **Adult learning methodologies:** Including self-directed learning, small group activities, case-based activities, problem-based learning.
- **Communication:** Including communication skills, both interpersonal and professional.
- **Education of an autonomous professional**
- **Lifespan perspective**
- **Promotion of health and prevention of illness**
- **Client-centred practice**

4. Educational Goals

To create professional, highly competent, lifelong learners who have the knowledge and skills required to meet the standards of the profession and who have the required competencies to continue to be informed consumers of new knowledge throughout their careers. In particular, we aim to create occupational therapists who will benefit from today's information rich society, think critically about what they find, and select and integrate knowledge.

To analyze the impact of occupation on health and quality of life, in order to restore a functional interaction between the client and the environment:

- Through the application of a client-centred model to work with people of all ages, from infancy through midlife to old age, to enable them to face physical, emotional or social barriers.
- To promote a balance between the client's occupations in self-care, productivity and leisure in order to increase independent function, enhance development, prevent disability and/or handicap and promote participation.

The global goal of the Occupational Therapy Program is to provide a unique professional education of the occupational therapy student that focuses on the

components central to occupational therapy practice. This education is client-centred, ethical, evidence-based, and prepares the student to meet the physical, cognitive, emotional and spiritual needs of clients.

Students will be prepared to assume necessary professional roles to

- advance the profession;
- meet the health care needs of the future;
- expand the knowledge base of the profession through research.

The occupational therapy faculty strive to educate professionals who will be capable of generating new knowledge as well as being informed users of currently existing knowledge. It is recognized that occupational therapists will need knowledge specific to occupational therapy along with information of the broader health care issues, and health systems that effect consumers and potential consumers of our services.

The educational program is structured on the student's need to acquire (a) knowledge and skills; (b) critical thinking and problem-solving processes; (c) professional values and behaviours, that will enable students to practice occupational therapy with the highest ethical and performance competencies, while using a framework that is inclusive and respectful of cultural diversity.

The educational program is framed with the specific objectives of creating students who are competent and consistent in acquiring knowledge regarding

- enabling occupation;
- evidence-based and scholarly practice;
- clinical reasoning;
- outcome assessment;
- lifespan perspective;
- promotion of health;
- prevention of illness;
- client-centred practice;
- interpersonal and professional communication skills;

- advocacy for those requiring or receiving Occupational Therapy services;
- autonomy of practice including the ability to evaluate the occupational performance impact of key conditions, assess appropriately and choose effective interventions that are evidence-based and client appropriate, and to assess the outcomes of interventions;
- ongoing education and self-directed learning;
- knowledge, attitudes and competencies necessary for licensure and certification in keeping with provincial and national requirements;
- the knowledge, skills and attitudes required for effective administration/ practice management within the health care system.

(Amended July 24, 2016)

II. Important Information for Students

A. Code of Student Conduct

The [Code of Student Conduct and Disciplinary Procedures](#), as outlined in the virtual [University Policies and Regulations](#), is considered the basic university requirements and applies to all students registered on a part-time or full-time basis.

Academic Offences

The integrity of university academic life and of the degrees the university confers is dependent upon the honesty and soundness of the teacher-student learning relationship and, as well, that of the evaluation process. Conduct by any member of the university community that adversely affects this relationship or this process must, therefore, be considered a serious offence. (Academic Offences, para. 1)

Each student is advised to be familiar with the contents of the [University Policies and Regulations](#), including the disciplinary procedures that will be taken as academic offences.

Leading to professions, the Occupational and Physical Therapy programs have rigorous ethical and professional standards of conduct. OT and PT students therefore must comply, besides all other requirements, with the [Code of Professional Conduct for Students in OT and PT programs](#). At the start of each academic year, all **new** students are expected to read and return a signed copy of the Faculty of Medicine Code of Conduct form. Provided below is complementary information regarding professional behaviour and the use of buildings.

1. Professional behaviour.

1.1 Respect and courtesy.

Collaborative learning is highly valued and advocated at the School. The level of respect amongst students is expected to be of the highest standard.

All faculty members, clinical instructors and clients should be treated with due respect and courtesy, and addressed by their official title and surname, unless otherwise instructed.

1.2 Confidentiality.

All students must respect the confidential nature of clinical material (patient records, case discussions, etc.). The clinical material should only be discussed within a professional context and never in a public place.

1.3 Punctuality.

Students will be on time for classes. Time management is an important skill that affects all aspects of professional life. It is also a sign of respect to fellow students and faculty to not interrupt a learning activity in progress. Thus, unless unforeseeable major events occur (i.e. the metro is not working, major storms), the doors may be closed at the time that class is scheduled to start. If the course requires compulsory attendance, as stated in the Course Outline, the student will be allowed to enter late, but will be considered absent on the attendance record and will receive 0/10 for participation if their absences exceed the allowable limit.

1.4 In-Class Behaviour.

Students are required to actively participate in class and not to engage in non-class related activities on their mobile computing and communications devices. In addition, the use of such devices for recording and voice communications is not allowed without explicit permission of the speaker.

Questions should be directed to the front of the class. Talking or excessive movement amongst students during class when a faculty member, guest lecturer or fellow student is speaking is unacceptable. The disruptive student will be asked to leave as such behaviour interferes with others' learning. If attendance is compulsory, the student will be considered absent on the attendance record and will receive 0/10 for participation if their absences exceed the allowable limit.

