School of
PHYSICAL & OCCUPATIONAL
Therapy

EXCELLENCE THROUGH GROWTH

McGill School of Physical and Occupational Therapy

MASTER OF SCIENCE, APPLIED (OCCUPATIONAL THERAPY):

RULES AND REGULATIONS 2026-2027

EXCELLENCE THROUGH GROWTH

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INTRODUCTION

The Professional Master of Science in Occupational Therapy is a 63-credit degree program including fieldwork education over 5 semesters. The educational approach is consistent with adult learning, self-directed learning, reflective clinical practice and inter-professionalism. Strong links between academic and clinical fieldwork education are emphasized.

Based on principles of health promotion from prevention of disability to rehabilitation, courses focus on client-centered and evidence-based practice across the lifespan and across the health care continuum.

STUDENT CONDUCT

CODE OF STUDENT CONDUCT

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

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

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

The Occupational and Physical Therapy programs have rigorous ethical and professional standards of conduct. Professional behaviour is expected of students throughout their education, whether in a class or clinical setting, OT and PT students therefore must comply with the Code of Conduct (Faculty of Medicine and Health Sciences). Students are expected to read and sign the Code of Conduct form during the clinical seminars.

ACADEMIC INTEGRITY

INTEGRITY AND HONEST WORK

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

PLAGIARISM

Plagiarism is considered an academic offence in the Code of Student Conduct and Disciplinary Procedures which states (see article 16):

"Plagiarism" means the representation of another's work, as one's own or assisting another in representing another's work, published or unpublished, as their own.

a) No student shall represent another person's work, published or unpublished, as their own in any writing, such as an essay, thesis, research report, project or assignment submitted in a course or a program of study, or represent as their own the work of another, whether the material so represented constitutes a part or the entirety of the work submitted.
b) No student shall contribute any work to another student with the knowledge that the latter may submit the work in part or whole as their own. Receipt of payment or other forms of compensation for work contributed shall be cause for presumption that the student had such knowledge.

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

Examples of plagiarism are work that is:

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

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

If a student has any doubt as to what might be considered plagiarism in preparing an essay or term paper, he/she should consult the course instructor to obtain appropriate guidelines and refer to the Office of the Dean of Students'. A McGill student guide to avoid plagiarism is also found online: Keeping it Honest

ACADEMIC OFFENCE

For information on what constitutes an Academic and non-academic offence, students should refer to the Code of Student Conduct and Disciplinary Procedures as outlined in the University Policies and Regulations. Academic or non-academic offences are also considered unprofessional behaviour.

In the event of an allegation of a violation of the Code of Student Conduct and Disciplinary Procedures (e.g. suspected breach of academic integrity in a student's work), the Disciplinary process outlined by the University will be followed.

MISCONDUCT

Misconduct includes unethical or unprofessional behaviour, dishonesty, drug or substance abuse, criminal conviction, and academic offences, such as plagiarism or cheating. Lack of professional behaviour will result in the student being placed on probationary standing and could result in the student being withdrawn from the Program.

PROFESSIONAL BEHAVIOUR

RESPECT AND COURTESY

Collaborative learning is highly valued and advocated at the School. The level of respect amongst students is expected to be of the highest standard. This explicitly includes respect and collaboration across differences and diversities in gender identities, abilities and strengths, sexual orientation(s), racialization, native languages and ethnicities, and financial situations. All peers should be addressed with their identified pronouns and names, and with due flexibility around values, abilities, constraints and/or expectations around working together. All faculty members, administrative staff, clinical instructors and clients should be treated with due respect and courtesy, and addressed by their professional title and surname, unless otherwise invited.

IN-CLASS BEHAVIOUR

Students are required to actively participate in class and not to engage in non-class related activities.

Questions should be directed to the course instructor and/or speaker, except during small group discussions. Talking when a faculty member, guest lecturer or fellow student is speaking is unacceptable. If such behaviour interferes with others' learning, the disruptive student will be asked to leave.

The use of communication and recording devices is not allowed without the express permission of the course instructor and/or speaker.

PROFESSIONAL ATTIRE

Professional attire is encouraged during all learning activities but is required when clients are present for a learning activity, when giving a class presentation, during clinical courses, and during sessions held at external sites and at the Steinberg Center for Simulation and Interactive Learning. If dressed unprofessionally during any of the learning activities listed above, the student will be asked to leave and may only return when dressed appropriately. During clinical courses, clinical educators will consider inappropriate dress as unprofessional student behaviour. Further information on professional attire should have been made available to you in OCC1 545.

During certain laboratory activities, professional attire may not be possible as students may be required to expose areas of their body when acting as simulated patients (draping techniques will be taught and religious, medical and other essential requirements will be respected). Outside of the laboratory rooms, however, students must be fully dressed.

CONFIDENTIALITY

During clinical courses and in class, students must respect the confidential nature of clinical material (patient records, case discussions, etc.). During class, any private information shared by a fellow student, client, or professor shall remain confidential. Any confidential material should only be discussed within a professional context and never in a public place.

All student information, including student records, intra-university communications (e.g., with the Office for Students with Disabilities) and all other student service details are kept confidential and on secured

McGill servers. McGill's privacy regulations prohibit the School from releasing academic or other student-related information without students' explicit written and signed consent.

