



School of Physical and Occupational Therapy



SP & OT



EXCELLENCE THROUGH GROWTH

IMPORTANT INFORMATION FOR STUDENTS 2011-2012

TABLE OF CONTENTS

I. WELCOME TO THE SCHOOL OF PHYSICAL AND OCCUPATIONAL THERAPY FOR THE 2011-2012 SESSION	3
A. MISSION STATEMENTS.....	6
1. <i>Mission statement of the School of Physical and Occupational Therapy.....</i>	<i>6</i>
2. <i>Vision and mission statements of the Physical Therapy Program.</i>	<i>6</i>
3. <i>Vision and mission statements of the Occupational Therapy Program.....</i>	<i>7</i>
B. STATEMENTS OF PHILOSOPHY	7
1. <i>On occupation.</i>	<i>7</i>
2. <i>On occupational therapy.....</i>	<i>7</i>
3. <i>Educational philosophies.....</i>	<i>8</i>
II. IMPORTANT INFORMATION FOR STUDENTS.....	11
A. ACADEMIC INTEGRITY – PLAGIARISM	11
B. ATTENDANCE AND TERM WORK	12
C. LEAVES OF ABSENCE	13
D. POLICY ON STUDENT ATHLETES.....	14
E. POLICY ON THE RESPONSIBLE USE OF MCGILL INFORMATION TECHNOLOGY RESOURCES	15
F. CODE OF STUDENT CONDUCT	16
1. <i>Guidelines regarding professional behaviour.</i>	<i>16</i>
1.1 <i>Comportment.....</i>	<i>17</i>
1.2 <i>Classrooms.....</i>	<i>18</i>
1.3 <i>Buildings (Davis, Hosmer and Hosmer Coach House).</i>	<i>18</i>
1.4 <i>Student use of buildings in the evening.....</i>	<i>19</i>
1.5 <i>Clinical facilities and Medical Simulation Centre.....</i>	<i>19</i>
1.6 <i>Outside special events.....</i>	<i>20</i>
G. COUNSELLING	20
H. FACULTY ADVISER	21
1. <i>Your adviser.....</i>	<i>21</i>
I. EMAIL POLICY.....	22
J. STUDENT RIGHTS AND RESPONSIBILITIES.....	23
K. SAFETY AND WELL-BEING.....	23
L. GUIDELINES FOR WRITING A TERM PAPER	24
1. <i>Term papers.</i>	<i>25</i>
2. <i>Separate page for the following readings.....</i>	<i>25</i>
M. AUDIOVISUAL EQUIPMENT BORROWING GUIDELINES	27
1. <i>Audiovisual resources.....</i>	<i>27</i>
1.1 <i>Campus resources.</i>	<i>27</i>
1.2 <i>Materials from other departments.</i>	<i>28</i>
1.3 <i>Resources available within the School of Physical and Occupational Therapy.</i>	<i>28</i>
2. <i>Access to audiovisual equipment.</i>	<i>28</i>
2.1 <i>Procedures.</i>	<i>29</i>
2.2 <i>Catalogues.....</i>	<i>30</i>
2.3 <i>Hosmer 204 study area.....</i>	<i>30</i>
N. LIFE SCIENCES LIBRARY	31

1.	<i>About the library</i>	31
2.	<i>Services</i>	31
3.	<i>Resources for Physical and Occupational Therapy</i>	32
O.	ASSESSMENT LIBRARY.....	33
1.	<i>Library operation</i>	33
2.	<i>Library holdings</i>	33
3.	<i>Lending procedures</i>	33
P.	UNDERGRADUATE AND GRADUATE COMPUTER LABORATORY.....	34
1.	<i>Laboratory location</i>	34
2.	<i>Hours of operation</i>	34
3.	<i>Access</i>	34
Q.	UNIVERSITY SAFETY.....	35
R.	EMERGENCY MEASURES AND FIRE PREVENTION SERVICES.....	35
S.	CONTACT INFORMATION.....	36
1.	<i>Student services & support</i>	36
2.	<i>List of committees with student representation</i>	38
3.	<i>Student societies</i>	39

I. Welcome to the School of Physical and Occupational Therapy for the 2011-2012 Session

FALL TERM	13 WEEKS	BEGINNING SEPTEMBER 1, 2011
WINTER TERM	13 WEEKS	BEGINNING JANUARY 9, 2012

This curriculum has been designed to prepare you for clinical practice in the Year 2011 and beyond.

