

## **POTH 624 MASTER'S PROJECT**

**Credits:** 7

**Coordinator:** Barbara Mazer, BSc (OT), PhD (OT Co-coordinator)  
Liliane Asseraf-Pasin, BSc (PT), PhD (PT Co-coordinator)

**Course Structure:** Team Projects (typically three to five students per project) are supervised by Faculty and most often Clinical Supervisor(s).

**TIME FRAME:** Fall M1 – End of Summer M2

**General course requirements:** Course content within the Applied Clinical Research Methods course (POTH-612) will include information and assignments related to the conduct of the Masters research projects, whenever possible. Class sessions will take place throughout the year and content may include the following:

- Pre-Masters, April: information session to present project execution
- M1 September: orientation to the course, including project development and course requirements
- M1 Fall term (within POTH-612): specific modules will present material on the development of a research proposal and will target various research designs, data analysis approaches, requirements for submission to a Research Ethics Committee, etc.

**Specific course requirements:** Each team will be required to meet with their Supervisor(s) consistently over the year:

- Development of an action plan, complete agreement forms (September, M1)
- Project progress report(s) (October-December, M1)
- Completion of documents for ethics submission, if required for the project (December, M1, at end of POTH-612, and submission by February-March, M1)
- Project progress report(s) (March-April, M1)
- Team meetings during data collection and analysis, writing and preparation of the presentation, as necessary (May-July, M2)
- Submission of draft of paper, in article format, for a specific journal (beginning of August, M2)
- Final Paper (end of August, M2)
- Oral Presentation (end of August, M2)

**Purpose and Objectives:** The purpose of the Master's group research project is to conduct a scholarly piece of work that yields information related to rehabilitation. The specific goal for the

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student is to develop research knowledge and skills that are clinically relevant. Upon completion of this course, the student will be able to:

Scholarly Practitioner:

1. Design a research question that is pertinent to rehabilitation or to the development of a clinical program
2. Conceptualize a project that is pertinent to rehabilitation
3. Conduct a research study that yields information related to rehabilitation, and that can be presented at national or international conferences, and/or is suitable for publication in a clinically related journal

Communicator:

1. Describe in a clear and comprehensive manner aspects of the research project, using verbal and written forms of communication
2. Understand and use relevant information and communication technologies for the research project (e.g. databases, software).

Collaborator:

1. Work collaboratively in an intra- and/or inter-professional research team

Examples of types of projects:

1. **Survey:** Plan and conduct a survey of students, patients, informal caregivers, health professionals and others on a topic related to rehabilitation
2. **Qualitative Study:** a proposal that would include rationale, literature review and methods for qualitative research of a question relevant to rehabilitation that may include collection and/or analysis of data in a limited scope (e.g. focus groups, interviews).
3. **Clinical Practice Guidelines (CPG)** Take existing clinical guidelines or a critical care map for a specific condition and review and update supporting evidence in a formal written recommendation for practice that includes a full and documented rationale.
4. **Program Evaluation:** In collaboration with a clinical department, plan an evaluation of a specific program that might include development of a survey, analysis of pre-existing data sets, development of data sets, review of the literature, case studies, or collection of preliminary data.
5. **Systematic Review:** Systematically examine the research related to a specific clinical question using a defined protocol and criteria for evaluation, review the evidence on a topic, and prepare your findings for publication and presentation.
6. **Knowledge Translation:** Develop a website or CD module related to rehabilitation for use by patients, caregivers, teachers or health professionals. Develop a teaching aid for patients, caregivers, or health professionals.
7. **Measurement Development:** Evaluate the psychometric properties of a measure or tool used in the practice of physical or occupational therapy. May include a small pilot study requiring data collection and/or data analysis.

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8. **Quantitative Study:** Development and implementation of research methodology, and collection and analysis of data to answer a specific research question.

**Required Text:** No specific text is required. Students are expected to read literature and other information relevant to their specific topic and to the methodology used for the project.

**Student Assignment and Evaluation:** There is a written and oral component to the evaluation; both are completed as a group. The project must include at least 10 of the 33 learning objectives (tasks, skills) listed below. In addition, the following are required:

- Attendance at class meetings and orientation sessions for POTH-624
- Attendance and active participation at research group meetings (remote or in-person)
- Summary reports of the group meetings and key decisions (students may take turns providing these summary reports)
- Collaboration with all members of the research team throughout the project, including consistent and adequate contribution to the conduct of the project
- Professional behavior must be exhibited at all times

Students must successfully pass the three parts of the evaluation: i. the written report, ii. the oral presentation and iii. an individual evaluation.