ATTENDANCE

1. Attendance to and active participation in all learning activities in the occupational therapy (OT) program is strongly encouraged to meet the program learning objectives and attain the competencies required of an entry level occupational therapist.

2. Students are also expected to arrive on time for all learning activities, to not interrupt a class in progress. If the student cannot make it on time, they are expected to create the least disruption to class when arriving.

3. Students remain responsible for all learning objectives despite absences and assume the responsibility for missing time from scheduled learning activities.
    - Students are responsible for course material from both non-mandatory and mandatory learning activities
    - Students are expected to compensate for missed academic learning activities independently (e.g., open labs, notes from peers, additional reading, independent studying)
    - All students are assessed according to the same standards

4. Mandatory activities include all laboratory, small group sessions, workshops, seminars, site visits, professional activities, simulation activities or any other activities as indicated in the course outlines found on myCourses.

5. If a student misses more than 15% of mandatory activities (e.g 15% of labs or seminars), they must submit a remediation plan for the missed learning activities to the course coordinator. When this occurs, the course coordinator will notify the Occupational Therapy Promotions and Review Committee.

6. Students should notify instructors and group members if they have a planned absence.

7. A short absence (5 days or less) does not generally require documentation or approval but will be counted towards the 15% excused absences. An absence of more than 5 days (for example, compassionate or medical reasons) must be supported by written documentation, such as a medical certificate (in the case of medical reasons) and submitted to the Program Director or delegate. The Program Director or delegate, at his or her discretion, may request additional information before approving the absence.

8. Absences that fall on an examination day can only be approved by the Program Director of the OT Program, or delegate. If approved, the student will be granted an examination deferral.

9. If the faculty finds concern that a student's absences may adversely impact progress in the OT program or a specific course, even if 85% of its requirements have been completed, the student may be asked to meet with a Course Coordinator or Program Director or delegate, at his or her discretion.

10. For POTH courses with mandatory course activities, it is up to the course coordinator's discretion to determine whether the attendance policy in the OT or PT program will be applied, provided that they have explicitly communicated their choice of attendance policy to students.

ATTENDANCE AND PARTICIPATION IN THE MCGILL OT MENTORING PROGRAM

The McGill OT mentoring program is designed to facilitate students' connection to the profession. The objectives of this program are to contribute to developing: 1) the students' professional identity; 2) their skills for reflection; and 3) their sense of OT practice through clinical examples or lived experiences. Students are partnered with OT mentors, whereby each OT Mentor meets with their student groups for two, 3-hour sessions in an academic year. Various topics will be used as a platform for discussion and reflection such as, skills and attributes needed for practice, transition from student to student therapist and preparedness for the workforce. Each student group will be followed by their OT Mentor for the entirety of their program.

Students are required to participate in all mentoring sessions. If a student cannot attend a mentoring session (due to illness or extenuating personal circumstances), he/she should contact the OT Mentor or the faculty member in charge of the mentoring program. Should the student miss two sessions without contacting the OT Mentor prior to the mentoring session(s) or does not provide acceptable reasons for their absences, formal documentation of their absences will be sent to the OT Promotions and Review Committee.

ASSESSMENT AND PROMOTION

Students progress through the program by successful completion of successive promotion periods. Students are required to complete the program on a full-time basis except when they have been provided with written permission from the Occupational Therapy Promotion and Review Committee (OTPRC) to register part-time. Students will not be permitted to proceed to the next promotion period unless they have met all criteria of the current promotion period.

Students with incomplete coursework (like failed or deferred courses) may not commence the professional courses (designated POTH, OCC1) in the subsequent promotion period until the incomplete courses have been successfully completed. This means that the courses must be passed. If students choose to voluntarily withdraw from the program, they will not be permitted to remain registered in professional courses (OCC1 or POTH).

PROMOTION AND REVIEW COMMITTEE

Within the School of Physical and Occupational Therapy, student assessment, promotion and determination of suitability for the practice of the profession is within the jurisdiction of the

Occupational Therapy Promotion and Review Committee (OTPRC). The OTPRC reviews the performance of students in the OT Program.

The OTPRC is composed of 4-6 Faculty members of the OT Program and the Program Director or delegate (committee Chair). All faculty members are voting members with the exception of the Program Director or delegate who only votes in the case of a tie.

The OTPRC exercises final authority to determine a student's competence and suitability for the practice of occupational therapy. It will consider all aspects of student progress, including academic performance and professional conduct, and make final decisions on all matters relating to promotion and graduation. The OTPRC will track the records of any student in academic difficulty and the records of any student with a documented incident of misconduct.

The following guidelines for Assessment and Promotion are under constant review by the School. The School may make changes to the policies and regulations at any time. In general, such changes will not come into effect during an academic year or promotion period; however, all changes and their effective dates will be communicated to the students of the program with a reasonable amount of prior notice.

PROMOTION PERIODS – DATES AND CONDITIONS

Promotion periods are used to track student progress. Due to the sequential nature of the curriculum, students will not be permitted to advance to subsequent promotion periods until all criteria of the previous promotion period are met. These include successful completion of all program (OCC1 and POTH) courses in the promotion period as well as all requirements for inter-professional education (IPEA) courses. The Professional Master's Program consists of four (4) promotion periods, which are outlined below.