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 Physical or Occupational 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.

Dr. Annette Majnemer

Director

School of Physical and Occupational Therapy

Dr. Judith Soicher

Director

Physical Therapy Program

School of Physical and Occupational Therapy

Dr. Bernadette Nedelec

Director

Occupational Therapy Program

School of Physical and Occupational Therapy

A. Mission Statements

1. Mission statement of the School of Physical and Occupational Therapy.

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

Mission. To prepare reflective and collaborative professionals who are skilled in clinical reasoning and the use of evidence to optimize health, function, and participation of individuals in society, who can assume leadership roles in professional and scholarly activities: including the transfer of best evidence to clinical practice.

(Amended November 11, 2009)

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 clinical reasoning to enable clients, families, and communities to participate in meaningful occupations.

(Amended June 15, 2009)

B. Statements of Philosophy

1. On occupation.

The concept of **occupation** is understood as functional doing and participation in everyday meaningful tasks and activities within the environments in which individuals, groups, or communities live, work and play. A determinant for health across the lifespan, occupation promotes self-expression, self-identity, personal and developmental growth in the physical, social, cognitive, affective and spiritual domains. Occupation gives life meaning and affords opportunities for social equity, empowerment, and adaptation.

2. On occupational therapy.

Occupational therapy embraces meaningful and purposeful occupation to enable people with impairment, disability and/or handicap to participate in everyday life. Occupational therapy recognizes and values the dynamic relationship between the person, occupation and environment to affect change and adaptation in any of these domains.

The occupational therapist is a health care practitioner who analyses the impact of occupation on health and well-being in order to increase independent function, enhance development and promote quality of life. Occupational therapists use a client-centered model to collaborate with people of all ages, from infancy through midlife to old age, in a therapeutic process that promotes

participation and engagement in meaningful activities despite physical, emotional, social, cultural, or environmental challenges.

Occupational therapists are committed to the development of clinical expertise, based on evidence, through pedagogical initiatives and professional teaching, research, and knowledge translation.

3. Educational philosophies.

Our philosophy of education is based on the following guiding principles.

The use of evidence

- Evidence-based learning activities.
- Evidence-based practice.
- Outcome assessment.

Reasoning

- Clinical reasoning.
- Interactive reasoning.
- Reflective reasoning.

Adult learning methodologies

- Self-directed learning.
- Small group activities.
- Case-based activities.
- Problem-based learning.

Communication

- Communication skills.
- Interpersonal and professional.

Education of an autonomous professional

Lifespan perspective

Promotion of health and prevention of illness

Client-centred practice

Goals

Prepare occupational therapists that possess the essential competencies to work effectively within the changing health care milieu, within the context of societal/cultural influences of both the national and international communities.

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.

As such, an essential goal in our program is to foster independent, self-motivated, self-regulated thinkers and learners. Students who acquire these competencies can then profit from today's information rich society, think critically about what they find, and select and integrate knowledge.

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 diagnose 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 requisite for effective administration/ practice management within the health care system.

(Amended November 11, 2009)

II. Important Information for Students

A. Academic Integrity – Plagiarism

[Plagiarism](#) is considered an academic offence in the [Code of Student Conduct and Disciplinary Procedures](#) which states:

Article 15 (a)

No student shall, with intent to deceive, represent the work of another person as his or her own in any academic writing, essay, thesis, research report, project or assignment submitted in a course or program of study or represent as his or her own an entire essay or work of another, whether the material so represented constitutes a part or the entirety of the work submitted.