The **Oral Presentation** should be conducted at the clinical site where the project is being conducted or for any other appropriate audience. The presentation takes place at the end of August and should be approximately 30-45 minutes long. The presentation should also include time for a question-and-answer period.

The **Written Report** is written as a manuscript for submission to a scientific journal for publication, if applicable. This will provide an experience of writing for publication and will facilitate submission to a journal. It should include all sections that would normally be in an article (abstract, introduction, literature review, methods, results, discussion, tables and figures). If this is not appropriate (e.g. design of a clinical program), then the project should be written as a research report. In all cases, an abstract must be included. The written report is due before the beginning of the M2 clinical placements; date must be confirmed with the project Faculty Supervisor.

The **Individual Component** (optional): Groups may include an individual written component (at the discretion of the Faculty Supervisor). The aim of the written component is to enable students to demonstrate their knowledge of the material and integration of the findings. Each student may select a topic of interest to them that is related to the research project; it can be an overall discussion of the results, a more in-depth discussion of a particular aspect of the results, methodology, measurement, or clinical implications of the study.

Supervisors must provide an assessment of individual performance related to the core professional competencies. The assessment of individual performance related to the core professional competencies is an assessment of each student's ability to collaborate as part of

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the research group, effectively manage their time and responsibilities related to the project and behave professionally during the course of the project. An evaluation is considered unsatisfactory unless all three of the competencies above are demonstrated to be satisfactory. All students will receive a mid-project evaluation and a final evaluation. Additional mid-project evaluations may, however, be used at the discretion of the Faculty Supervisor. Two unsatisfactory evaluations will constitute a failure of the individual component, and consequently a failure of the course.

Faculty Supervisors are responsible for evaluating all aspects of the project. The grade reported on the student transcript is either a Pass or Fail and supervisors must submit the final grade to the course coordinators after the completion of the project. Supervisors are required to provide feedback throughout the project as well as on the final written report and the presentation. The following guideline may be helpful for feedback purposes:

### **Written Presentation**

- Introduction (research question, rationale)
- Background / literature review
- Methodology
- Results
- Discussion
- \*Individual component (as determined by the supervisors)
- General presentation (quality of language, organization of text)

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### **Oral Presentation**

#### Visual presentation

- Appropriateness of material (tables, figures, etc.)
- Quality of language
- Organization of information and overall appearance

#### Oral presentation

- Selection of important aspects of project
- Demonstration of knowledge
- Clarity of presentation
- Capacity to answer questions

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### Learning Objectives/Evaluation Criteria

Must meet a minimum of **10** of **33** learning objectives, including the 5 marked “required”

<b>INTRODUCTION / BACKGROUND</b>	
Formulate a research question / program objective	Required
Conduct a literature search	Required
Review the literature (overview of the literature)	Required
Extensive and critical review of the literature	
Develop background information supporting research question/program	Required
Present/ apply a theoretical model of the relationships under study	
Conduct a systematic literature review	
<b>METHODOLOGY/ DATA COLLECTION</b>	
Choose measures to answer the question / evaluate clinical program	
Develop a measure	
Develop or refining a questionnaire	
Test the measurement properties of a measure or questionnaire	
Write a consent form/prepare documents for ethics committee	
Develop clinical program plan	
Develop promotional or educational material for clinical program	
Implement clinical program	
Evaluate clinical program	
Recruit subjects into a research study	
Collect data through interviews / physical tests / focus groups	
Manage and co-ordinate study	
Choose a design to answer the question	
Create a computerized method of managing the data (database design)	
Enter data into a computerized data base	
Verify accuracy and completeness of data	
<b>RESULTS AND ANALYSIS</b>	
Manipulate data to create new variables	
Calculate descriptive statistics	
Perform basic inferential statistics (e.g. t-tests, Chi-square tests, etc.)	
Use complex statistical models	
Perform basic qualitative analyses (e.g. categorizing and contextualizing, reflexivity, transparency, constant comparison, etc.)	
Perform complex qualitative analyses (e.g. ethnography, art-based analyses, etc.)	