Students are required to complete all promotion periods following the timeline provided below (full-time study) unless otherwise permitted by the OTPRC due to exceptional extenuating circumstances (e.g., newly diagnosed medical condition).

The Occupational Therapy Program promotion periods are as follows:

PROMOTION PERIOD 1 - M1 SUMMER (MAY- AUGUST)

OCC1 501	Clinical Practicum 1
OCC1 502	Clinical Practicum 2
OCC1 600J1	Clinical Practicum Course Seminars

PROMOTION PERIOD 2 - M1 FALL (SEPTEMBER-DECEMBER)

POTH 612	Advanced Research Methods
OCC1 618	Applied OT Psychosocial Theory
OCC1 620	Work/Ergonomics
OCC1 617	Occupational Solutions 2
OCC1 600J2	Clinical Practicum Course

PROMOTION PERIOD 3 - M1 WINTER (JANUARY-APRIL)

OCC1 503	Clinical Practicum 3
OCC1 622	Community Based OT
OCC1 623	Assistive Technology
OCC1 600J3	Clinical Practicum Course Seminars
IPEA 502	Partnership in Interprofessional Teams
IPEA 503	Managing Interprofessional Conflict
Professional complementary course	

PROMOTION PERIOD 4 - M2 FALL (MAY-NOVEMBER)

OCC1 602	Clinical Practicum 4
POTH 624	Master's Project

A student must successfully complete all courses in each promotion period and have a cumulative grade point of average (cGPA) of 2.7 or better. In exceptional circumstances, the OTPRC may allow progression to the next promotion period even when requirements have not been fully met.

If a student fails a clinical course, he/she can continue in the program only with permission of the Program Director or delegate and final approval by Graduate and Postdoctoral Studies Office.

Students enrolled full-time in the Master's Applied program must complete all degree requirements within 3 years of the date of initial registration in this program. In exceptional circumstances, a request can be made to the Program Director or delegate to carry out studies on a part-time basis. In the situation of part-time studies, degree requirements must be completed within 5 years of the date of initial registration. Please see Graduate and Postdoctoral rule for Time Limitation at Time Limitation.

GRADES AND ASSESSMENT

An overall final grade of B- (65%) is required to pass the courses with a designation of OCC1 or POTH. Similarly, the passing grade on any supplemental assessment or examination is B- (65%) for these courses. A grade is not final until it has been reviewed by the OTPRC and is recorded on the student's official transcript.

Students should be aware that there are specific criteria for promotion for courses having theoretical and practical components or individual and group work.

THEORETICAL AND PRACTICAL ASSESSMENT

In any course that includes both theoretical and practical assessment components, each student must achieve a passing grade B- (65%) in each component, as well as in the overall course, in order to receive a passing grade for the course. If the overall course grade is a failure, OTPRC may allow the student to write a supplemental exam in this course or re-take the course.

If the overall course grade is a pass, but one component is a failure, the course grade is withheld from the record. *A placeholder grade of "K" (incomplete) will be added to the record, which has no impact on the tGPA or cGPA.* The student must undertake remedial work in that failed component and successfully

pass the assessment of that additional work. If the additional work is successfully passed, the original final course grade is then recorded. In order to be permitted to take a supplemental or remedial examination in any professional course, a student must have a cGPA of at least 2.7 in that promotion period.

If the failure is the result of a deferred exam or assessment, remedial work will not be permitted, and the student will receive a final grade of F.

Students repeating a course will not be allowed the option of remedial work in the event of a failure and therefore will receive a final grade of F.

Students will have only one opportunity to attain a passing grade through a remedial work. Failure in remedial work will result in a final grade of F (failure) for the whole course. Failure to complete remedial work will also result in a final grade of F (failure) for the whole course. No further supplemental exams will be permitted.

Students who fail a component in more than one professional course (POTH, OCC1) may not be allowed to carry out remedial work or a supplemental examination, and if warranted, may be asked to withdraw from the program.

Course failures in the Qualifying Year for the MScA programs carry over to the MScA program. In other words, if you fail a course in the Qualifying Year and fail a course in the MScA, you will be required to withdraw from the MScA program. "Failing a course in a Qualifying Year is equivalent to failing a Course in a graduate program and counts as a first failed Course if a Student is subsequently admitted to a graduate program in a related field." (please refer to: Failure Policy in Graduate Studies)

INDIVIDUAL AND GROUP ASSESSMENT

In any course, which comprises both individual and group assessment components, each student must achieve a passing grade of B- (65%) in each component, as well as in the overall course, in order to receive a passing grade for the course. If the overall course grade is a failure, the student may be permitted to write a supplemental exam in this course or retake the course.

If the overall course grade is a pass but one component is a failure, the course grade is withheld from the record. The student must undertake remedial work in that failed component and successfully pass an assessment of that additional work. If the additional work is successfully passed, the original final course grade is then recorded. In order to be permitted to take a supplemental or remedial examination in any professional course, a student must have a cGPA of at least 2.7 in that promotion period (see below).

In the case of a failure in a deferred exam or assessment, remedial work will not be permitted, and the student will receive a final grade of F.

Students who repeat a course and fail this course will not be allowed the option of remedial work and therefore will receive a final grade of F.