(Academic Offences, para. 2)

Plagiarism may be defined generally as the knowing submission of the work of another as if it were one's own. This can range from careless or sloppy work or errors resulting from inexperience, on the one hand, to intentional or wholesome academic deceit, on the other hand.

This also includes double or joint submissions, and the submission a second time of one's own work. Certain forms of plagiarism involve an element of deliberation which is inherent and unchallengeable, and which demand reasonably specific and uniform responses.

These plagiarisms are considered to be the submission of work

- purchased from an organization;
- extensively copied from other sources;
- which has been improperly removed from a departmental file or office;
- written by another with or without permission.

Upon demonstration that a student has represented another person's work as his/her own, it shall be presumed that the student intended to deceive. The student shall bear the burden of rebutting this presumption by evidence satisfying the

person or body hearing the case that no such intent existed. Plagiarism is regarded as an [academic offence](#) where severe penalties are considered appropriate (which can include a grade of F (0) for the plagiarized work and/or a failure in the course).

In submitting work in his/her courses, a student should remember that plagiarism is considered to be an extremely serious academic offence. 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.

With regard to what constitutes an academic offence, please refer to The Code of Student Conduct and Disciplinary Procedures as outlined in the Virtual Student Handbook, which can be found online:

<http://www.mcgill.ca/secretariat/policies/students/virtual-student-handbook-le-recueil-virtuel-de-1%C3%A9tudiant-formerly-green-book>

B. Attendance and Term Work

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.

It is the responsibility of the students to make sure, at the time of registration, there is no conflict in the timetable of the courses which they propose to follow.

Students are expected to attend lectures regularly. In recent years, there has been an increase in absenteeism partly due to total reliance on the “Note-Taking-Club”. The School strongly encourages students to take their own notes in lectures to facilitate the understanding of the lecture and avoid misinterpretation.

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

Students are required to attend laboratory practical classes, Clinical Reasoning Workshops and Seminars as part of the Physical and Occupational Therapy Programs. These classes involve learning, about the treatment modalities and procedures used to assess and treat patients, and developing clinical reasoning skills.

Students are expected to participate in these classes and 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, role playing, and conducting psychosocial assessments.

If there are personal reasons or problems associated with participation in a particular type of laboratory or practical class, students must consult the course instructor immediately. If possible, an alternative solution will be found.

Students who have missed more than 10% of laboratory or small group sessions, or who miss any required professional workshop or seminar, without prior approval, will receive 0/10 for participation in the course. If a course does not have a participation mark, 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.

C. Leaves of Absence

Leaves of absence will be granted only for reasons of health or family crises. Requests for leaves must be approved by the Program Director. A request must be accompanied by supporting documentation (such as a letter from the student's physician/counsellor). In general a medical leave is granted for up to one year. The program reserves the right to impose a limitation on the number as well as the total duration of leaves. Should a prolongation be requested, the program reserves the right to require a second opinion from a faculty-designated physician.

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.

Once the leave has been approved by the Program Director, the student's registration and fees must be verified by the Student Affairs Coordinator. Students may be required to forfeit all or part of their tuition fees. Students receiving financial aid must inform the Student Aid Office to assess the impact of the leave on financial aid.

D. Policy on Student Athletes

While encouraging athletic participation and excellence on the part of our students, it should be acknowledged that their academic program takes priority when conflicts occur between team practices/games and 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 students must:

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

If a situation arises in which a competition occurs during a scheduled course, program, activity, or examination the 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 letter 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 examination, like semi-final or final competitions. **Late submissions will not be considered.**

The examination takes precedence over the athletic event. Possible solutions to the conflict include

- preparing an alternative evaluation for that particular student;
- shifting the weight normally assigned to the evaluation to the weight assigned to the remaining evaluation;
- deferring the evaluation or examination to another time.

Students are not permitted to write exams outside of McGill University. This 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 Rules and Regulations, and other McGill documents.

Note Students may not request absences from clinical placements. The Program Director takes the final decision.