1.5 Professional Attire.

Professional attire is encouraged throughout the program. Students are expected to dress in a professional manner when clients are scheduled to attend a learning activity, when the student is doing a class presentation, during clinical courses, and during sessions held at external sites and the Medical Simulation Centre. Therefore, during these learning activities, informal (e.g. jeans, sweat pants, casual shorts) or excessively revealing clothing is not acceptable. Footwear must be appropriate to the setting and safe for both students and clients. If dressed unprofessionally during any of the

learning activities listed above, the student will be asked to leave, and to only return when dressed appropriately. If time does not permit, the student may receive an automatic failing grade, when applicable, and will be required to complete a supplemental assignment or exam. During clinical fieldwork, clinical educators will note inappropriate dress as unprofessional student behaviour.

Within classrooms, students may be required to be in their underwear during practical teaching sessions. In the halls and other rooms of Davis, Hosmer House and Coach House, students must be fully dressed at all times.

2. Student use of Buildings.

2.1 Classrooms.

No eating or drinking is permitted in classrooms at any time except with permission of the instructor. Any containers, cartons or refuse must be placed in the wastebasket.

Students are permitted to use unoccupied classrooms for study and practice of therapeutic techniques, but must leave the room in a tidy and orderly manner. Students must respect the equipment and materials and will be held accountable for damage. Footwear must be removed when using plinths in the practical classrooms.

2.2 Buildings (Davis, Hosmer and Hosmer Coach House).

All outdoor footwear (i.e. boots) must be removed at the building entrance during the late fall and winter sessions.

Smoking is only permitted in [designated areas on campus](#).

Students are not permitted to sit on or otherwise block any of the staircases. This is a safety precaution to allow for unencumbered traffic flow and to prevent injuries.

Keys or ID cards to access Davis or Hosmer Houses will not be loaned to any unauthorized person. Davis House front door and Hosmer House front and side doors are equipped with timed-locking mechanisms. These outside doors self-lock at 5:00 p.m. at Davis House and at 6:00 p.m. at Hosmer House all year round. All doors are locked on weekends and statutory holidays throughout the

year and buildings are therefore only accessible via card access. **Holding the door open for longer than 60 seconds, once the locking mechanism** has been activated, will set off an alarm, which will then be investigated by McGill Security.

During the academic year (September-May), students enrolled in programs at the School of Physical & Occupational Therapy can remain in Hosmer House until 9:00 pm (weeknights) for group learning and practice purposes after the building is locked down at 6:00 pm. From September to May, students can access Hosmer House after hours by placing their student card over the card reader located to the right of the front door. Note that there is no student access to the Coach House (Annex) or Davis House after hours, and no access to any building on weekends or statutory holidays. Students may not remain in Hosmer House after 9 pm. McGill Campus Security patrols will report any students remaining later than 9 pm. During the academic year (September-May) students may also access the McIntyre Medical Building at all times including weekends. Parking lots are NOT under the authority of the School of Physical and Occupational Therapy. The parking area at Davis is for use by permit holders only. The parking lot adjacent to Hosmer House requires ticket purchase. Vehicles found parked without a permit or paid parking ticket will be subject to fines.

3. Room Booking for Non-academic and Outside Special Events

Non-academic and outside special events are activities that are organized outside of the academic programs. If a student association or other group (e.g. Graduation Committee) wishes to book a room, student organizers must contact SPOT Director's Academic Associate at least 10 days prior to the date of the booking. An administrative fee may be charged. If an outside group or individual is involved (e.g. photographer), they may need to carry out a risk management assessment, and may need insurance.

If you require additional details please refer to: [Events Bookings at McGill](#)

If rooms are required for a special event (e.g. larger gathering or reception), student organizers must contact SPOT Director's Academic Associate at least one month prior to the date of the event (please refer to the contact information in [section P](#)), or make requests online at [Booking guidelines](#).

B. Academic Integrity

Integrity and Honest Work

“McGill places a great deal of importance on honest work, the art of scholarship, and the fair treatment of all members of the university community, and demands a rigid insistence on giving credit where credit is due. Offences such as cheating and breaches of research ethics undermine not only the value of our collective work, but also the academic integrity of the University and the value of a McGill degree.”

Plagiarism is considered an academic offence in the Code of Student Conduct and Disciplinary Procedures which states:

Article 16 Plagiarism

“Plagiarism” means the representation of another’s work, published or unpublished, as one’s own or assisting another in representing another’s work, published or unpublished, as his or her own.

(a) No student shall represent another person’s work, published or unpublished, as his or her own in any academic writing, such as an essay, thesis, research report, project or assignment submitted in a course or a program of study, or represent as his or her own the work of another, whether the material so represented constitutes a part or the entirety of the work submitted.

Plagiarism includes careless or sloppy work, errors resulting from inexperience, intentional academic deceit, or the submission of one’s own work a second time.

Examples of plagiarism are work that is:

- purchased from an organization;
- extensively copied from other sources;
- has been removed from another person’s file, computer or office;
- written by another individual.