Students will have only one opportunity to attain a passing grade through remedial work. Failure in remedial work will result in a final grade of F (failure) for the whole course. Failure to complete remedial work will also result in a final grade of F (failure) for the whole course. No further supplemental exams will be permitted.

Students who fail a component in more than one professional course (POTH, OCC1) may not be allowed to carry out remedial work or a supplemental exam, and if warranted, may be asked to withdraw from the program.

CONTESTATION OF COURSE GRADES

Step 1: For academic courses, including clinical courses, Occupational Therapy students who are dissatisfied with a grade (theoretical, practical) must first discuss the matter with the course instructor or Academic Coordinator of Clinical Education **within one calendar week of being informed of the grade**. Following discussion of the student's concerns, the instructor may leave the grade unchanged or may change the grade.

Step 2: For academic courses, students who remain dissatisfied after speaking with the instructor may request a review of the grade by the OTPRC. **The student's request must be made in writing to the Chair of OTPRC and must be received within 14 calendar days of notification of the grade.**

- If the Chair of OTPRC approves the request for a review of the grade by OTPRC, the Chair will establish a date and time for the meeting where the instructor and student will have an opportunity to present their case, either in-person or in writing.

- Regardless of each party's decision to present their case in-person or in writing, they must submit written documentation of their case to the Chair of OTPRC at least 48 hours before the meeting where the contestation of the course grade will be heard and deliberated. The parties' written documentation will be shared with OTPRC members in preparation for the meeting.

- The proceedings will be conducted in an orderly and respectful manner.

- Following the review of the written or oral information presented, the OTPRC will determine the fairness and veracity of a student's grade, guided by the principles from Section 4 (4.1a-c, 4.2-4.4) of the University's Policy on Assessment of Student Learning.

    - If it is deemed to have been a reasonable and fair assessment of the student's performance, the grade will remain unchanged.

    - Should the OTPRC conclude the grade under review was not reasonable nor fair, the OTPRC will appoint another evaluator to re-read the assignment or examination. Note that "the reread by a second reader is a review of the grade, not the work assigned. It is the second reader's task to determine whether the original grade is fair and reasonable, not to give the work a totally new assessment." (Graduate and Postdoctoral Studies, 2015)

- For academic courses, the OTPRC will appoint another evaluator to re-read the assignment or examination. The evaluator then provides OTPRC with their conclusion. As a result of the re-read, the grade may remain unchanged, be upgraded or downgraded.

- For clinical course, the OTPRC will make the final decision about the contested grade.

Step 3: Should the student remain dissatisfied after a review of the grade by OTPRC, the student may request a re-read of written assessments according to the Graduate Studies Reread Policy Graduate Studies Guidelines and Policies | Programs, Courses and University Regulations - McGill University.

- The student may request a re-read of written work worth more than 20% within graduate courses (600 level). At the time the request for a reread is made, the student should have already met with the faculty member responsible for the course to review the grade, or made a reasonable attempt to do so. The time limit for requesting a reread is within 30 days after posting of the final grades for the course. However, in the case of work which has been graded during the course and returned to the student, students must indicate their intention to request a reread by writing to Graduate and Postdoctoral Studies within 5 working days of receiving the graded work. This intention must be confirmed within 30 days of the posting of the final grades for the course. For information on procedures, please refer to this link. A re-read charge (Additional Services Charges) is applicable and will be charged to your student fee account.

STUDENT STANDING

All students' overall standing in the Occupational Therapy Program will be reviewed and classified as satisfactory, probationary or unsatisfactory. For acceptance into the professional Master's Program, students must be in satisfactory standing and have a McGill cGPA of 3.0 or better.

SATISFACTORY STANDING.

- McGill cGPA of 3.0 or better with no failures or incomplete courses.
- Professional behaviour that meets program standards.

PROBATIONARY STANDING

- A cGPA between 2.7 and 3.0
- Failure or incomplete in one (1) academic course at any time within the Qualifying Year or Master of Science Applied Occupational Therapy. Note that a supplemental examination not taken or a failure in a deferred examination will constitute a failure in a course.
- Remedial work and/or a supplemental examination in two or more courses in the same term.
- Unprofessional behaviour as described in the Student Conduct section above.
- A student with an overall tGPA of less than 2.7 (B-) will be placed on probation.

A student who is placed on probationary standing is automatically monitored by the Occupational Therapy Promotion and Review Committee and may be required:

- To pursue specific remedial activity to address areas of weakness;
- To meet specific performance criteria for subsequent promotion periods;
- To meet on a regular basis with the Program Director and/or delegate;
- To take a maximum of 12 credits per term.

UNSATISFACTORY STANDING.

- cGPA <2.7 at the end of a term.
- Failure of two courses during the program.
- Conditions of admission have not been met.
- Repeated unprofessional behaviour.
- Falsifying self-declaration of criminal history.
- If a student has two or more failures (consisting of course and/or component failures), the student can be considered as having Unsatisfactory Standing, requiring withdrawal from the program.
- The OTPRC will require a student, who is in unsatisfactory standing and considered unsuitable for the practice of Occupational Therapy due to poor academic standing or misconduct, to withdraw from the program and will not be allowed to progress to the Master's program. The Program Director or delegate, acting on behalf of the OTPRC, can withdraw a student from the Program or from a specific course, if the student fails to withdraw voluntarily within one week of a written request.