E. 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: www.mcgill.ca/secretariat/policies/informationtechnology/

Please review in detail the Guidelines for the Use of Mobile Computing and Communications Devices in Classes at McGill, available online: <https://secureweb.mcgill.ca/secretariat/sites/mcgill.ca.secretariat/files/Mobile-Computing-Commun-devices-MC2-guidelines-11June2010.pdf>

F. Code of Student Conduct

The Code of Student Conduct and Disciplinary Procedures, as outlined in the Virtual Student Handbook, is considered the basic university requirements and applies to all students registered on a part-time or full-time basis. It is available online: <http://www.mcgill.ca/secretariat/policies/students/virtual-student-handbookle-recueil-virtuel-de-l%C3%A9tudiant-formerly-green-book>

The School of Physical and Occupational Therapy, in addition to the above, requires that the following code of conduct be observed by all students, graduate or undergraduate, registered in the School's programs.

1. Guidelines regarding professional behaviour.

Physical and Occupational Therapy are professions; therefore, our programs have rigorous standards of conduct. Professional behaviour is expected of students throughout their education, both in the classroom and clinical setting.

Collaborative learning is highly valued and advocated at the School. The level of respect amongst students is expected to be of the highest standard. To allow students to successfully incorporate professional behaviour into their daily interactions with peers, the School staffs, clinical teachers and faculty, the following guidelines have been agreed upon by both the faculty and the student representatives. These guidelines will be enforced throughout the program.

1. 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 not to interrupt a learning activity in progress. Thus, unless unforeseeable major events occur (i.e. the metro is not working, major storms) the doors are closed at the time that class is scheduled to start. If the course is one requiring compulsory attendance (refer to Course Guides) 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.

2. Students are encouraged to actively participate in class. Questions should be directed to the front of the class. Talking amongst students during class when a faculty member, guest lecturer or fellow student is speaking is unacceptable. This is disruptive and interferes with others' learning. Thus, disruptive talking will not be tolerated and the disruptive student(s) will be asked to leave. 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.
3. Professionalism with respect to dress is encouraged throughout the program. When clients are scheduled to attend a learning activity or when the student is doing a class presentation, clinical placement, visit to external sites and during mOSCEs, professional attire is expected. Therefore, during these learning activities, informal (jeans, sweat pants and casual shorts) or provocative attire is not appropriate. Footwear must be appropriate to the setting and provide a measure of safety to both students and clients.

Clinical supervisors will note inappropriate dress as unprofessional student behaviour during placements. 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 will receive an automatic failing grade, when applicable, and will be required to complete a supplemental assignment or exam.

1.1 Comportment.

1. All full-time and part-time faculty must be addressed as professor if this is their official title, unless otherwise instructed by the individual professor. Lecturers who do not have an academic appointment are addressed using Mr., Mrs., or Ms.
2. All lecturers should be treated with due respect and courtesy. All critique of a negative nature with regard to the lecture should be conveyed to the course coordinator in writing.

3. Disruptive behaviour (talking, excessive movement, etc.) will not be tolerated during lectures or laboratory sessions. Faculty will exercise their right to dismiss students who exhibit this behaviour.
4. Students must attend all laboratory sessions and lectures as indicated in the course guides in professional courses.
5. Students may be required to wear shorts and sleeveless shirts for practical sessions, if appropriate to the session.

1.2 Classrooms.

1. 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.
2. 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 classes.

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

- All outdoor footwear must be removed at the building entrance during the late fall and winter sessions.
- No smoking is permitted in the buildings or within 30 metres of building entrances.
- 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 are not to be loaned to any unauthorized person. Davis and Hosmer House front 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 (5 p.m. on Friday) during the fall and winter semesters. Both doors are locked on

weekends at all times. Holding the door open for longer than 60 seconds, once the locking mechanism has been activated, will set off an alarm.

- The Undergraduate and Graduate Student Affairs office, Hosmer 100 and Davis 5 respectively, are accessible to all students during posted office hours.
- Students are not permitted to be present in the halls in their underclothing.
- 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.