Plagiarism is regarded as an academic offence resulting in severe penalties such as a grade of F (0) for the plagiarized work and/or a failure in the course.

If a student has any doubt as to what might be considered plagiarism in preparing an essay or term paper, he/she should consult the instructor of the course to obtain appropriate guidelines and refer to the Office of the Dean of Students [Academic integrity tutorial](#).

For information on what constitutes an academic offence, students should refer to the [Code of Student Conduct and Disciplinary Procedures](#) as outlined in the [University Policies and Regulations](#).

C. Guidelines for Academic Writing

No paper will be accepted late without the approval of the instructor **PRIOR TO** the original due date. A new deadline may then be arranged between the instructor and student if the request is valid. Failure to conform to this procedure may mean that the student will automatically receive a mark of 0 for the paper.

Note The referencing system of the American Psychological Association (APA) must be used for term papers.

- Please refer to the Purdue OWL guides available online:
<http://owl.english.purdue.edu/owl/resource/560/1/>

More information can be found at [McGill Writing Center](#).

D. Course Attendance and Lab Fee

Students will not be permitted to write an examination in any course unless they have fulfilled the requirements of the course (including those of attendance) to the satisfaction of the instructor and the Program Director or delegate.

It is the responsibility of the students to make sure, at the time of registration, that there is no conflict in the timetable of the courses being taken.

Students are expected to attend all teaching activities outlined in the course description or outline. The School strongly encourages students to attend all teaching activities to promote understanding of course materials.

Note: Permission of the instructor is required before any lecture can be recorded.

Students are required to attend laboratory practical classes, workshops and seminars as part of the Occupational and Physical Therapy Programs. These

classes involve learning about the modalities and procedures used to assess and treat patients, as well as developing clinical reasoning skills.

Students are expected to participate in these classes, practice the techniques and use of equipment on each other. This may include: the use of electrical devices and other items of equipment; performing standardized assessments; practicing massage; performing external palpation and manipulation of the body; participating in structured group activities, which may involve interviewing and role playing.

If there are personal reasons or problems associated with participation in a particular type of required course activities (including but not limited to: laboratory session, practical classes, interprofessional activities, site visits, SIM center activities and clinical seminars) students must consult the course instructor immediately. If possible, an alternative solution will be found.

Students who miss more than 15% of laboratory or small group sessions, or who miss any required professional workshop or seminar will receive 0/10 for participation in the course, except in a situation where they have obtained prior approval or in the case of emergency. If a course does not have a participation mark and more than 15% of required sessions are missed, then the final course mark will be reduced by 10%.

This rule applies to labs and to all required workshops, seminars or professional activities. Attendance will be taken at all of these learning sessions. Reasons for absences are dealt with by the Program Director or delegate and may require documentation.

Students are charged an annual lab fee to cover the cost of supplies and services required in specific courses. For more information, please refer to [Student Accounts](#). Examples of supplies are materials for making splints (orthoses) or equipment/tools for client assessment and treatment. Laundering of sheets and towels is an example of a service. This cost is charged by the university on the student's fee account.

E. Leaves of Absence

Leaves of absence will be granted only for specific reasons, please see links below for the Undergraduate and Graduate Leave of Absence policies.

A leave may be granted for a period of up to 52 weeks. Requests for leaves must be approved by the Program Director or delegate. A request must be accompanied by supporting documentation (such as a letter from the student's physician/counsellor).

The program reserves the right to impose a limitation on the number as well as the total duration of leaves.

A student returning from a medical leave must provide supporting documentation from the treating physician/counsellor. These documents must state that the student is capable of resuming his/her studies.

For details on the policy for undergraduate students, refer to Undergraduate Leave of Absence Policy. After an authorized leave of absence, if the student has not returned to the University, the student will be withdrawn from the program.

For graduate students wishing to request a leave of absence, please visit <https://www.mcgill.ca/student-records/forms>. Additional information regarding this issue can be found on the GPS website at <http://www.mcgill.ca/gps/students/progress/leave-vacation>

F. Policy on Students participating in Athletics

While the School encourages athletic participation and excellence, students' academic program takes priority when conflicts occur between athletic team commitments (e.g. practices, games) and academic requirements (e.g. classes, exams).

A student is considered to be a **student athlete** if he/she is a team member competing in an organized and recognized athletic event at the interuniversity level or higher. Students may not miss classes due to practices. For McGill teams, competitions are not arranged during official McGill University exam periods.

At the beginning of the school year, **student athletes** must:

- a. Identify themselves as student athletes to the Program Director or delegate.
- b. Provide a schedule of athletic competitions to the Student Affairs coordinator **no later than two weeks** from the start of classes.

The following guidelines apply to student athletes and students working with athletic teams as part of the Sports Medicine Practicum courses (PHTH 303 or PHTH 301D1/D2). If a situation arises in which a competition occurs during a scheduled course, program, activity, or assessment, the participating student must:

- a. Identify the conflict to the Program Director or delegate no later than two weeks prior to the event by providing the following documents.

- A letter from the student requesting permission to be absent from classes for the proposed dates.
 - A signed form from the coach confirming when and where the competition will be held, and that the student is participating in the event. Please refer to the form found online:
<http://www.mcgill.ca/files/athletics/IntercollegiateAccommodation.pdf>
 - A copy of travel plans if appropriate.
- b. Obtain permission from the Program Director or delegate to participate in the event.