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<b>PRESENTATION OF RESULTS AND CONCLUSION</b>	
Interpret results from statistical or qualitative analyses / systematic literature review	
Create tables to present results	
Create graphs of results	
Create PowerPoint presentation for conference or clinical rounds	Required
Write article for journal publication	

### Project Selection Process

A list of projects is available for selection by each student in late May (M1). The students attend an orientation meeting where the projects are briefly described, and the selection process is explained. Each student selects 5 projects that are of interest to them. Prior to the first week of school in September, the project teams are announced.

The projects are selected from a list of projects put forth by clinicians and faculty, and the final selection is determined by the breadth and diversity of the projects.

### The Advisory Committee

Students develop their group projects under the direction of their Project Advisory Committee and the coordinator of the POTH 624 course. The committee is made up of a Supervisor from the faculty of SPOT, and a clinical supervisor/consultant, if applicable.

### Specific Duties

**Primary Faculty Supervisor:** The Faculty Supervisor is the primary supervisor. They provide advice and assistance in refining the research question (with the Clinical Supervisor), that will be developed by the student group, into a research project. The supervisor is responsible for the following:

- Ensuring necessary procedures with respect to permission, ethics, institutional and academic requirements are met
- Reading and commenting on progressive documents of the project
- Assisting with arrangements for research committee meetings
- Attending research committee meetings and the final presentation
- Grading of the project
- Liaising with any outside consultants or agencies required for completion of the project

**Clinical Supervisor/ Consultant:** If appropriate, a health care professional (Physical Therapist, Occupational Therapist, Physician, etc) in rehabilitation or other area of service delivery, will be appointed as a Clinical Supervisor to assist in the development and completion of the project. They will serve as an advisor and will contribute to the evaluation of the completed project. The role of the Clinical Supervisor will include reading and commenting on progressive

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documents of the project, attending relevant research meetings and the final research presentation.

### **Ethics Requirements**

Some projects will require students and supervisors to submit their project to a Research Ethics Board (REB) for review and will require approval prior to starting data collection. Supervisors will need to discuss the ethics plan with the team, direct students to the appropriate REB, and assist in the submission process. It is highly recommended that research projects are designed so that students need to submit to only one REB. The process should be started as early as Nov/Dec or the latest in Jan/Feb as the process to obtain ethics approval can sometimes take a considerable amount of time.

**Note:** All projects taking place at the CIUSSS-Centre-Ouest (JGH, Maimonides, Mt Sinai) should submit projects to CRIR-REB.

**Note:** CRIR-REB and McGill Ethics accept the Scientific Review conducted as part of the Applied Clinical Research Methods course (POTH-612)

### **Timeline for project completion**

August -September M1

- Selection of projects
- POTH 612: selection of modules most appropriate for each project
- Meeting 1 with Advisory committee

September M1-December M1

- Initial work on research projects (e.g. literature review, ethics proposal, etc.)
- Meetings with advisors, development of project in conjunction with assigned modules in POTH 612; prepare paperwork for scientific review and ethics (where necessary)
- Final requirement for POTH 612 includes writing the research proposal for your project. It includes a literature review (2-3 pages), a summary of the research methods, and a timeline of the project.

March-April M1

- Meeting with Supervisory committee to evaluate progress, finalize plan for data collection, target goals for winter semester, and to complete Ethics forms, if necessary
- Present project to Ethics Committee where necessary and make modifications as required

May – July M2

- Conduct the project/ Data collection and analysis

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- Meetings with Advisory Committee to discuss progress, present and discuss results, and prepare written report and presentation
- Assessment of individual performance (mid-project evaluation) for each student to be completed by the Faculty Supervisor

#### August M2

- Writing of final report (journal article) and individual component
- Submission of abstract to McGill
- Powerpoint presentation to be presented at the clinical site
- Assessment of individual performance (end-of-project evaluation) for each student to be completed by the Faculty Supervisor
- Short presentation (7 minutes + 2 minutes for questions) at McGill during Research Presentation Day (no grade) (Date to be determined)
  - Determination of award winners
- Evaluation of projects: oral and written

#### **Guidelines for Reimbursement for Master's Project Expenses**

Please note that due to a policy change at McGill, receipts can only be submitted for reimbursement within 90 days after purchase, otherwise they will not be reimbursed. Please make sure to submit any receipts you have for your project expenses within this timeframe to ensure that you will receive your reimbursement. Receipts must be submitted by the Faculty Supervisor to Johanne Bourdon (SPOT CRS Technician2)

"Expense Reports not related to travel, trips (including field trips) or conferences that are submitted after 90 days following the oldest receipt date will not be reimbursed."