APPEAL OF DECISIONS MADE BY THE OTPRC

Students can appeal decisions of the OTPRC only in the following situations: (i) the decision requires the student to repeat a promotion period; or (ii) the decision requires the student to withdraw from the Program.

When a student decides to appeal a decision requiring repetition of a promotion period, the following procedure must be followed:

1. Within 14 working days from notification of the decision of the OTPRC, the student must submit a detailed written request for appeal to the Program Director or delegate.
2. The Program Director or delegate will immediately forward the request to the Director of the School of Physical and Occupational Therapy. The Director of the School will determine if one of the following circumstances are present: (i) there is new evidence relevant to the OTPRC decision, which was not available at the earlier consideration; and/or (ii) there has been a breach of natural justice (i.e. procedural fairness). The Director of the School will proceed with the appeal if at least one of these circumstances is present. Please refer to Dispute Resolution –Student Grievances, Appeals and Disciplinary Appeals
3. If the appeal proceeds, the Director of the School of Physical and Occupational Therapy will convene an Ad Hoc Promotions Appeal Committee.

- The Ad Hoc Promotions Appeal Committee is comprised of four (4) members of the Faculty (School of Physical and Occupational Therapy) and one (1) student from a different academic unit, who have had no previous knowledge of the case under review. Those selected will have appropriate background and knowledge to bring to the Committee. One member will be designated as Chair.
- One representative from the OEQ, Faculty of Medicine and Health Sciences, or Dean of Students Office may be substituted for a Faculty member.

4. The Director of the School of Physical and Occupational Therapy will communicate to each party, the names of the members of the Ad Hoc Promotions Appeal Committee, the time and place of the review with a minimum 10 working days' notice.
5. The Director of the School of Physical and Occupational Therapy will call for a detailed dossier from each party which will be circulated to the committee and the parties prior to the meeting. The dossiers should be made available to the committee at least two (2) working days prior to the meeting so they have time to review the materials. The Program Director must be informed of the names of witnesses and advisers at least two (2) working days prior to the hearing.
6. The Program Director, or delegate, will present the OTPRC's evidence, which may include a summary of the student's performance and an explanation for the assessment and decision. This information can be presented to the Committee in written form and/or verbally. Following the Program Directors' summary, the student will be invited to present their case. The Chair and other committee members may ask questions to the parties.
7. Both parties (the student and the Program Director or delegate) may be accompanied by an adviser if they so wish. Witnesses may be called if needed. As defined by the Charter of Students' Rights, the advisor must be a member of the McGill community (such as a fellow student, a faculty member, or a student from the Student Advocacy Program of the Legal Information Clinic) and not be paid for these services.

   The role of the adviser is to advise and help the parties present their case. It is important for the Committee to hear directly from the student and Program Directors. The adviser(s) may speak only at the invitation of the committee Chair.
8. The meeting is conducted in a respectful and non-confrontational manner. No observers are permitted at the proceedings.
9. The Committee will consider all relevant and valid evidence submitted in writing or orally by the parties and their witnesses. The Committee may ask questions of the student, the Program Director or delegate, or the witnesses. The parties may also question each other in order to clarify points.
10. Notes taken during the meeting are for the use of the Committee members in arriving at their decision and are destroyed after they have completed their deliberations.
11. When the parties have completed their presentations and the Chair and the Committee members have no further questions, the meeting will be adjourned. The Committee will continue to deliberate in private.

12. All members of the Committee, including the Chair, vote. A simple majority is required for a decision.
13. The parties shall be informed verbally by the Chair as soon as the decision has been made. The decision will be confirmed in writing with sufficient detail no later than 10 working days following the meeting. No further appeal is permitted.

When a student decides to appeal a decision requiring withdrawal from the program, the following procedure must be followed:

Within 30 working days from notification of the decision of the OTPRC, the student must submit a detailed written request for appeal to Graduate and Postdoctoral Studies .

EXAMINATIONS

Information outlined in this section supplements the Policy on Assessment of Student Learning. For more information, please refer to: McGill University Course Catalogue. For more information, please refer to: Policy on assessment of Student Learning (PASL).
All examinations are governed by university regulations (please refer to Home Page | Exams - McGill University) and by the specific Faculty of Medicine and Health Sciences regulations as outlined below.

Note Exams in the Faculty of Medicine and Health Sciences can be scheduled outside of the standard university dates. The 'University Regulations concerning Final Exams' state that:

> The principles enunciated in these regulations shall be applied, appropriately modified, to courses given during the summer, to other courses of less than 13-weeks duration, and to courses in the Faculties of Law, Medicine and Health Sciences, Dentistry, and Education that do not follow the normal University Timetable. For more information please refer to Final Examinations | Programs, Courses and University Regulations - McGill University .

Students are expected to behave in a professional manner at all examinations, including laboratory practical examinations and examinations administered in clinical settings. The regulations outlined below permit the Faculty to ensure that all examinations are administered in an organized, fair and equitable manner for all students.

Any breach of these regulations will be reported to the Chief Invigilator, and OT Program Director or delegate. Students exhibiting suspicious behaviour will also be reported. Inappropriate behaviour or disruptive behaviour can be considered as unprofessional behaviour or misconduct. This type of incident can be grounds for withdrawal from the Program.