Students are required to follow the same procedures and timelines even if the date of the competition is unknown but is potentially in conflict with an evaluation or assessment. **Late submissions will not be considered.**

The assessment or activity takes precedence over the athletic event. Possible solutions to the conflict include:

- preparing an alternative evaluation for the student;
- shifting the weight normally assigned to the missed evaluation to the weight assigned to the remaining evaluation(s);
- deferring the evaluation or assessment to another time.

The final examination cannot be deferred. Students are not permitted to write exams outside of McGill University, as this situation may compromise the student and/or the exam. The procedures for conducting a deferred exam are the same as those listed in The School of Physical and Occupational Therapy Rules and Regulations, and other McGill documents.

Students will not be released from final exams during the exam period, or from summative midterm. Students may not request absences from clinical courses.

G. Policy on Religious Accommodations (including Holy Days)

Students are expected and required to communicate a conflict between an academic obligation (e.g. classes, exams) and a holy day to the course instructor and/or student affairs coordinator at least 2 weeks before the reported conflict. For more information on this policy, please refer to [Important Dates for Students](#).

Students are responsible to inform the course instructor(s) of any religious accommodations required for course activities, assessments and evaluations (including OSCE's) within the first two weeks of the course.

H. Policy on the Responsible Use of McGill Information Technology Resources

McGill Information Technology Resources are intended to support the academic mission and the administrative functions of the university. This policy states the principles regarding their use. The official policies, protocols and guidelines can be found on the [Information Technology section](#) of the University Secretariat website.

Please review in detail the [Mobile Computing and Communications Devices guidelines](#)

I. Student Services

- **Career Planning Service** provides career education, guidance, and individual advising to students in their search for permanent, part-time, or summer jobs.
- The **First-Year Office (FYO)**, a part of Campus Life & Engagement, can help new students navigate their way through the Undergraduate, Graduate and Health Science Course Calendars as well as the information contained in the [Newly Admitted Undergraduate Students website](#). The FYO can help new students prepare for course registration as well as orientation and other activities during their first year ([Campus Life & Engagement's First-Year Website](#)). FYO staff can also provide referrals to other support mechanisms at McGill.
- The [First Peoples' House](#) provides a sense of community to Indigenous students who are pursuing higher education away from home and offers cultural, academic and campus support.
- The [Indigenous Health Professions Program \(IHPP\)](#) was launched in 2017 with an overall goal of improving the health of Indigenous peoples in Canada by recruiting and training more Indigenous health care professionals and by teaching all health professionals about the unique health aspects regarding Indigenous peoples.

- The [International Student Services \(ISS\)](#) offers a host of services to undergraduate and graduate degree students, exchange/visiting students, post-doctoral fellows.
- The role of the **Office for Students with Disabilities (OSD)** is to provide services and support for McGill undergraduate, graduate and postdoctoral students who have difficulties and impairments, either permanent or temporary, that are hindering their academic performance while at McGill or if they require assistance with access. To meet with an OSD adviser, contact the office at (514) 398-6009 or e-mail disabilities.students@mcgill.ca. For more details about the process for OT and PT students from the School of Physical and Occupational Therapy, refer to the process document [OSD Process and flowchart for students](#) and [OT Essential skills and Attributes](#) and [PT Essential skills and Attributes](#) documents. The contact person for all students within the professional OT and PT programs is Tania Beck: tania.beck@mcgill.ca
- The [Scholarships and Student Aid Office](#) provides information on scholarships and student aid programs and the impact that any changes to your program or registration might have on these programs.
- The [Social Equity and Diversity Education \(SEDE\) Office](#) provides information, education and training to all areas of the University in order to cultivate a respectful and supportive campus.
- **Student Services Counselling and Mental Health Services** has a team of professional staff (psychologists, counsellors and social workers) who are available to discuss psychological and emotional issues and academic and career challenges, as well as provide crisis support. They offer individual or group study skills sessions or workshops on topics such as academic success, wellness and life skills and stress management, and may act as a resource for faculty, staff and parents.

To optimize the assistance from Counselling and Mental Health Services, it is strongly recommended that students first consult faculty specific information on the [Newly Admitted Undergraduate Students website](#).

Counselling and Mental Health Services are located in the Brown Student Services Building, and [workshop information](#) is available [here](#).

- [Mental Health Hub](#), a resource for students, offers continued consultations with mental health professionals and McGill students.

- Situated within the Faculty of Medicine, the **Wellness Enhanced Lifelong Learning Office (WELL)** is dedicated to supporting students through their academic career by promoting wellness and resilience within a safe learning environment. Resources offered by the WELL office include academic support, wellness support as well as career advising; a resource guide is available on our [School website](#). Information about the WELL office can be found [here](#).

J. Academic Advising

The Mission Statement of the university expresses the commitment to offer students “the best education available”. An essential component of this is the advising process. The active participation of students in the advising process is essential in order for them to access the full range of academic opportunities during their studies. They must be proactive in seeking meetings with advisors, professors, and counsellors to ensure that they receive the advice they need to meet their academic goals.

It should be noted that, while advisors are there to provide students with guidance, students are ultimately responsible for meeting the requirements of their degree.