Each project has a budget of \$250 to be used toward expenses related to the project. These expenses must be directly related to the students' conduct of the project, and may include, for example, purchase of equipment, assessments, or computer programs required to complete the project.

Other allowable reimbursements are:

- Expenses incurred by study participants (e.g. parking, taxi);
- Expenses related to data collection (e.g. snacks for focus groups or other participants);
- Expenses related to publishing or presenting the study findings (e.g. printing a poster). Note: travel-related expenses for attending a conference are only eligible if the project is NOT covered by other research funds.

Project reimbursements are NOT allowed to pay participants (over and above reimbursement for incurred expenses), or to pay students for their work or their travel expenses.

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**All project reimbursement requests must be made by the Faculty Supervisor.** Original receipts must be retained in order to be reimbursed. At the end of the project, the Faculty Supervisor should reimburse the students for any expenses they incurred, and they then can submit their receipts to McGill. Only faculty may submit receipts for reimbursement.

**Literature Review:** All groups must use the program Endnote (or other similar program) for their literature searches and literature review. This program will facilitate keeping track of the literature and recording of the references in the written report.

### **Website**

The abstracts of all Masters Research projects will be uploaded onto the McGill School of Physical and Occupational Therapy website.

### **Guidelines for Time Commitment for Working on the Project and For Summer Vacation:**

All students must plan to be available to work on their project approximately **35-40 hours per week with at least 25 hours available during weekday daytime hours** (Monday-Friday 8-5) in order to work together with their team supervisors, and to complete the tasks that must be done during the workday (meeting with staff, doing data collection, etc).

Each student is entitled to **2 weeks of vacation** over the 4 months of summer (May-August). The timing of this vacation must be approved by the Faculty Supervisor as well as the other students in the group to ensure that their absence will not affect the progress of the project.

### **Special Requirements for Course Completion and Program Continuation:**

In order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. Students must pass each of the three parts of the evaluation: the oral presentation, the written report, and the individual written component.

**Plagiarism/Academic Integrity:** McGill University and the Faculty of Medicine and Health Sciences value academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [McGill University Code of Student Conduct and Disciplinary Procedures](#) and the [Faculty of Medicine and Health Sciences Code of Conduct](#)

*L'université McGill et Faculté de Médecine et des Sciences de la Santé attachent une haute importance à l'honnêteté académique. Ils incombent par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le [Université de McGill Code de conduite de l'étudiant et des procédures disciplinaires](#) et [Faculté de médecine et des sciences de la santé](#).*

**Dress Code:** Professionalism with respect to dress is required throughout the course of the semester. It is each student's responsibility to have appropriate attire during all class

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assignments and learning activities.

**Right to submit in English or French written work that is to be graded:** In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

"Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue)."

**Course Accessibility:** As the instructors of this course we endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with us and [Student Accessibility and Achievement](#), 514-398-6009.

**Technology in Class:** Your respectful attentive presence is expected, therefore while you are permitted to use your laptop in class, it is understood that you will not be using your laptop or cell-phone for social purposes during class time (e.g. email, msn, sms). Your cell phone should be on silence during class time and phone calls should only take place during the break or after class.

**In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.**

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## AWARDS

Students may apply for the following awards related to the Masters Projects, as appropriate. Additional information is available on the SPOT website:

<https://www.mcgill.ca/spot/about/convocation-awards>

### 1. Dr. Alice Chan Yip Multiculturalism Award

**Purpose and objective of the Award:** To recognize a student who has conducted an outstanding clinical, community-based, or research project related to international development or multiculturalism, that embodies the principles of cultural competency in rehabilitation. This award was established in 2011 by the donor, in recognition of the importance of cultural competency in professional practice in rehabilitation, both in the domestic and the international arenas. Awarded by the School of Physical and Occupational Therapy to a student enrolled in the School's professional Occupational or Physical Therapy programs or to students registered in the Master's or PhD programs in Rehabilitation Science.