EXAMINATION REGULATIONS AND PROCEDURES

REGULATIONS

1. All examination information is confidential. Any transmission of examination information, either in writing or verbally, is expressly prohibited. No one is permitted to make written notes or to record, in any way, the contents of an examination. This includes the transmission of core materials (e.g. names of patients) used in oral exams or Objective-Structured Clinical Examinations (OSCE).

2. Candidates must not procure, use, or attempt to use or distribute any improper or unauthorized materials.
3. No candidate for examination may bring into the examination room any books, notes, electronic communication devices with memory capability; like mobile phones, smart phones, smart watches, and web-accessible electronic devices or other material containing information pertaining to the examination, unless the examiner has given permission. All mobile phones, smart phones, smart watches, and web-accessible electronic devices must be turned off and must not be in the student's possession during the exam. Unauthorized items found on the person or desk will be confiscated by an invigilator and returned to the student at the end of the examination or the following working day. These incidents will be reported to the Disciplinary Officer for the School. See procedures in Code of Student Conduct and Disciplinary Procedures. For more information, please refer to: Exams regulations
4. Talk or any other form of communication between candidates is forbidden. This includes the use of all types of electronic equipment not specifically requested for the examination, including mobile phones, smart phones, smart watches, and web-accessible electronic devices. All communication devices must be deposited with the invigilators prior to the start of the examination.
5. Candidates are not permitted to leave the examination room until one hour after the start of the examination, and in no case before the attendance has been taken. A candidate who leaves before the end of the examination must hand in all completed and attempted work.
6. **No student will be allowed to enter an examination later than one hour after it has started.** Students who arrive after the examination has begun, within the first hour of the exam, will not be given extra time.
7. Every student has the right to submit in English or in French written work that is to be graded. Personal dictionaries are not permitted. However, a French-English dictionary will be available upon request.
8. A student may not miss an examination without justifiable reason. When a student misses an examination, she/he must:
    a. Notify the course instructor and Program Director or delegate prior to the exam (circumstances permitting), indicating the reason for absence.
    b. Provide appropriate written documentation to justify absence to the Program Director or delegate.
9. Students are not to be penalized if they cannot write examinations or be otherwise evaluated on their religious holy days where such activities conflict with their religious observances. However, students should refer to this policy (Policy on holy days) or the Policy On Religious Accommodations as to how to proceed when a conflict is present.

EXAMINATION REGULATIONS – CHEATING (HONOUR CODE)

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

- Article 26(a): “No student shall, in the context of an Assessment, obtain or attempt to obtain information from another student or an unauthorized material including from an electronic device or give or attempt to give information to another student or possess, use or attempt to use from any unauthorized material including an electronic device;” (2B Academic Offences).
- Article 29(i): “The chief or senior invigilator at an examination shall have like powers of exclusion over any student undergoing the examination when the chief or senior invigilator has reasonable grounds to believe that the student is breaking, has broken, or is attempting to break a university or faculty examination regulation. Such exclusion from the place of examination and its vicinity shall not exceed the remainder of the examination.” (Section 2C: Orders and Sanctions).

Before the commencement of any mid-term or final examination, the above quotations will be read out loud.

PROCEDURES

1. If books, notes, etc., cannot be left outside the examination room, they must be put in a place designated by the invigilator before the candidate takes a seat.
2. Students writing examinations are responsible for arriving at the right time and place and must have with them their McGill student identification cards. Forgetfulness or inadvertently arriving at the wrong time or place, are not acceptable excuses.
3. The doors of the examination room will normally be opened at least five minutes before the starting hour. Candidates will be permitted to enter the examination room up to one hour after the scheduled start of the exam. These students should be aware that a portion of time could be lost while the examination is assigned, and instructions are being given by an invigilator. They must enter the room quietly, and time will not be extended for the examination.
4. Candidates are not permitted to leave the examination room until one hour after the start of the examination, and in no case before the attendance has been taken. A candidate who leaves before the end of the examination must hand in all completed and attempted work.
5. Candidates must remain seated. A candidate needing to speak to the invigilator (for instance to ask for additional supplies) should so indicate by raising his or her hand.
6. Questions concerning possible errors, ambiguities, or omissions in the examination paper must be directed to the invigilator, who will investigate them through the proper channels. The invigilator is not permitted to answer questions other than those concerning the paper.
7. All work must be done in accordance with the examination instructions, and must be handed in to the invigilator
8. At the close of the examination, candidates must stop writing and submit their work at once.
9. Food or a beverage is permitted at the discretion of the Chief Invigilator. Food should be brought in prior to the exam. Students will not be permitted to go to vending machines/cafeteria during an examination.
10. Bathroom privileges: only one student at a time will be allowed to go to the bathroom, and the student may be escorted there and back by an invigilator (at the invigilator's discretion).
11. No student will be permitted to leave during the final 15 minutes of the examination.

DEFERRED FINAL EXAMINATIONS

Deferred final examinations are examinations rescheduled because the original examination was missed for valid reasons. Deferring an exam is an exceptional measure and is meant to help students who are severely ill or dealing with unforeseeable, significant extenuating circumstances.