1.4 Student use of buildings in the evening.

Students enrolled in programs at the School of Physical & Occupational Therapy can remain in Hosmer House up until 9:00 pm for group learning and practice purposes on week nights after the building is locked down at 6:00 pm (5 pm on Fridays). Due to security directives, students may not remain in Hosmer House after 9 pm. McGill Campus Security patrols will expect students to abide by the 9 pm study hour extension, and are obliged to report individuals if they find students remaining later than the policy permits. Students cannot use the Hosmer Coach House (Annex) or Davis House after hours.

1.5 Clinical facilities and Medical Simulation Centre.

1. All undergraduate students are required to adhere to their program's codes of dress and professional conduct while on any clinical site visit or session at the Medical Simulation Centre.
2. 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.
3. All health care professionals and clients must be addressed by their official title and/or surname unless otherwise instructed.

1.6 *Outside special events.*

An outside special event is any activity that is organized outside of the academic programs or regular student association business meetings. If rooms are required for special events, students or outside groups can make requests online: <http://www.mcgill.ca/eventsbookings/guidelines/>

If one of the student associations wants to book a room, they are charged an administrative fee. If an outside group is involved they will need to undergo a risk management assessment, and will need to be insured. If you require any additional details please refer to:
<http://www.mcgill.ca/eventsbookings/contact/>

G. **Counselling**

Student Services Counselling Service has professional counsellors who are available to discuss personal, academic and career goals or problems. They can provide individual or group study skills sessions or guide students through financial, or other, crises by means of interventions or referrals. Brown Student Services Building: counselling.service@mcgill.ca

The **First-Year Office (FYO)** can help new students navigate their way through the Undergraduate Course Calendar and the information contained in the booklet *Welcome to McGill, the Essential Guide for New Students*. The FYO can help students prepare for the course registration period when the Minerva registration system opens for newly admitted students: <http://www.mcgill.ca/firstyear/>

To maximize this help, it is strongly recommended that students first read the sections in the Welcome to McGill book specific to their faculty. The FYO staff is always available to provide advice and referrals to the many support mechanisms at McGill.

Career and Placement Service provides career education, guidance, and individual advising to students in their search for permanent, part-time, or summer jobs and internships: <http://www.mcgill.ca/caps/>

The role of the **Office for Students with Disabilities (OSD)** is to provide academic accommodations and services for McGill undergraduate, graduate and postdoctoral students who have a documented disability. The legal mandate of the

OSD is to provide reasonable accommodations within a framework which does not compromise academic objectives and standards, and their position within Student Services emphasizes their goal of supporting individual student success:

www.mcgill.ca/osd/

H. Faculty Adviser

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 advisers, professors, and counsellors to ensure that they receive the advice they need to meet their academic goals.

It should be noted that, while advisers are there to provide students with guidance, students are ultimately responsible for meeting the requirements of their degree. It is their responsibility to inform themselves about the rules and regulations of the university faculty, and their program. With the students’ cooperation, all advisers and counsellors will work together to help students throughout their undergraduate studies.

1. Your adviser.

Program Advisers at the School can offer you assistance in a number of areas. Your adviser

- is a faculty member with whom you can build a relationship to counsel you throughout the program;
- can guide you with both academic and non-academic concerns;
- is a person in the School with whom you can discuss any matter and to whom you may go for advice;
- will provide ongoing advice and guidance on the program;
- will assist you with workload management;
- will assist you with guidance regarding career options or considerations;

- will 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;
- will communicate with other advisers within the university and, with a student's permission, serve as a direct link to other university resources.

Please note that you will be assigned a faculty adviser during the first week of classes. 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 you from contacting any faculty member you may choose. Normally matters pertaining to a specific course are addressed first to the coordinator of the particular course. The Program Director is also available for any student who seeks a discussion or advice.

I. 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.

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: <http://webmail.mcgill.ca>

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: <http://www.mcgill.ca/secretariat/policies/informationtechnology/>

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

J. Student Rights and Responsibilities

Section III. Academic Offenses

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 Handbook on Student Rights and Responsibilities, including the disciplinary procedures that will be taken as academic offences. This handbook is available online: http://www.mcgill.ca/files/integrity/Code_of_Student_Conduct.pdf

K. Safety and Well-being

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 School's Building Director assists students in the completion of an Accident Event Report to the Environmental Safety Office. In addition, issues of safety and well-being are addressed by students at the Faculty-Student Liaison Meeting.