**Eligibility:** Two categories of students are eligible to apply for this award:

1. **Students enrolled in the School's Professional OT or PT programs** who have **implemented** (cannot be in the planning stages) an outstanding clinical, community-based or research project demonstrating a) cultural sensitivity related to international development or b) promoting cultural competency and health in the field of rehabilitation.
2. **Students enrolled in the Graduate Programs in Rehabilitation Science (MSc or PhD)** who have implemented (not in the planning stages) an outstanding research project demonstrating a) cultural sensitivity related to international development or b) promoting cultural competency and health in the field of rehabilitation.

**Evaluation Criteria:**

- Degree of correspondence between the student's project and the award objectives
- Quality and impact of the project
- Student's role within the project (leadership, innovation, contribution)

**Value of the award:** \$850

### 2. Patricia Ann MacDonald Wells Van daele Award

**Purpose and Objective of the Award:**

To recognize a student who has conducted an outstanding clinical, community-based, or research project related to the aging population and/or clinical education. This award was established in 2003 by family, friends and colleagues of Patricia Ann MacDonald Wells Van

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daele as well as graduates of the School of Physical and Occupational Therapy. Awarded by the School of Physical and Occupational Therapy to a student enrolled in the School's professional Occupational or Physical Therapy programs or to students registered in the Master's or PhD programs in Rehabilitation Science.

**Eligibility:** Two categories of students are eligible to apply for this award:

1. **Students enrolled in the School's Professional OT or PT Programs** who have implemented (cannot be in the planning stages) an outstanding clinical, community-based or research project related to the aging population and/or clinical education.
2. **Students enrolled in the Graduate Programs in Rehabilitation Science (MSc or PhD)** who have implemented (not in the planning stages) an outstanding research project related to the aging population and/or clinical education.

**Evaluation Criteria:**

- Degree of correspondence between student project and award objectives
- Quality and impact of the project
- Student's role within project (leadership, innovation, contribution).

**Value of the Award:** \$500

### **3. The Association Physio Montreal Travel Award School of Physical and Occupational Therapy**

**Purpose and Objective of the Award:**

To recognize students in the professional Physical Therapy Program who demonstrate outstanding commitment to their chosen profession.

The Travel Award was established in 2013 through a donation from the *Association Physio Montréal*. It is awarded to Physical Therapy students by the School of Physical and Occupational Therapy to support expenses related to presenting their research as well as representing McGill University and their profession at a major provincial, national or international professional congress/conference (e.g. OPPQ, CPA, WCPT). Other conferences will be considered if approved by the Chair of the Awards Committee.

**Eligibility:**

- Students who completed their professional Physical Therapy Degree in the fall previous to the award application (e.g. completed in fall 2015 for a February 28 2016 application).
- Students who are authors of poster or podium presentations at the targeted conference.

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- Students will only be considered for one award per degree program (unless unused funds are available).

**Evaluation Criteria:** The selection of one or more students is based on the quality of their research as presented in their abstract, and a letter of support from their research supervisor.

**Value of the Award:** Each year, a sum of up to \$1,500.00 will be available for the School's professional program in Physical Therapy.

#### 4. The SPOT Alumni Travel Award School of Physical and Occupational Therapy

**Purpose and Objective of the Award:**

To recognize students in the professional Occupational Therapy Program who demonstrate outstanding commitment to their chosen profession.

The Travel Award was established in 2013 through a donation from the *School of Physical and Occupational Therapy Alumni Fund*. It is awarded to Occupational Therapy students by the School of Physical and Occupational Therapy to support expenses related to presenting their research as well as representing McGill University and their profession at a major provincial, national or international professional congress/conference (e.g. OEQ, CAOT). Other conferences will be considered if approved by the Chair of the Awards Committee.

**Eligibility:**

- Students who completed their professional Occupational Therapy Degree in the fall previous to the award application (e.g. completed in fall 2015 for a February 26 2016 application).
- Students who are authors of poster or podium presentations at the targeted conference.
- Students will only be considered for one award per degree program (unless unused funds are available).

**Evaluation criteria:** The selection of one or more students is based on the quality of their research as presented in their abstract, and a letter of support from their research supervisor.

**Value of the Award:** Each year, a sum of up to \$1,500.00 will be available for the School's professional program in Occupational Therapy.