Deferring an exam merely pushes it to the future—to a time when you may have a full course load of other exams to prepare for. You are strongly advised not to defer more than two exams in an exam period, as this could make for an unmanageable deferred exam period and workload for the following semester.

Do not use exam deferral requests to manage your exam schedule or to reduce your exam load. If you request to defer one exam due to illness, then write another exam the same day or the next, your request may be refused. It is your responsibility to plan how you will meet the academic requirements of your program. Deferred exam requests may not be approved if you attend your exam and partway through decide that you were not well enough to perform at full capacity.

PROCEDURES

Permission for a deferred final examination will be granted by the Program Director or delegate for the following reasons: valid health reasons, family or personal crises. Note that participation in elite athletic event is not a reason for deferral of a final exam (see Policy on Students Participating In Athletics in this document).

Except for cases of emergency on the day of the exams, students must make their request for a deferred exam **PRIOR TO** the scheduled exam. You may be asked for supporting documents for your request. For requests due to illness, medical documentation is only required for absences of 5 or more days. The Program Director or delegate reserves the right to verify all documentation.

In the case of an emergency on the day of the exam, supporting documents must be presented to the Program Director or delegate as soon as possible, and no later than 1 week after the missed examination. These documents must indicate that the student was unable to write the examination for an approved reason on the specific date of the examination. The Program Director or delegate may request further corroborative documentation.

In cases of incidental illness (e.g., a cold, cramps, nausea, etc.) that affected your study time leading up to the exam, but where you recovered on the day of your exam, you are expected to write your exam, and a deferral may not be granted.

If you have made requests due to disability or chronic illness in the past, it is your responsibility to take measures to manage your condition and your course schedule to avoid relying on deferred exams in subsequent exam periods. Please refer to resources available (listed below) and consult with your academic advisor to assist you in this process.

For incidental illness or flare-ups of chronic medical issues, you must submit supporting medical documentation from your health practitioner indicating that you were seen on or close to the original exam date and why you were unable to write the exam on the original date. In the case of a flare-up of a chronic condition, the note

from your health practitioner will need to specify that they observed the flare-up the day of your missed exam, and that you are continuing to be treated and/or followed for your diagnosed condition.

Note: a diagnosed anxiety disorder is a chronic issue. However, if your note simply states anxiety, this is considered to be an incidental illness.

It is assumed that upon entering the exam room or accessing your online exam, it is your intent to complete the exam. It is your personal responsibility to judge your own state of health before entering the exam room or accessing your online exam to assess whether you are able to write the exam. If you attend your exam or access your online exam, you are no longer eligible to defer it, except under some exceptional cases of unforeseeable medical emergencies. In most cases, once you have started a final exam, no accommodation for an alternate exam will be provided. Note that requests based on minor illnesses (e.g. nausea, headache, dizziness, etc.) will not be approved.

In general, an approved deferred examination will be written in the deferred/ supplemental exam period or at the earliest feasible time. Deferred examinations will generally be in the same format as the missed examination. It is your responsibility to be in contact with the course instructor to determine the format and material for the exam, as well as the date and time of the exam.

Students who defer an examination will not be permitted to complete supplemental examinations or remedial work for the entire course, or for a component of a course (i.e., individual, group, practical, and/or theoretical).

The course with a deferred final exam will show a grade of “L” on your transcript until the deferred exam is written and graded. Both the grade of "L" and your final grade will display on your advising/unofficial transcript.

Steps to take to request Deferred Exams:

Step 1: Understand your options and the consequences

Step 2: Find out if you are eligible for a deferred exam

Step 3: Submit your request

Step 4: Understanding your decision (approved or refused)

RESOURCES

McGill offers **many resources** to help you avoid having to defer, including McGill Tutoring Services, the Student Wellness Hub, McGill Counselling Workshops, and other academic resources. If you have a disability or a chronic illness, register with the Student Accessibility and Achievement (SAA) to help you manage your accommodation needs.

REMEDIAL EXAMINATIONS

A remedial examination is required by the OTPRC as a consequence of a failure or unsatisfactory assessment in a component of a course or a clinical rotation. A course component refers to theoretical, practical, individual or group assessments (see THEORETICAL AND PRACTICAL ASSESSMENT and INDIVIDUAL AND GROUP ASSESSMENT). In addition to the remedial examination, a student may be

required to carry out additional learning activities, assignments or repeat a clinical course. Remedial examinations and other requirements will be decided upon by the instructor and confirmed by the OTPRC. The timing of remedial examinations and requirements will be determined by the instructor. In the situation of a deferred final assessment or exam, where the outcome is a failure, a remedial examination will not be allowed.

Please see the Clinical Reference document (Policies) for further details on remedial fieldwork.

SUPPLEMENTAL EXAMINATIONS

Supplemental exams are examinations taken as a consequence of a failure or unsatisfactory outcome in a course. Supplemental examinations may be permitted in some courses. Supplemental examinations will cover material from the entire course or a section of a course. The format of the supplemental examination may differ from the original examination and the timing will be determined by the instructor.

Students who are registered as graduate students and have failed one course required by their department may automatically write one supplemental examination for the failed course or if the departmental policy permits, retake that course or substitute an equivalent course.