It is the responsibility of the student to understand the requirements for their programs of study, to be familiar with University regulations that apply to students and to inform themselves about the rules and regulations of their faculty, and program. Students are expected to make use of the information made available to them through various University offices and websites. With the students’ cooperation, all advisers and counsellors will work together to help students throughout their studies.

1. Student Affairs Coordinators

The Undergraduate Student Affairs Coordinator is Ms. Marlene Brettler. Any student affairs problems or questions related to the undergraduate program should be brought to Ms. Brettler’s attention at [SPOT Undergrad](#) or (514) 398-4500.

The Professional Master’s Student Affairs Coordinator is Mr. Thomas Mills. Any student affairs problems or questions related to the Qualifying Year or Master’s program should be brought to Mr. Mills’ attention at [SPOT Prof Masters](#) or (514) 398-2784.

The Undergraduate and Professional Master’s Student Affairs office Davis 5 is accessible to all students during posted office hours.

2. Your advisor

For students in the B.Sc. (Rehabilitation Sciences) program, your advisor will be the Undergraduate Student Affairs Coordinator. Students in the Qualifying Year or M.Sc. Applied (OT or PT) program will have the Professional Master's Student Affairs Coordinator as an advisor. This is a contact person in the School with whom you can discuss any matters and to whom you may go for advice. This does not preclude contacting a faculty member with whom you choose to speak.

As your primary advisor, the Student Affairs Coordinator can:

- guide you with both academic and non-academic concerns;
- provide information about rules, regulations and requirements governing your specific degree; this includes academic regulations and deadlines, registration, class schedules, exams, convocation and student records;
- offer guidance on registering for courses, help plan your credit load and adhere to upcoming deadlines;
- evaluate your requests for course equivalencies, approve inter-university transfer credits;
- provide information about scholarships, awards, university exchange programs and other opportunities;
- assist you with workload management;
- offer help managing academic situations during periods of personal, financial, or medical problems, by working with students to identify various possibilities and strategies for making informed decisions;
- communicate with other advisers within the university and, with a student's permission, serve as a direct link to other university resources.

Matters pertaining to a specific course are addressed first to the course coordinator. The Program Director or delegate is also available for any student seeking guidance.

K. Email Policy

E-mail is one of the official means of communication between McGill University and its students. As with all official university communications, it is the student's

responsibility to ensure that time-critical e-mail is accessed, read and acted upon in a timely fashion.

Therefore it is important to read your McGill e-mail on a regular basis, since failing to access your e-mail will not be considered an acceptable reason for not acting on the correspondence. Important notices from the School, including your instructors, will be communicated via e-mail to your McGill e-mail address only, and will not be sent to any other e-mail address. All communication from students to staff and faculty must be sent from a McGill e-mail account.

If a student chooses to forward university e-mail to another e-mail mailbox, it is that student's responsibility to ensure that the alternate account is viable. For details on how to check your e-mail from any computer with internet access please refer to: [IT Knowledge Base](#).

It is violation for any user of official McGill e-mail addresses to impersonate a university officer, a member of the faculty, staff or student body, in line with the McGill University Code of Computer User Conduct and relevant federal and provincial legislation. More information about e-mail procedures is available at [Policy on email communication with students](#).

E-mail support is provided by IT Customer Support: www.mcgill.ca/it/

L. Safety

University Safety works with the McGill community to promote a safe and healthy environment for everyone. Through public education and information, and through active security presence, their goal is to make sure that students, faculty and staff are able to learn, teach and conduct research, free from safety concerns. More information can be found at: [Campus Public Safety](#)

The safety and well-being of students and faculty, both at the School of Physical and Occupational Therapy and on campus, are managed at multiple levels. Generally speaking, the establishment of policies, procedures and services for safety and well-being are the responsibility of main campus.

In the event of an accident, the [Student Affairs Officer](#) assists students in the completion of an Accident Event Report to the Environmental Safety Office.

When a security incident occurs, the Security Incident Report is reviewed by the Security Services supervisors and the reports distributed accordingly. Should the incident involve a student, a copy of the report is sent to the Office of the Dean of

Students, at which time the office may choose to contact the student, if they think it is appropriate, to see if any further assistance can be provided.

If the incident report describes a safety or security issue, the report is forwarded to the Environmental Safety office, to the Facilities Management and Development office or to one of the Security Services Staff so that measures can be taken to remedy the situation.

The Joint Advisory Health and Safety Committee is an advisory body that is jointly comprised of McGill employees and students. This committee has multiple mandates including “to ensure mechanisms are in place for systematic hazard identification and risk assessment”, and “to oversee the system of internal responsibility and accountability within the organization”. For more details, refer to: [University Health and Safety Committee \(UHSC\)](#)

McGill University Walksafe Network provides a “safe and effective alternative to walking or using public transportation alone at night”. For more information please refer to: [Campus safety](#)

In order to support the continual re-examination and promotion of health and well-being, the Dean of Students initiates a yearly call for applications to the [Mary H. Brown Fund](#). This is an endowment fund that provides a total of approximately \$20,000 annually for “the creation and early support of innovative, on-campus projects that benefit McGill students’ physical and psychological well-being and related initiatives”. For more information, please refer to: [Student Services](#)

The [Office for Sexual Violence Response, Support and Education](#) will provide support to all who have been impacted by sexual violence.