#### 5. AQPMO (Quebec Manual Therapy Organization)

AQPMO is offering each university PT program in Quebec paid registration for 2 students to present a poster of the Masters Project at their annual symposium. (November 2016 in Montreal). A project related to manual therapy/MSK will be selected at the Masters Projects Presentation Day in August.

The names of the 2 students representing McGill must be submitted by September 16, 2016. One project selected by the public and the organizing committee will receive a prize.

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## 6. Gloria Gilbert Chronic Pain Award

Gloria Gilbert is a graduate of McGill's School of Physical & Occupational Therapy (Dip. PT '66; BSc [Phys. Ther.] '67). She is a Diplomate of the Canadian Academy of Pain Management (CAPM) and a Fellow of the Academy of Integrated Pain Management. She has served on the Executive committee of CAPM for many years and is also a member of the Pain Medicine Scientific Advisory Board at Western University. Gloria worked with children and adults in outpatient hospital-based clinics from 1967-1982. Concerned that she did not always have the time to treat people efficiently, Gloria established The Downtown Clinic, Physiotherapy & Health Counselling in 1982 – the first privately-owned physiotherapy clinic in London, Ontario. In 2002, she completed a Master's of Science at Western University.

Throughout her career Gloria has devoted herself to the treatment of those experiencing the long-term effects of chronic pain. Early on, she identified the need for inter-disciplinary treatment for patients in pain. She has a long history of mentorship to her physiotherapy colleagues and has encouraged dialogue between patients and their families, health care providers as well as legal and insurance representatives to ensure that needed rehabilitation services are obtained.

In 2011, Gloria was honoured by the Canadian Physiotherapy Association with the Lifetime Achievement Award for her commitment and outstanding service to her clients and the physical therapy profession.

Gloria's vision, leadership, commitment, advocacy, outstanding service to her clients and love for her profession have made her an inspiration to her colleagues, her patients, her students and the rehabilitation community.

**Purpose of the Award:** To recognize a student who has conducted an outstanding project related to pain and pain management which has been accepted for presentation at the scientific meeting of the Canadian Pain Society.

This award was established in 2016 by the donor, in recognition of the importance of leadership and innovation in the treatment of those with chronic pain. It is awarded by the School of Physical & Occupational Therapy.

**Eligibility:** Students enrolled in the School's Professional OT or PT programs or in the Graduate Programs in Rehabilitation Science (MSc or PhD) who have conducted (not in the planning stages) an outstanding research project related to pain and pain management which has been accepted for presentation at the scientific meeting of the Canadian Pain Society.

**Students will only be considered for one award per degree program (unless unused funds are available).**

### Evaluation Criteria:

- Degree of correspondence between the student's project and the award objectives
- Quality and impact of the project
- Student's role within the project (leadership, innovation, contribution)

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**Value of the award:** \$750

**Responsibilities:** Awardee will be expected to give a presentation of their project at the annual scientific meeting of the Canadian Pain Society.

**Application Process:**

1. Each application must include:
  - a. A completed and signed application form
  - b. One page application letter that summarizes the project in lay terms and addresses the pertinence of the project to the objectives of the award.
  - c. Letter of Support from their supervising faculty member of the School of Physical and Occupational Therapy (see <http://www.mcgill.ca/spot/faculty>).
  - d. Applicants must provide evidence that an abstract related to their research project has been accepted for presentation at the annual scientific meeting of the Canadian Pain Society.
2. Electronic submission of the application materials is to be sent to the Chair of the Awards Committee through the student's McGill email by 16h00 on February 26th. Applications that are incomplete will not be considered.

**Review Process**

- Applications will be reviewed by the Awards Committee, with input from the Director of the Occupational Therapy Program, the Director of the Physical Therapy Program, the Director of the Graduate Program and ad hoc faculty members, as needed.
- All applicants will receive notification from the Chair of the Awards Committee once the selection process is complete.
- The awards will be presented at the School reception held at the time of Convocation each year.

### **7. Kay Rothman Amor Wolofsky Travel Award**

Established in 2017 by Kay Rothman Wolofsky, DIP P&OT 1953. To provide travel support for a maximum of two graduate students graduating from the MSc (applied) Physical Therapy or Occupational Therapy program and who are attending the Canadian Physiotherapy Association's national congress or other relevant conference, as determined by the Director of the School of Physical and Occupational Therapy. Awarded by the School of Physical and Occupational Therapy. Value: varies.

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McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today.