It should be noted that the supplemental result will not erase the failed grade originally obtained which was used in calculating the cGPA. Both the original mark and the supplemental result will be calculated in the tGPA and cGPA.

Students who do not successfully pass supplemental exams administered by the School will receive a final supplemental grade of F (failure). **Students with any further failures in the failed course, including the supplemental, or a failure in any other course, will be required to withdraw from the program.** Therefore, two failures, one of which can be the supplemental examination, will put the student in unsatisfactory standing and require withdrawal from the program. Please refer to the Graduate & Postdoctoral Studies Calendar, Failure Policy online: Failure Policy | Programs, Courses and University Regulations - McGill University

CONSEQUENCES OF FAILED REMEDIAL OR SUPPLEMENTAL EXAMINATIONS

Failure in any remedial or supplemental examination will require the student to repeat the course, if allowed by the OTPRC. Students who are repeating a course or have a deferred or incomplete course will be required to repeat the promotion period, if allowed by the OTPRC. A student may not repeat more than one promotion period during the program. During a repeated promotion period, students are permitted to take optional or complementary courses; however, other courses within the program may only be taken with the permission of the OTPRC. Failure in any course during a repeat promotion period will require the student to withdraw from the program.

MIDTERM EXAMS

A copy of a valid medical note or appropriate documentation must be provided to the course instructor and the original document to the Program Director or delegate for all missed midterm exams. If approved, the instructor may choose one of the following three options:

- Preparing and alternative assessment for that particular student;
- Shifting the weight normally assigned to the assessment to the weight assigned to the remaining assessment;
- Deferring the assessment or examination to another time**.**

ASSIGNMENTS

PLAGIARISM

See Academic Integrity above.

GUIDELINES FOR ACADEMIC WRITING

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

Note: The referencing system for the BSc. Rehabilitation Science (Occupational Therapy) program is the American Psychological Association (APA) for term papers.

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

For the MSc. A (Occupational Therapy) program, the referencing system may be other than APA and will be described in the individual course outlines.

Further writing resources can be found at the McGill Writing Centre

ACCOMMODATIONS

STUDENT ACCESSIBILITY AND ACHIEVEMENT

Students must register with the SAA (Student Accessibility and Achievement) at the beginning of the term if they expect to receive accommodation. Please refer to the Student Accessibility and Achievement process and flowchart for students for further details.

MEDICAL NOTES

If an illness or mental health condition is preventing you from completing an assignment, exam or class on time, you may require medical documentation from a clinician, provided that your absence is 5 days or more.

Medical Notes obtained from McGill Wellness Hub adhere to the following guidelines:
You can receive a medical note by coming to the Wellness Hub in person for an appointment with a medical professional.

McGill's policy on medical notes is as follows:

- Medical notes will only be issued **on the day** of the missed exam, assignment, project, class or conference. Absolutely no medical notes will be written for past illness (i.e. on a weekend, the day before, etc.).
- Medical professionals **do not have the authority to exempt students** from exams, presentations, etc. The final decision will be taken by your professor, faculty and/or department.
- No medical notes or confirmations that you presented yourself at the Hub will be issued once the Hub reaches capacity for the day. Because of the high volume of drop-in patients, please **arrive as early as possible** to ensure you'll be seen on the day of your exam/class/etc. For more information please refer to: Student Health Service - McGill University.

If drop-ins have reached capacity, please consult Santé Montréal for a list of off-campus clinics. Please note you may **be charged for this service.**

For medical notes from outside of McGill:

- The note must be written, signed and dated by the health professional, with the professional's name and phone number clearly printed.
- The note must include the date(s) of the student absence and the date on which the student was seen.
- It must cite the dates of the absence and expected date of return to studies.

POLICY ON RELIGIOUS ACCOMMODATIONS (INCLUDING HOLY DAYS)

Students are expected and required to communicate a conflict between an academic obligation including course activities, and assessments (including exams and OSCEs) and a holy day to the course instructor and/or student affairs coordinator within the first two weeks of the course. Please refer to the following two documents for further guidance: McGill's Important Dates for Students and McGill's policy on exams.

LEAVES OF ABSENCE

PROCEDURES

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

A leave may be granted for a period of up to 52 weeks. Requests for leaves must be approved by the Program Director or delegate. A request must be accompanied by supporting documentation (such as a letter from the student's physician/counsellor). The program reserves the right to impose a limitation on the number as well as the total duration of leaves.

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

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

POLICY ON STUDENTS PARTICIPATING IN ATHLETICS

While the School encourages athletic participation and excellence, the student's academic program takes priority when conflicts occur between athletic team commitments (e.g. practices, games) and academic requirements (e.g. classes, exams). A student is considered to be a **student athlete** if he/she is a team member competing in an organized and recognized athletic event at the interuniversity level or higher.

Students may not miss classes due to practices. For McGill teams, competitions are not arranged during official McGill University exam periods.

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

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

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

a. Identify the conflict to the Program Director or delegate no later than two weeks prior to the event by providing the following documents.
    - A letter from the student requesting permission to be absent from classes for the proposed dates.
    - A signed form from the coach confirming when and where the competition will be held, and that the student is participating in the event. Please refer to the form found online: https://mcgillathletics.ca/documents/2012/12/4/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 assessment. **Late submissions will not be considered**.

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

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

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

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