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: <http://www.mcgill.ca/ehs/safetycommittees/>

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: www.mcgill.ca/security/community/walksafe/

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: <http://www.mcgill.ca/studentsservices/>

L. Guidelines for Writing a Term Paper

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/>
- You can print a copy of the guide also available online:
<http://owl.english.purdue.edu/owl/owlprint/560/>

1. Term papers.

- Typewritten in Times New Roman, Arial or Courier New font.
- Doubled spaced.
- Paper size: 8 ½ x 11”, heavy duty, white bond.

2. Separate page for the following readings.

a. Title page shall contain:

- Title of article.
- Author’s name.
- Course number.
- Professor’s name.
- Date.

b. Abstract

- 100 to 250 words may be required (depending on the professor).
- The abstract is a concise statement about what was done, what was found and what was concluded.

c. Acknowledgement includes

- Names and positions of any individuals who have helped in the preparation of the project, in assessing the results, or in preparing the illustrations or graphs, as well as;
- Names of any agency such as professional organizations or the Dominion Bureau of Statistics who have provided data.

d. Index of contents

- This must be included with their page numbers.

e. Introduction and objective of paper

- This section should introduce the topic and state clearly the objective of the paper as well as define any terms which may not be of common usage and known to everyone in the particular context of the paper, for example, a qualified therapist is one who ..., and an unqualified therapist is one who...

f. Presentation

- This part contains the body of the paper and it should be subdivided into sections depending on the content. These sub-sections must be listed separately in the index under “presentation”.

g. Discussion

- This part should reflect whether the paper has helped to clarify or resolve the original purpose.
- Practical implications that could be drawn from the paper could be presented here.
- Ideas from the paper that could be useful for further study could also be given.

h. Conclusion

- This is a brief summary.

i. Reference or bibliography

- A bibliography contains a complete list of everything published within specified limits about the subject.
- References (books, personal comments, documents, articles) are sources through which the author has obtained information. The value of an article is not measured by the number of references and they should not be included merely to impress the professor. Do not include a list of references which have never been read.
- All references, be they ideas or fact from the work of another person, must be documented. If they are not, this constitutes “PLAGIARISM”.
- See Section on Plagiarism.

M. Audiovisual Equipment Borrowing 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 faculty and staff reservations call: 514-398-8833

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:

<http://webforms.mcgill.ca/ics-av/icsav.asp>

1.2 Materials from other departments.

Faculty and students may also borrow videotapes, CD-ROM's and DVD's from various libraries and/or other departments at McGill University, such as the Life Science Library, School of Nursing, School of Social Work, and hospitals affiliated with McGill.

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

The School maintains a collection of clinically produced videotapes with case studies from a broad range of pediatric and adult neurology, assessments in progress, as well as historic neurological treatment approaches. Lecturers contribute new materials as they are developed and can draw from pre-existing tapes for illustrative purposes.

In addition, the School maintains a small basic science and professional video and CD-ROM collection that is available for faculty and/or students to use in class to support various learning objectives or to borrow for review purposes. The School has state-of-the-art audiovisual equipment in each of the main classrooms operating updated to Microsoft Office 2007.

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, eight of our classrooms (Hosmer 101, 102, 104, 202, 301, Coach House gymnasium, 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.

The Coach House gymnasium, Hosmer 102 and Hosmer 104 are also equipped with a data projector. Hosmer 102 has a PA system with microphone, amplifier and speakers. The Coach House gymnasium is equipped with a PA system and 2 wireless microphones.

Portable LCD projectors from ICS-A/V must be reserved from ICS far in advance by emailing the School's technician (crstechnician.pot@mcgill.ca), or by contacting ICS directly (see section [1.1 Campus resources](#) above).

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. Where overhead projectors have been removed, document cameras have been installed.