Emergency Measures and the Fire Prevention Office, a part of University Safety, are committed to the safety of the McGill community. This is achieved by providing the support, information, training and leadership to foster a safe and secure environment for the students, faculty, staff, and visitors. More information can be found at: [Emergency Measures and Fire Prevention | Emergency Measures and Fire Prevention - McGill University](#)

M. Equipment Guidelines

1. Audiovisual resources.

1.1 *Campus resources.*

ICS-A/V (IT Customer Services audiovisual arrangements)

A full range of audio, video, computer and projection equipment is available for loan from IT Services. For more information please refer to:

<http://www.mcgill.ca/it/get-started-it/students>

McGill faculty, staff, student and affiliates (a non-McGill employee working in association with McGill) can borrow or rent equipment for **McGill related and non-commercial purposes.**

Requests are processed as received, therefore advance reservations are highly recommended. McGill faculty and staff can make reservations by telephone. Students and affiliates must reserve equipment in person.

Note Affiliates will be asked to provide a picture ID and proof of their McGill affiliation.

For student reservations, visit the service desk:

Room 285

688 Sherbrooke West

When reserving equipment **at least 2 business days in advance**, you may submit a [webform request](#), or for more information please refer to: [IT Request and Support Forms](#)

1.2 *Materials from other departments.*

The Library offers CD-ROM's and DVD's from McGill departments and affiliated hospitals to students and faculty. These materials can be delivered to the Life Sciences Library upon request.

1.3 *Resources available within the School of Physical and Occupational Therapy.*

The School has a collection of clinically produced audiovisual material focusing on different practice areas and client populations, as well as on basic sciences; these

materials are available for faculty and/or students to support in-class learning or to borrow for review purposes. For information on clinical assessments available at the School, please refer to [Section O](#).

2. Access to audiovisual equipment.

McGill has recently upgraded a substantial number of classrooms and lecture halls with new seating and media packages. At the School of Physical and Occupational Therapy, our classrooms (Hosmer 102, 202, 301, Coach House, Davis 3 and 20) have been equipped as follows: podium, built-in PC with CD and DVD capacity and USB extension port, monitor, laptop capacity, LAN connectivity, and DVD-VCR player. Four of our classrooms are also equipped with SMART Boards (Hosmer 105, 202, Davis DB6 and D20).

The Coach House gymnasium (CH10), Hosmer 102 and Hosmer 104 are equipped with multiple plasma screens and the audiovisual functioning is linked between rooms.

All amphitheatres in McIntyre Medical Building, which are commonly used by the School, have state-of-the-art lecture hall equipment and public address systems. Faculty and students can obtain detailed information about the AV equipment within the classroom at <https://classroom-av.nes.mcgill.ca/>.

Furthermore, wireless internet connection is available in many areas within McGill University. Hosmer House, Hosmer Coach House and Davis House have full wireless coverage. Hosmer house also has 2 computer kiosks for student use on the ground floor.

Audio visual equipment available by reservations only:

- Video camera
- Webcams
- Data projectors (for unequipped rooms).
- Digital voice recorders
- Laser pointers

To reserve equipment and materials, please email the course technician. Students must present their McGill ID to borrow equipment, and must return equipment by the specified time frame. You may view audiovisual material by

special arrangement in Hosmer and Davis Houses if school equipment and rooms are available.

2.1 Procedures.

All audiovisual material to be borrowed **MUST BE SIGNED OUT** and returned to the course technician.

Instruction sheets and pamphlets are available for all items of equipment. **STUDENTS MUST LEARN THE CORRECT METHOD OF OPERATION OF ALL EQUIPMENT BEFORE USE.** If you are having problems operating the equipment, please contact your course coordinator. If the equipment is not functioning properly, please contact the technician at 514-398-4400 ext.00826 or at crstechnician2.spot@mcgill.ca

1. Any equipment in need of repair should be reported to the technician immediately.
2. Students must return the items promptly and in the same condition as when borrowed. Most items have a 2-week loan period but may be recalled if other students are waiting for the materials. It is the student's responsibility to report any lost, stolen or damaged items immediately. Students will be responsible for the replacement cost of missing or damaged materials that were not previously reported.

2.2 Hosmer 204 study area.

Six computers are available for student use in this area.

In addition to this, a 7th computer is equipped with CD-ROMs of clinical demonstrations for students' independent study. There are self-learning materials for goniometry, manual muscle testing, gait analysis, vestibular rehabilitation, and proprioceptive neuromuscular facilitation (PNF).

Desks and power outlets for laptops are also available for individual and group study. As in the rest of Hosmer House, this room has wireless service.

UPrint information

To use the UPrint cards, please refer to the guidelines at <http://kb.mcgill.ca/it/uprint>

N. Library Services and Resources

Library resources are available from two locations on campus.

Course readings are kept on reserve at the service point in the **Osler Library of the History of Medicine**, on the third floor of the McIntyre Medical Building. The service point is open from 9 am to 5 pm Monday to Friday. When on campus, students in the School of Physical and Occupational Therapy are in immediate proximity of the McIntyre Medical building. You can search for your course materials by course number here:

<https://www.mcgill.ca/library/find/courses/course-reserves>

Occupational and Physical Therapy resources *other than course reserve materials* are located in the **Schulich Library of Science and Engineering**, on lower campus. Hours and a map for that library can be found on the library website: [Schulich Library of Science and Engineering | McGill Library - McGill University](#).

Help with finding information, library services, or locating library resources is available in person from friendly, expert staff at the **Schulich Library of Science and Engineering**, via online chat and email, and by telephone.

The Liaison Librarian for Occupational and Physical Therapy is Ms. Jill Boruff (jill.boruff@mcgill.ca). Ms. Boruff teaches information literacy workshops for undergraduate and graduate students in the School of Physical and Occupational Therapy. She is also available for individual or group consultations to help with research, understanding library services, or any other questions that you may have.

The subject guide of library resources for Occupational and Physical Therapy can be found online: [Physical and Occupational therapy | McGill Library - McGill University](#).

McGill Library has an extensive biomedical collection, including books and journals in Occupational and Physical Therapy. These can be discovered by searching [WorldCat](#) from the library homepage. Students are invited to contact Ms. Boruff for assistance with searches.

Library materials not held at McGill may be requested via the interlibrary loans service, using forms on the Library web site. For more information please refer to: [Borrowing from other libraries | McGill Library - McGill University](#)

Library resources include a variety of biomedical databases such as Medline, EMBASE, and AMED. CINAHL provides access to scholarly as well as clinical allied health literature, including Occupational and Physical Therapy.

Online resources include e-journals, databases, clinical tools and books. McGill now has over 85,000 e-journal titles. The following are a few of the pertinent journals available through McGill Library:

- American Journal of Occupational Therapy
- American Journal of Physical Medicine & Rehabilitation
- British Journal of Occupational Therapy
- Canadian Journal of Occupational Therapy
- International Journal of Rehabilitation Research
- Journal of Hand Therapy
- Journal of Orthopaedic and Sports Physical Therapy
- Physical Therapy: Journal of the American Physical Therapy Association
- Physiotherapy Canada

More information about library resources available at McGill can be found on the Occupational and Physical Therapy subject guide: [Physical and Occupational therapy | McGill Library - McGill University](#)

O. Assessment Library

The Assessment Library is a learning resource within the School. The goal of the Assessment Library is to provide Occupational and Physical Therapy students and faculty with resource materials (primarily clinical assessments) for course related purposes. It is also a resource that is made available to the clinical community.

1. Library operation.

The library is located in Hosmer House, Room 204. Updated library loan out times are posted outside the door of Hosmer House, Room 204. All materials must be borrowed and returned directly to the library during library hours. In exceptional circumstances, special arrangements for borrowing or returning materials outside of library operating hours can be made by contacting the librarian at librarian.spot@mcgill.ca or (514) 398-2048.

2. Library holdings.

A complete inventory list is kept at the library and is also available electronically at [SPOT Assessment Library Inventory 2018](#).

3. Lending procedures.

The borrowing of assessments that are required for Occupational and Physical Therapy courses is restricted to the instructors and students registered for that course during the term when the course is offered. In the pre-examination period, these may be restricted to use within Hosmer House, Room 204.

Students must return the items promptly and in the same condition as when borrowed. Most items have a one-week loan policy but may be recalled if other students or faculty are waiting for the materials. It is the student's responsibility to report any lost, stolen or damaged items immediately. Students will be responsible for the replacement cost of missing or damaged materials that were not previously reported.

Students must show their McGill ID at the time of the loan transaction.

P. Contact Information

3. Student services & support.

Table 1

[Contacts within the School of Physical and Occupational Therapy](#)

SERVICES & SUPPORT	CONTACT INFORMATION
<ul style="list-style-type: none"> • Registration • Course changes/add/drop • Inter university transfer • Credit exemption • Supplemental/deferrals • Exam conflicts • Graduation 	<p>Ms. Marlene Brettler Student Affairs Coordinator, Undergraduate Program ✉ undergrad.spot@mcgill.ca Davis House, Room D5 📞 514-398-4500 📠 514-398-8193</p>
<ul style="list-style-type: none"> • Registration • Course changes/add/drop • Inter university transfer • Credit exemption • Supplemental/deferrals • Exam conflicts 	<p>Mr. Thomas Mills Senior Administrative & Student Affairs Coordinator, Professional Masters Programs ✉ profmasters.spot@mcgill.ca Davis House, Room D5 📞 514-398-2784 📠 514-398-6360</p>
<ul style="list-style-type: none"> • Qualifying Year & Professional Master (Graduate) Admissions • Teaching Assistant support • Criminal Record checks 	<p>Mr. Colby Briggs Administrative & Student Affairs Coordinator ✉ profmasters2.spot@mcgill.ca Davis House, Room D5 📞 514-398-5926 📠 514-398-6360</p>
<ul style="list-style-type: none"> • C.P.R. certification • PDSB Course • Clinical course supervision information • Immunization 	<p>Ms. Nadina Paraschuk Administrative and Student Affairs Coordinator Clinical Education ✉ clinicaleducation.spot@mcgill.ca Davis House, Room D4 📞 514-398-1293 📠 514-398-6360</p>