Furthermore, wireless internet connection is available in many areas within McGill University. Hosmer House, Hosmer Coach House (Annex) and Davis Houses have full wireless coverage.

Audio visual equipment available by reservations only:

- Video cameras.
- VCRs and television monitors.
- 16-mm film projectors (for in-school use).
- Slide projectors (for unequipped rooms).
- Overhead projectors (for lab meetings, etc.).
- Laser pointers.

To reserve equipment and materials please see or [email the technician](#) in Hosmer House, Room 100, who will help you locate the suitable materials and will ask you to fill out a loan card. Loans to students are based on an honour system.

You may view audiovisual material on the 4th floor of the Life Sciences Library in the McIntyre Medical Sciences Building, and 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 IN AND OUT**. A yellow loan card for this purpose is available in Hosmer House, Room 100.

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 in Hosmer House, Room 100 (514-398-4516 or crstechnician.pot@mcgill.ca) immediately.

1. After viewing, all audiovisual materials must be returned to Hosmer House, Room 100.
2. Any equipment in need of repair should be reported to the technician immediately.
3. 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 Catalogues.

A small selection of videotape and film catalogues is available. See the technician in Hosmer room 100.

2.3 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.

N. Life Sciences Library

1. About the library.

The Life Sciences Library is one branch of 13 libraries comprising the McGill Library system. The Library is located on two floors of the McIntyre Medical Sciences building, with the entry on the third floor.

There are outstanding collections of e-journals and e-books as well as rich collections in print (300,000 volumes), and many clinical tools. The Osler Library of the History of Medicine, located within the Life Sciences Library, has a collection of international calibre.

When on campus, students in the School of Physical and Occupational Therapy are in immediate proximity of the McIntyre Medical building.

Note McGill ID is required to enter the McIntyre Building in the evenings (after 6pm) and at any time on weekends and holidays.

The library is open seven days a week during the school term, and Monday to Friday during the summer. For specific times, check the library website: <http://www.mcgill.ca/library/library-using/branches/lsl/>

2. Services.

There are two service points on the Library's entry level: Loans and Information. Course readings are kept on reserve at the Loans Desk. Help with finding information, library services, or locating library resources is available in person from friendly, expert staff at the service points, via online chat and email, and by telephone.

The [Liaison Librarian for Physical and Occupational Therapy](#) is Jill Boruff. You may contact her by phone at 514-398-4475 ex. 09528# or by email at jill.boruff@mcgill.ca. Jill teaches information literacy workshops for undergraduate and graduate students in the School of Physical and Occupational Therapy. She is also available for individual consultations to help with research, setting up alerts, or any other questions that you may have.

The subject guide of library resources for Physical and Occupational Therapy can be found online: <http://www.mcgill.ca/library/library-findinfo/subjects/health/poth/>

Library materials not held at McGill may be requested via the interlibrary loans service, using forms on the Library web site. Faculty, graduate students, and staff may also use the CISTI Source document delivery service to obtain articles not available at McGill. For more information please refer to: <http://www.mcgill.ca/library/library-using/>

3. Resources for Physical and Occupational Therapy.

The Life Sciences Library has an extensive biomedical collection, including books and journals in Physical and Occupational Therapy. The catalogue of materials can be found online: <http://catalogue.mcgill.ca/>

The library has a variety of biomedical databases such as Medline and EMBASE. CINAHL provides access to scholarly as well as clinical allied health literature, including Physical and Occupational Therapy.

Online resources include e-journals, databases, clinical tools and books. McGill now has 64,000 e-journal titles with over 10,000 titles related to the life sciences. The following are a few of the pertinent journals available through the Life Sciences Library:

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

More information on the Life Sciences Library and its resources can be found online: www.mcgill.ca/lsl/

O. Assessment Library

The Assessment Library is a learning resource within the School. The goal of the Assessment Library is to provide Physical and Occupational 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. An updated library timetable is posted on 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 (514) 398-2048.

2. Library holdings.

A complete inventory list is kept at the library and is available for perusal.