Table 1 (continued)

Contacts within the School of Physical and Occupational Therapy

SERVICES & SUPPORT	CONTACT INFORMATION
<ul style="list-style-type: none"> • Assessment Library Loans when assessment librarian is unavailable • Audiovisual equipment loans or assistance • Learning aids (CD's, skeletal material, videos) • Non-academic room booking (student meetings, variety show rehearsal) • Lost and Found H100 • Access to (key for) coach house 	<p>Liliana Abruzzese Course Technician ✉ crstechnician.spot@mcgill.ca Hosmer House, Room H100 ☎ 514-398-4516 📠 514-398-8193</p>
	<p>Ms. Johanne Bourdon Course Technician ✉ crstechnician2.spot@mcgill.ca Hosmer House, Room H100 ☎ 514-398-4400/00826 📠 514-398-6360</p>
<ul style="list-style-type: none"> • Assessment Library 	<p>Mr. Robert Everitt Assessment Librarian ✉ librarian.spot@mcgill.ca Hosmer House, Room H204 ☎ 514-398-2048 📠 514-398-8193</p>
<ul style="list-style-type: none"> • Contact person for non-academic events • Contact person for evening or weekend use of the buildings • Contact person for student societies (POTUS, SPOTGSA, SPOTPGSS) 	<p>Ms. Sarah C. Marshall Director's Academic Associate ✉ sarah.marshall@mcgill.ca Davis House, Room D34A ☎ 514 398-4400/094256 📠 514-398-6360</p>

Table 2**Contacts within the University**

SERVICES & SUPPORT	CONTACT INFORMATION
Student Services	) 514-398-8238 ☎ mcgill.ca/studentsservices/
Dean of Students Office	) 514-398-4990 ☎ mcgill.ca/deanofstudents/
Athletics	) 514-398-7000 ☎ mcgill.ca/athletics
CAPS Career and Placement Service	) 514-398-3304 ☎ mcgill.ca/caps/
Chaplaincy Service	) 514-398-4104 ☎ mcgill.ca/students/chaplaincy/
Counselling Service	) 514-398-3601 ☎ mcgill.ca/counselling/counselling ✉ counselling.service@mcgill.ca
First Peoples House	) 514-398-3217 ☎ mcgill.ca/fph/
First Year Office	) 514-398-6913 ☎ mcgill.ca/firstyear/
Health Services & Dental Clinic	) 514-398-6017 ☎ mcgill.ca/studenthealth/healthservices
International Student Services	) 514-398-4349 ☎ mcgill.ca/internationalstudents/
Psychiatric Services	) 514-398-6019 ☎ mcgill.ca/psychiatric-services
Students With Disabilities	) 514-398-6009 ☎ mcgill.ca/osd/
Tutorial Service	) 514-398-5816 ☎ mcgill.ca/tutoring/
Student Aid Office	) 514-398-6013 ☎ mcgill.ca/studentaid/
Residences & Student Housing	) 514-398-6368 ☎ mcgill.ca/students/housing/
Student Housing (Off campus)	) 514-398-6010 ☎ mcgill.ca/students/housing/offcampus/
First Year Assistance for Francophone Students	) 514-398-6913 ☎ mcgill.ca/firstyear/students/franco
Post-Graduate Students' Society	) 514-398-3756 ☎ pgss.mcgill.ca/

4. List of committees with student representation.

The School of Physical and Occupational Therapy values the input of our students in all academic, social and administrative functions. The following is a list of committees with student representation.

Table 2

List of Committees with Student Representation

NAME OF COMMITTEE	STUDENT BASED	STUDENT & FACULTY BASED
Physical and Occupational Therapy Undergraduate Society (POTUS)	✓	
Physical and Occupational Therapy Graduate Society (SPOT GSA)	✓	
SPOT-PGSS	✓	
Graduation Committee	✓	
Orientation Planning Group	✓	
Global Health	✓	✓
Canadian Association of Occupational Therapist (CAOT) and Canadian Physiotherapy Association (CPA) Representative		✓
OT and PT Curriculum Committees		✓
OT and PT Clinical Advisory Committees (CAC)		✓
L'ordre des ergothérapeutes du Québec (OEQ) et l'ordre professionnel de la physiothérapie du Québec (OPPQ)		✓
OT and PT Faculty Meetings		✓
OT and PT Student - Faculty Liaison Meetings		✓
WELL Office Wellness and Learning Environment Committee		✓

5. Student societies.



- ① For students in the **B.Sc.(Rehabilitation Science) program**, please refer to POTUS for information on the Physical and Occupational Therapy Undergraduate Society (POTUS).



- ① For students in the **Qualifying Year or Professional Master's program**, please refer to PGSS for information on the Post-Graduate Students' Society (PGSS).

6. Financial support for student activities

The Directors of McGill's School of Physical and Occupational Therapy (SPOT) wish to encourage and facilitate participation in student life and activities within the above student societies. The Directors therefore support each of the student societies up to a fixed amount of money per year. Allocation of funds will be conducted in a manner that ensures value for money, a fair and open process, full accountability, and the University and its delegates (the SPOT) meeting their statutory, legal and ethical obligations.

For further information please contact the Director's Academic Associate.