3. Lending procedures.

The borrowing of assessments that are required for Physical and Occupational Therapy courses is restricted to the instructor 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 two week loan policy 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.

Students must show their McGill ID at the time of the loan transaction and fill in a loan card with contact information.

P. Undergraduate and Graduate Computer Laboratory

1. Laboratory location.

This computer laboratory of 11 stations is for the exclusive use of the Physical and Occupational Therapy students and is located on the second floor, room 201D and 201E (situated to the left and right of rooms 235 and 234) of the McIntyre Medical Sciences Building, 3655 Promenade Sir-William-Osler.

2. Hours of operation.

The laboratory is open from 7h00 to 19h00.

3. Access.

The default client that has been chosen is Outlook 2007. Email accounts have also been created for you, such as `firstname.lastname@mail.mcgill.ca`. Email will only have to be set up once. In order to change your password, you have to log into Minerva.

To login you must:

1. Enter your McGill username.
2. Enter your 8-character McGill Password.

These settings will then be retained on the server after you logoff. This means that when you logoff and come in the next day, the email setup will be downloaded from the server.

Q. University 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: www.mcgill.ca/safety/

R. Emergency Measures and Fire Prevention Services

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: www.mcgill.ca/emo

S. Contact Information

1. 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 	<p>Ms. Marlene Brettler Student Affairs Coordinator, Undergraduate Program Hosmer House, Room 100 ☎ 514-398-4400 x0657 ☎ 514-398-4500 ✉ undergrad.pot@mcgill.ca</p>
<ul style="list-style-type: none"> • C.P.R. certification • PDSB Course • Clinical placement supervision information • Immunization 	<p>Ms. Croce Filteau Davis House, Room D5 ☎ 514-398-1293 / 5594 ☎ 514-398-6360 ✉ croce.filteau@mcgill.ca</p>
<ul style="list-style-type: none"> • 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>Luisa De Marte Hosmer House, Room 100 ☎ 514-398-4516 ☎ 514-398-8193 ✉ crstechnician.pot@mcgill.ca</p>
<ul style="list-style-type: none"> • Assessment Library 	<p>Mr. Robert Everitt Hosmer House, Room H13/H105 ☎ 514-398-2048 ✉ librarian.spot@mcgill.ca</p>

Table 2

Contacts within the University

SERVICES & SUPPORT	CONTACT INFORMATION
Student Services	) 514-398-8238 ☎ mcgill.ca/studentservices/
Dean of Students Office	) 514-398-3825 ☎ 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 ✉ 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/
International Student Services	) 514-398-4349 ☎ mcgill.ca/internationalstudents/
Mental Health Services	) 514-398-6019 ☎ mcgill.ca.mentalhealth
Students With Disabilities	) 514-398-6009 ☎ mcgill.ca/osd/
Tutorial Service	) 514-398-6011 ☎ 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/franco
Post-Graduate Students' Society	) 514-398-3990 ☎ pgss.mcgill.ca/

2. 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 3

List of Committees with Student Representation

NAME OF COMMITTEE	STUDENT BASED	STUDENT & FACULTY BASED
Fitness Center	✓	
Golden Key Honours Society	✓	
Graduate Committee	✓	
Intramural Sports Team	✓	
Physical and Occupational Therapy Undergraduate Society (POTUS)	✓	
Canadian Association of Occupational Therapist (CAOT) and Canadian Physiotherapy Association (CPA) Representative		✓
Curriculum Committee		✓
Clinical Advisory Committee		✓
L'ordre des ergothérapeutes du Québec (OEQ) et l'ordre professionnel de la physiothérapie du Québec (OPPQ)		✓
OT and PT Faculty Meetings		✓
School of Physical and Occupational Therapy Faculty Meetings		✓
Student - Faculty Liaison Meetings		✓

3. Student societies.



- ① For students in the **B.Sc.(Rehabilitation Science) program**, please refer to: <http://mcgillpotus.com/> 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: <http://pgss.mcgill.ca/> for information on the Post-Graduate Students' Society (PGSS).